



## OCDSB ALTERNATE PROGRAMS EOSDN - MISA, 2018 COLLABORATIVE INQUIRY

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OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

### Inquiry Focus - three areas:

1. Closing the gap via credit accumulation
2. Post-secondary pathway readiness
3. Informing our instructional practice

**What?** We undertook a 9 month collaborative Inquiry involving 20 staff, 127 students, four focus groups, collaboration with OCDSB - Research Evaluation and Analytics Department, and three sessions with EOSDN MISA Collaborative Inquiry teams from participating school districts.



**Why?** Our participation in grade 9 EQAO is limited as most of our students earn their grade 9 math credit credit prior to entering our system. Annually OSSLT testing results represent less than 15% of our students. Students in Alternate Programs are at least 1 year behind credit accumulation for graduation/OSSD. Most importantly, we think we can continue to develop a version of our Alternate programs in keeping with new pedagogies and preparing our students for the world of work and college & university classrooms of the 21st century.

*Lack of sleep regulation and social connections outside of school rated by our students as the two most common limitations to school success.*

How many credits had you completed BEFORE you started the Alternate program?



- 1-3 credits
- 4-6 credits
- 7-9 credits
- 10-12 credits
- 13-15 credits
- 16-18 credits
- 19-21 credits
- 22-24 credits
- 2 more

*2/3 of students fall behind peers by at least one full year prior to enrolling in Alternate programs.*

**How?** Engagement through increased credit accumulation. A number of our students come to Alt with a very low credit count and are 17-19 years old. In order to get them to the point where they are challenged and earning credits in the areas they want to pursue after high school, we need to provide and present curricula in

**OCDSB SECONDARY ALTERNATE PROGRAMS**  
*Find the best version of you!*

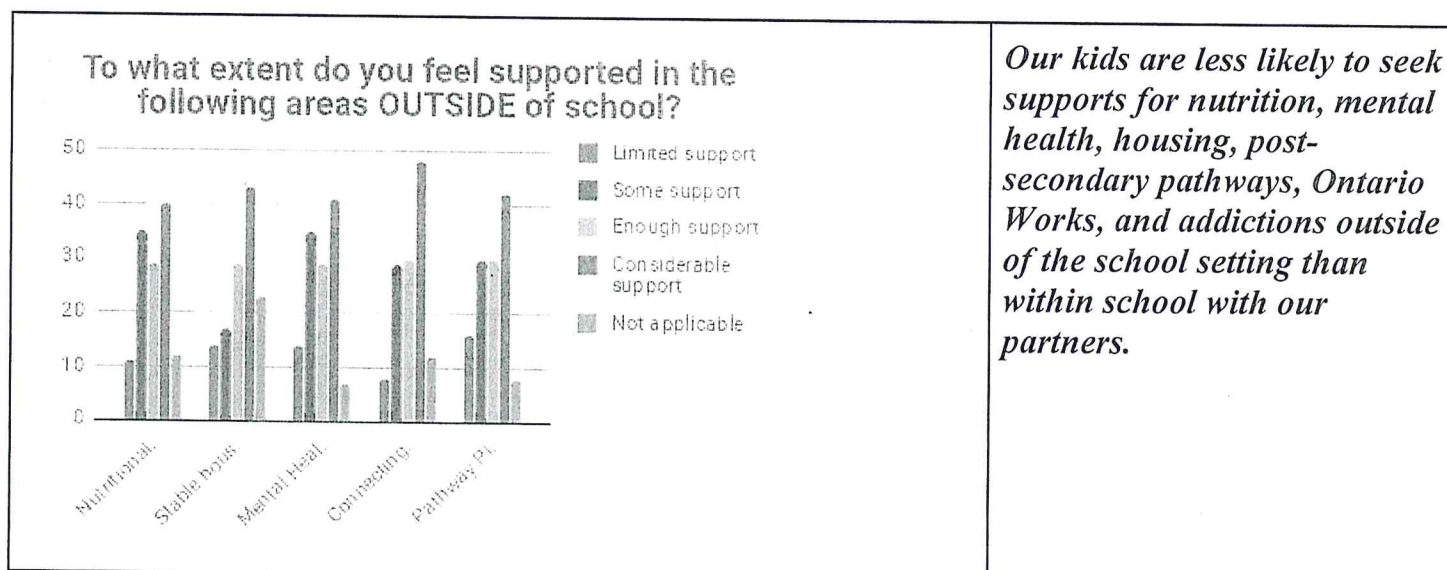
such a way as to support that.

