Application

Board Policy and Procedure #325.0, Continuing Education, outlines the Continuing Education opportunities available to staff and students in the York Region District School Board.

Stakeholder Groups with Responsibilities Under this Policy

- Board of Trustees
- Director of Education
- Superintendents
- Continuing Education Principals and Managers
- Day School Principals
- Site Administrators and Principals
- Continuing Education Teachers and Instructors
- Parents/Guardians
- Students
- Community Members

Relationship to the 2012-2013 Board priorities

Trustees’ Multi-Year Plan:
- Engagement of students, staff, parents/guardians, and community members in public education.
- Providing equitable access to differentiated and relevant learning opportunities, resources and programs.

Director’s Annual Plan:
- Provide engaging programs in alignment with the revised Literacy and Numeracy frameworks.
- Enhance student engagement and learning through the implementation of innovative programming including inquiry and integrated digital literacy strategies.

Board Improvement Work Plan:
- Students will be more engaged through appropriate programming and learning experiences that are personalized, collaborative and differentiated.

Document History and Previous Changes

Replacing former Policy #325, International Languages
Revised 2009
Working Document November 2013
Revised June 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.
The York Region District School Board believes in lifelong learning that continues beyond the regular school day, beyond school age as defined by the Ministry of Education, and beyond the regular classroom. A number of programs are offered for students and community members to support this belief.

**Responsibilities**

*The Board of Trustees is responsible for:*

- offering continuing education programs, as outlined in, the *Education Act*;
- reviewing the *Continuing Education* policy in accordance with the priorities in the Trustees’ Multi-Year Plan and the approved policy review cycle; and
- understanding and communicating with members of the community about the *Continuing Education* policy, as required.

*The Director of Education is responsible for:*

- implementing and operationalizing the *Continuing Education* policy.

*Superintendents are responsible for:*

- supporting the application of the *Continuing Education* policy.

*Continuing Education Principals are responsible for:*

- ensuring the implementation of the *Continuing Education* policy.

*Day School Principals are responsible for:*

- ensuring necessary classroom space and equipment (including technology) are available for Continuing Education programs.

*Continuing Education Site Administrators and Principals (International Languages, Night School, Summer School) are responsible for:*

- ensuring that the curriculum is delivered in accordance with the Ministry of Education and Board directives;
- ensuring timely and effective communication with parents/guardians and students, including, but not limited to, report cards, school events and class cancellations; and
- ensuring a safe, supportive, and respectful learning and working environment.

*Parent(s)/guardian(s) are responsible for:*

- supporting student compliance with program requirements; and
- communicating with teachers, site administrators and principals, as required, to promote student achievement and well-being.
Students are responsible for:

- complying with the program requirements; and
- complying with applicable Board policies and procedures.

Community Members are responsible for:

- providing input and feedback about Continuing Education programs; and
- communicating community needs.

**Definitions**

**Continuing Education**

Continuing Education programs at the York Region District School Board include Provincially-funded and cost-recovery programs. The goal is to promote lifelong learning by providing opportunities for people to gain the skills and knowledge necessary for personal fulfillment and/or career advancement.

Continuing Education programs are available to students ranging in age from three to adult.

**Legislative Context**

Education Act

**Department**

Continuing Education Services, Community and International Education Services

**Policy History**

Replacing Policy #325.0, International Languages
Revised 2009
Working Document November 2013
Revised June 2014

*It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.*
This procedure outlines how Continuing Education programs are supported, administered and delivered in the York Region District School Board.

Application

The following Continuing Education programs/courses are offered in the York Region District School Board.

Summer Programs/Courses

- Adult Non-Credit English as a Second Language (ESL)
- Building Blocks for Kindergarten (BBFK)
- e-Learning
- Non-Credit English as a Second Language
- Summer Institute for Kids
- Summer School Credit Courses
- Summer School (Elementary)
- Summer Tutoring
- Summer School for Students with Developmental Disabilities.

School-Year Programs/Courses

- Adult Day School
- Adult Non-Credit English as a Second Language (ESL)
- After-School Credit Recovery
- After-School Literacy and Mathematics Programs
- Beginner Driver Education
- e-Learning
- Independent Learning Credits
- International Languages
- Language Instruction for Newcomers to Canada (LINC)
- Literacy and Basic Skills (LBS)
- Night School Credit Courses
- Personal Support Worker (PSW)

Definitions

**Adult Day School (including Adult ESL Credit Courses)**

The Adult Day School operates four semesters per year, five days a week. There are four entry points per year to give students the opportunity and flexibility to join classes based on their personal schedules. Students can take a maximum of two courses per semester, giving them time to focus on a limited number of courses, including ESL credit courses.

