



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

EFFECTIVE PRACTICES IN ALTERNATIVE EDUCATION

(For the purposes of this survey alternative education is defined as any program/approach that supports students who are not successfully engaged in school and require an alternate delivery model)

School Board: Trillium Lakelands District School Board

Contact Person and Email Address: Traci Hubbert traci.hubbert@tldsb.on.ca

Name of Program/Initiative/Strategy: Day School

Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:

Alternate Education Website = anewstart.ca

Description of Program/Initiative/Strategy

The focus is on programs/initiatives/strategies that increase student engagement, confidence, achievement and well-being. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

Day School is offered at six sites around the board including sites in Lindsay, Fenelon Falls, Haliburton, Gravenhurst, Bracebridge and Huntsville. Day School runs in six, six week blocks (30 days of classes) throughout the school year. Students are registered in one single credit course at a time and attend class for three periods per day. The program allows students to focus on one course at a time and this has proven helpful to many students who struggle to juggle multiple courses at the same time. Teachers deliver the program at each site and often run multiple levels of the same course such as ENG3C / ENG3E at the same time to maximize opportunities for students to find a course to meet their needs.

Day school targets students who have been unsuccessful in a traditional school setting and adults returning to school who prefer a classroom environment with face-to-face teacher instruction.

Success indicators include the numbers of credits issued, pass and retention rates along with graduation rates in combination with students involved in the REAL Program.

What has been the impact on Student Learning?

For many of our students we offer the last opportunity for them to earn credits in a school setting. Our adult learners are unable to attend in a traditional high school and many of our alternate students are not best suited to learning in a traditional setting due to conflicts, mental health needs, and issues linked to Safe Schools. Students who are able to focus on one class at a time have reported being able to better focus and not feel overwhelmed with trying to juggle due dates and different classroom expectations.

During the 2016/2017 school year 559 day school credits were earned. In 2016/2017 in conjunction with the REAL program 162 students graduated from an Alternate Education and Training Centre.