



# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## POLICY STATEMENT

**Policy Name:** Alternative, International and Continuing Education

**Policy Code:** ES-3.1

**Section:** Educational Services

Established: December 17, 1998

Revised or

Reviewed: May 31, 2007; May 26, 2011; October 27, 2016; June 20, 2023

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### 1. POLICY STATEMENT

The Kawartha Pine Ridge District School Board (KPR) is committed to providing opportunities for lifelong learners to fulfil their academic and personal goals. The Alternative, International and Continuing Education department provides programs which are responsive to the unique needs and interests of all learners. These programs are based on the Mission, Vision, and Values of the Kawartha Pine Ridge District School Board and the Education Act of the Ministry of Education. In addition, the programs may involve partnerships with other ministries, educational institutions, and social agencies.

### 2. OBJECTIVE

This policy authorizes the creation of administration regulations with respect to alternative, international and continuing education. These regulations provide comprehensive guidance and procedures to follow regarding the delivery of all programs related to this department.

The Board is required to adhere to all applicable legislation including the Education Act, the Ontario Human Rights Code, the Municipal Freedom of Information and Protection of Privacy Act, the Child and Family Services Act, the Occupational Health and Safety Act and the Accessibility for Ontarians with Disabilities Act.

### 3. DEFINITIONS

#### Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

#### Alternative and Continuing Education

Alternative and Continuing Education at KPR consists of secondary school credit and non-credit programs.

**Board**

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

**Board of Trustees**

The elected governance branch of the Board.

**ESL**

English as a Second Language Programs

**Human Rights**

Human Rights pertains to Ontario law that grants every person with a right to equal treatment with respect to services, goods, and facilities without discrimination where one or more of the 17 protected grounds (as stipulated in the Human Rights Code) is applicable. Human Rights pertain specifically to Code-based complaints and will always be handled according to Board Policy B-3.3, Human Rights: Code-Based Discrimination and Harassment and corresponding administrative regulation.

**International and Indigenous Languages Elementary Program (IILE)**

A program offered by KPR for students in Kindergarten to Grade 8 who are interested in the opportunity to develop their language skills through a free, non-credit course outside of school hours. International language instructors focus on the development of the four language skills: listening, speaking, reading, and writing with an emphasis on oral language development. Indigenous Language instructors focus on listening and speaking within the context of land and culture.

**PPM**

Policy and Program Memorandum

**4. APPLICATION**

This policy applies to members of the Board community which includes, but is not limited to, students, staff, trustees, parents/guardians, volunteers, visitors, service providers, and community agencies.

**5. RESPONSIBILITY**

Responsibility for providing Alternative, International and Continuing Education programs for learners is assumed by:

- 5.1 The Board of Trustees, responsible for establishing and approving Board policies;
- 5.2 The Director of Education, having oversight and jurisdiction in determining the parameters of this policy and the associated administrative regulations;

- 5.3 The Superintendent overseeing the Alternative, International and Continuing Education department, or designate, responsible for:
  - 5.3.1 setting guidelines and directives within this policy and related administrative regulations,
  - 5.3.2 consulting with the Indigenous Education department in the offering of Indigenous languages.
- 5.4 The family of schools superintendent, or designate, responsible for:
  - 5.4.1 providing advice and guidance to principals, or designates, in carrying out their responsibilities under this policy.
- 5.5 The principal, or designate, responsible for:
  - 5.5.1 implementing this policy and associated administrative regulations, and taking the initiative to seek appropriate guidance from the Superintendent overseeing the Alternative, International and Continuing Education department, whenever necessary,
  - 5.5.2 ensuring that school staff are carrying out their responsibilities under this policy and associated administrative regulations.

## **6. POLICY**

### **6.1 Credit Courses**

- 6.1.1 The Board understands the value of providing opportunities for credit acquisition. The courses and programs that are offered provide alternative settings and assist in developing the self-esteem of learners, regardless of age or background. The Board also believes that the offered programs may encourage and assist learners to overcome personal, social, and environmental obstacles to learning through a supportive environment and challenging programs of study that build on learners' strengths, needs, and interests. Such programs may also assist learners to acquire the competencies required for self-directed learning and provide relevant information regarding the requirements for credits, diplomas or certificates needed for entry to college, university, apprenticeship or workplace training.
- 6.1.2 Alternative, International, and Continuing Education courses must incorporate the following essential program characteristics to distinguish them from the regular secondary day school and to ensure the success of the learner no matter the learner's age. Furthermore, the administrative regulations will be written to reflect the following principles:

- 6.1.2.1 the use of and validation of life experiences of the alternative learners,
  - 6.1.2.2 the use of problem-solving as a primary mode of teaching and learning,
  - 6.1.2.3 continuous entry and immediate feedback,
  - 6.1.2.4 learner-centered teaching which leads to independent study and increased self-esteem,
  - 6.1.2.5 flexibility in attendance and assignment deadlines,
  - 6.1.2.6 appropriate alternative learning environment,
  - 6.1.2.7 consideration of previous school experiences,
  - 6.1.2.8 consideration of instructional methods reflective of learner needs and post-secondary destination, and
  - 6.1.2.9 appropriate mode of instruction for adults and for adolescents in an alternative setting.
- 6.1.3 All credit courses must attract sufficient enrolment to generate funding to sustain the programs.

## **6.2 Non-credit Courses**

- 6.2.1 The Board understands the value of providing opportunities for non-credit education. For example, International and Indigenous Languages Elementary program (IILE) provided to elementary students and English as a Second Language to adults enhance language acquisition among learners. Other examples may include year-long Literacy and Basic Skills programs and elementary literacy and numeracy programs in the summer that help learners to retain and increase their literacy and numeracy skills after regular school programs are completed. As well, Supervised Alternative Learning may be a non-credit work experience opportunity. Experiential workplace opportunities are encouraged to support learners in achieving their Ontario Secondary School Diploma or Certificate and with their post-secondary goals, the acquisition of essential work skills and knowledge, and transition to the world of work.
- 6.2.2 All non-credit courses must attract sufficient enrolment to generate funding to sustain the programs.

**7. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS**

Board Policies:

[B-3.2, Equity, Diversity and Inclusion](#)

[B-3.3, Human Rights: Code-Based Discrimination and Harassment](#)

[B-8.1, Partnerships in Education](#)

[ES-3.4, Experiential Learning](#)

[ES-3.16, Indigenous Language Program](#)

[ES-3.17, English Language Learners/English Development Program](#)

Administrative Regulations:

[ES-3.1.1, Alternative, International and Continuing Education](#)

[ES-3.1.2, Supervised Alternative Learning](#)

**8. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS**

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)

[Child and Family Services Act](#)

[Education Act](#)

[Ministry of Immigration, Labour, Training and Skills Development](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Occupational Health and Safety Act](#)

[Ontario Human Rights Code](#)

[Ontario Regulation 285: Continuing Education](#)

[Ontario Regulation 374/10: Supervised Alternative Learning and Other Excusals from Attendance at School](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

Other Documents:

[Ministry of Education, Policy and Program Memorandum 167: Online Learning Graduation Requirement](#)

[Supervised Alternative Learning Policy and Implementation, 2010](#)