The Adult Day School provides the following options for adult students who are over 21:

- requirements for an Ontario Secondary School Diploma (OSSD), or post-secondary education, apprenticeship, or employment programs;
- language skills for new Canadians;
- Canadian equivalency for credentials as well as language skill acquisition and upgrading for internationally trained professionals and trades people;
- workplace literacy and numeracy requirements for students in the workplace;
- courses for adults on social assistance who want to become self sufficient;
- Prior Learning Assessment and Recognition (PLAR) for mature students; and
- courses for experienced workers who want to upgrade their skills or learn new skills.

**Adult Non-Credit English as a Second Language (ESL) Programs**

The Adult Non-Credit ESL programs are designed to support adult learners (age 18 and above) at various levels of English language proficiency. It supports Ministry of Citizenship and Immigration and Ministry of Education mandates to develop and implement programs and supports for English language learners. Students are assessed and placed according to their English language proficiency.

**After-School Literacy, Mathematics and Credit-Recovery Programs**

After-School Literacy and Mathematics programs are for students in Grades 7 to 10. The elementary school program gives extra support to Grade 7 and 8 students who would benefit from remedial instruction in literacy and mathematics. In secondary schools, this program supports Grade 9 to 12 students for whom Grade 9 or 10 remedial instruction in literacy or mathematics is needed. This program can also support secondary students who need additional support with the Ontario Secondary School Literacy Test (OSSLT) and/or the EQAO Grade 9 Mathematics assessment.

The After-School Credit Recovery program is for Grades 9-12 students who need credits. Eligible students are identified by the day school principal, in consultation with teachers, students and parents/guardians.

**Beginner Driver Education**

The Beginner Driver Education program is a Ministry of Transportation approved program for participants 16 years of age or older and who have their G1 license. Upon successful completion of the course, the Ministry of Transportation will be notified and the certification applied to the participants’ licensing history. Certification may be used to obtain discounts by some insurance providers.

**Building Block for Kindergarten (Summer Program)**

Building Blocks for Kindergarten (BBFK) is a readiness program that supports Junior Kindergarten students entering school.

**e-Learning (Night and Summer School)**

e-Learning offers credit course programs for students through quality web-based curricular learning resources that are used to support, extend, enhance and enrich learning opportunities. e-Learning does not replace traditional school programs, rather they provide flexible learning opportunities that are supported by information communications technology and reflect the diverse needs of students.

**Independent Learning Credits**

Independent Learning Credits are offered in partnership with the Independent Learning Centre (ILC) to provide students with an opportunity to earn distance education credits.
International Languages Program – Credit and Non-Credit

The International Languages Program provides opportunities to learn a language in addition to English and French. Elementary and secondary students can learn a language for the very first time or extend their knowledge of their first language. Students can learn the language to accumulate a secondary school credit or for personal interest and advancement.

Language Instruction for Newcomers to Canada (LINC)

LINC programs are offered to newcomers living in Canada, 18 years of age or older and for whom English is not their first language. Eligible applicants must be landed immigrants, convention refugees or have permanent resident status. Canadian citizens and refugee claimants do not qualify for this program. Language proficiency is assessed and students are placed in one of five LINC levels.

Literacy and Basic Skills Program (LBS)

This program is funded by the Ministry of Training, Colleges and Universities and offers literacy and basic skills to English or French-speaking adult learners whose literacy skills fall below the Grade 9 level. It also provides academic upgrading in other areas including, but not limited to, mathematics and computer software, in preparation for post-secondary training, employment, or other personal goals. Upon registration, adult students are assessed to determine individual needs and level of proficiency so that an individualized program can be developed to support individual learning goals.

Night and Summer School Credit Courses

Night and summer school give secondary students and adults an alternative way of earning credits towards the Ontario Secondary School Diploma. The registration of students for night school and summer school is completed by the student and the day school Guidance Department.

Personal Support Worker (PSW) Program

The PSW program qualifies graduates to work in long-term care facilities and provide home support for the infirm. Entry into this program requires attendance at a registration session and a literacy assessment to ensure an acceptable level of understanding and communication.