Help students become engaged in school, feel some academic momentum, and know that the school trusts and supports them - as guided by anecdotal comments in focus groups and through survey responses.

Once the students reach 23 credits the students know they are supported and they trust in the Alternate program. At this time, we can challenge students to develop learning skills appropriate to the college and university classrooms they will be entering.

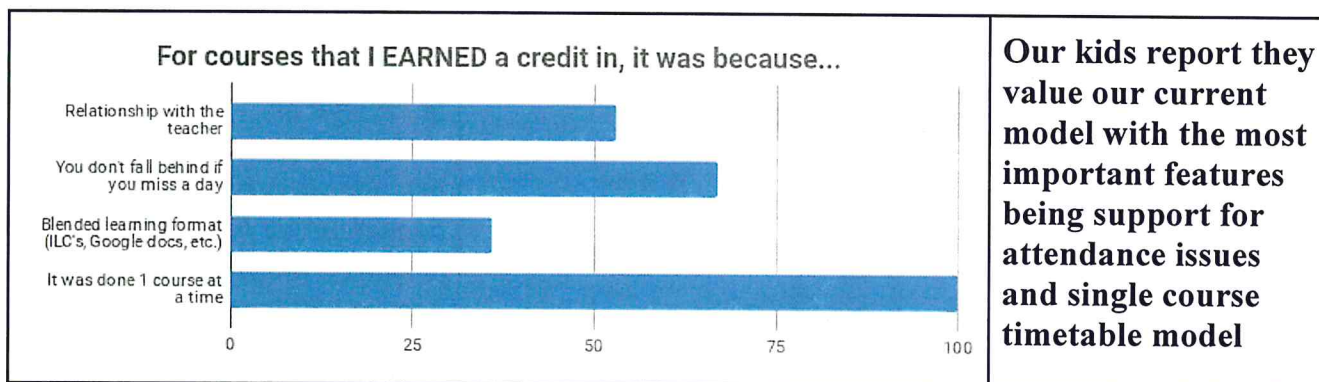
*During conversations with our teacher team we developed the understanding that the fundamental challenge of working in an Alternate environment is to engage students in the same high levels of active learning as community schools without recreating the same environment from which students had previously disengaged.*

**Results:** The predominant reason to attend an Alternate Program was identified as **to catch up on credits**; The predominant post-secondary destination for students from our Alternate sites is **college**; Small site-specific variances in the % students heading to the Workplace or University appear dependent on the demographics of the region/catchment area;