The PSW program is taught by teachers, registered nurses, physiotherapists, allied health professionals, and social workers. The program includes supervised facility and community placements. The program enables students to obtain an industry-recognized certificate in health care and seven high school credits towards an Ontario Secondary School Diploma. The PSW program has two formats:

- a full-time program operating Monday to Friday during the months of September to June; or
- an evening program offered two nights per week for 24 months.

This program is accredited under the PSW Education Program Accreditation and has met all professional and educational requirements as outlined by the PSW Educational Program Accreditation Standard.

Summer Institute for Kids

Summer Institute is a full-day program that offers academic, art, athletic and other recreational activities for children and youth from Kindergarten to Grade 8. The Summer Institute is located at several selected elementary schools throughout York Region.
Summer School (Elementary)

Summer School is offered to Grade 7 and 8 students to build on the concepts and expectations of language and mathematics taught during the school year. Essential skills are extended and explored through inquiry.

Summer school programs offered at the elementary level are:

1. Language and/or Math Reinforcement program for students who do not have an Individual Education Plan (IEP) or an English Language Learners (ELL) designation;
2. Language and/or Math Reinforcement program for students who have an academic IEP; and
3. ELL Language is a full-day program for students who are ELL Stage 1 or 2 learners. Focus is on reading, writing and speaking.

Summer School for Students with Developmental Disabilities

Summer School for Students with Developmental Disabilities is a half-day program for students with developmental disabilities aged eight to 20. The program content is based on each student's Individual Education Plan (IEP). The program is designed for students who can manage in a minimum 3:1 (three students to one staff) ratio.

Through this program, students will develop their literacy and numeracy skills; expand their social and life skills; and extend their communication skills. Students will also have opportunities to explore their local communities, participate in recreational activities, and explore the Arts.

Summer Tutoring Program

Summer tutoring is a school-based program that offers literacy and/or mathematics support for children from Kindergarten to Grade 6.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Continuing Education procedure.

Continuing Education Principals and Managers shall:

- ensure that Continuing Education staff adhere to all applicable legislative requirements and Board policies, procedures and expectations;
- ensure the accuracy of all data entered into the student administration system;
- ensure the accurate completion of all required reports;
- provide leadership in the effective implementation of high-quality and accessible programs and services;
- support Continuing Education staff in the development and delivery of programs and services;
- make data informed decisions;
- ensure that there is positive and regular communication with students, parents and the community about Continuing Education programs and services;
- collaboratively create and sustain a healthy school/workplace climate;
- select locations appropriate for the delivery of Continuing Education programs; and
- establish Continuing Education classes.
Day School Principals shall:

- ensure staff, students and community members are aware of Continuing Education programs;
- ensure that Continuing Education programs, where applicable, operate in accordance with Ministry of Education requirements and Board expectations; and
- encourage communication and interaction between day school and Continuing Education staff.

Site Administrators and Principals (International Languages, Night School, Summer School) shall:

- oversee programming at the instructional location;
- communicate among Continuing Education and day school staff;
- ensure that all staff and students are aware that they must immediately notify the site administrator or principal of emergencies or other concerns;
- ensure that there is positive and regular communication with students, parents and the community about Continuing Education programs and services; and
- ensure that staff and community partners feel appreciated and supported.

Continuing Education Teachers and Instructors shall:

- deliver the curriculum in accordance with provincial and Board requirements;
- address the academic and behavioural needs of the students;
- communicate with students, parents, administration and support staff;
- provide regular and timely feedback about progress to parents and students;
- provide a safe, supportive and respectful learning and working environment; and
- work cooperatively with day school teachers to promote a supportive learning environment for continuing education students.

Students shall:

- work hard and put forth their best efforts;
- treat teachers and other students with respect;
- adhere to the student and school/site code of conduct; and
- communicate any concerns to the appropriate teacher or administrator in a timely manner.

Parents are encouraged to:

- work cooperatively with the staff to ensure student success;
- support the learning process at home; and
- encourage their children to abide by school rules and regulations.

Community Members are encouraged to:

- support the staff and the programs by providing constructive input; and
- participate in school events and celebrations.

Procedure History

Approved 2009
Revised 2012
Working Document November 2013
Revised June 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both biological/adoptive parents and guardians in all Board policies and procedures.