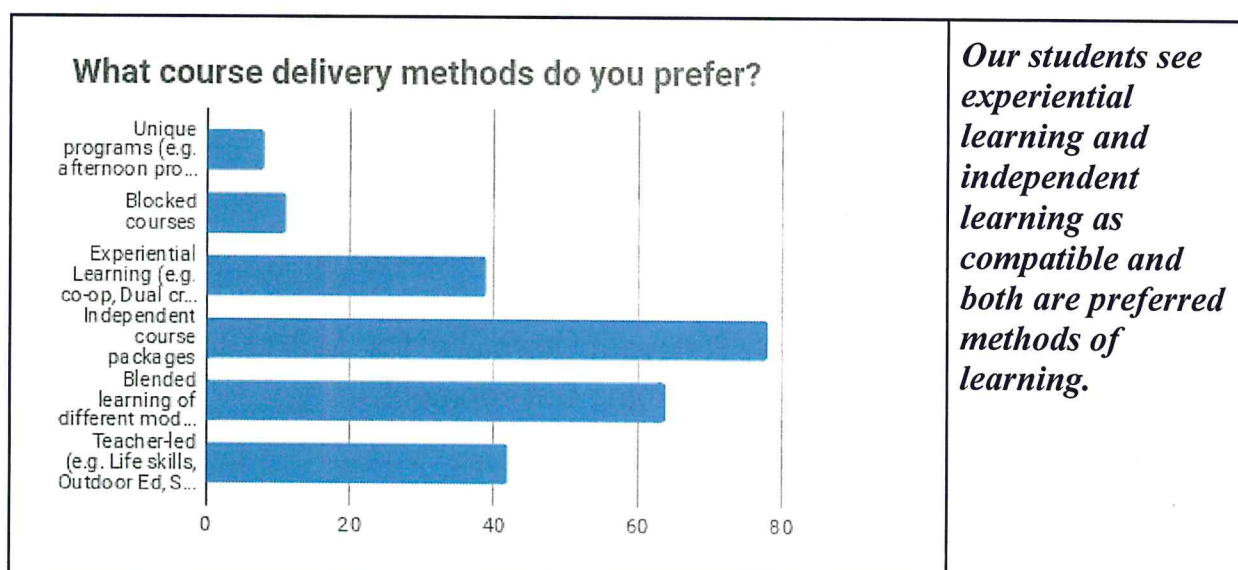
*Our kids are less likely to seek supports for nutrition, mental health, housing, post-secondary pathways, Ontario Works, and addictions outside of the school setting than within school with our partners.*

Students identified the most **significant barriers** to academic success as lack of **sleep, mental health** concerns, **home life** and poor **social connections**; Students responded as preferring independent coursework with variability in delivery/assessment/evaluation models, Students overwhelmingly identify **GRADUATION as SUCCESS!**



**Our kids report they value our current model with the most important features being support for attendance issues and single course timetable model**

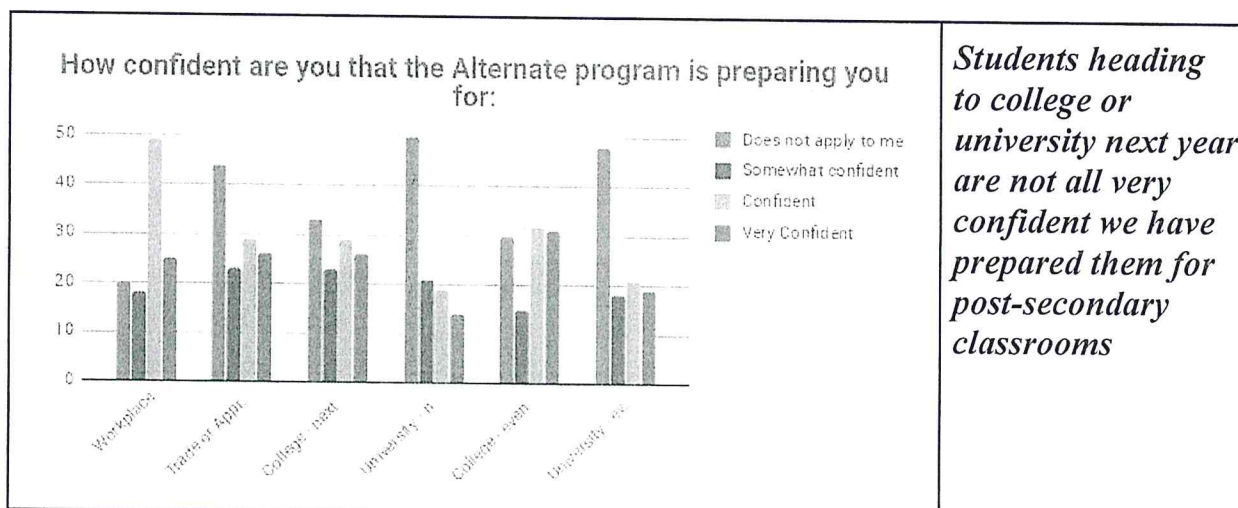
## INFORMING THE SCHOOL LEARNING PLAN:



*Our students see experiential learning and independent learning as compatible and both are preferred methods of learning.*

- Further collaboration between sites - numeracy focus for MBF3C Curriculum Network for continued course development.
- Use the data to - inform classroom practices to address varied post-secondary outcomes (work, college, university);
- create engagement & provide support; determine what students plan to do post-graduation, then support and challenge them to get there.
- Use student voice to inform decisions related to programming and supports of health and wellness.

*“I liked the independence in the Alternate schools when I got here. In a community school you get a massive amount of notes and handouts and then you have to re-teach yourself everything. Independent courses keep you organized”.*



### 2017-2018 PA Day Learning Highlights

- First Annual Doors Open Day
- Alternate Programs: Values, Mission, Vision and Goals.
- MISA Research Project
- Rideauwood: *Superfeelers*
- Embedding Numeracy
- Building Authentic Math Tasks
- Learning Support Services. LDs and Accommodations.
- Course Development Teams
- English Network: Culturally Relevant Literature. FN, M & I Literature.
- Spiralling courses in the Alt Learning Environment.
- *Lost at School* book club.
- IEPs and Alternate students.

### OCDSB Alternate Programs 2018 SLP & Initiatives

- Continue with Alt Course Development Teams
- Co-Planning of all PA Days
- Ongoing collaboration with Student Success Principal and Pathways Instructional Coach and new Experiential Learning Facilitator.
- Continue to develop Independent courses with blended/flexible learning platforms.
  - English Curriculum Network
  - MBF3C Curriculum Network
- Establishment of team of Alt-Itinerant Learning Support Teachers
- Partnership with WholeFoods Foundation
- Fundraising Partnership with Gourmet Cuisine
- Annual Alternate Healthy Eating Camp
- Youth Ottawa Amplify Project
- 2nd Annual Doors Open Day, Wednesday, October 17, 2018.

### Frederick Banting Alternate

- \$15,000 PASS Physical Activity Grant
- Development of Integrated Arts Program

### OCDSB SECONDARY ALTERNATE PROGRAMS

*Find the best version of you!*

**Elizabeth Wyn Wood Alternate**

- **New** Green Technologies Program
- House Building SHSM
  - I.C.E. partnership with L'Arche Elder Care.
- Credit Accumulation through Alt-Spiralled Approach (Pathway Planning)

**Richard Pfaff Alternate**

- **New** Nutrition and Culture Program
- Introducing Media Arts & Guitar in 2018
- Re-launching Outdoor Education
- OCENET Partner hosting colleagues from Spain and Sweden.

**Norman Johnston Alternate**

- Partnerships with Farm to Cafeteria Canada, Growing Up Organic, Just Food Farms, Gourmet Cuisine
- **New** Specialist High Skills Major Program in the Health and Wellness Sector.
  - Renewal of Tech Program (Tech Design, Comm Tech, robotics and coding workshops)
  - Expansion of Music Writing pilot project through the support of Bluesfest and Citifolk
- Youth Ottawa DILA Program (Day of Information for a Lifetime of Action)
- Fostering self-expression with Tribe Academy.

***Our Mission: Helping students find confidence and the right space to grow.***

*The well-being of our students is at the heart of all that we do. Students choose Alternate programs having faced challenges finding their pathway in traditional schools. Our students are positive self-advocates who set goals for their future pathways. Our students are comfortable facing challenges and taking healthy risks. Through respecting their diversity and individuality we help our students to find confidence and the right space to grow. We empower responsible students who will be good people, valued employees, positive digital citizens and environmental stewards. Our students graduate feeling like they have a future and that they matter in the world. Through their time in the Alternate schools, our students will have a greater belief in themselves and confidence that they have worth.*