



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #325.0, Continuing Education

Executive Summary

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.

What has Changed?

Major changes to the document:

Reason for review: Due for second review.

Who is affected by these changes and what is the impact on current practice?

Implementation timelines: Immediate.

Lead Superintendent(s)/Subject Matter Expert(s): Coordinating Superintendent of Education - Curriculum and Instructional Services and Continuing Education, Principal, Continuing Education Services.

Stakeholder Groups with Responsibilities under this Policy and Procedure

- Board of Trustees
- Director of Education
- Associate Directors 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 Board Priorities

Trustees' Multi-Year Strategic Plan:

- We develop the knowledge, skills and attitudes to remove barriers in support of all learners.
- We lead ethically by focusing on students and upholding our values.

Director's Annual Plan:

- Provide effective instruction and assessment that reflect students' identities, lived experiences, strengths, needs and interests.

- Build trust and collaborative relationships with students, families and staff by developing shared solutions through respectful communication and responsive actions.

Systems Actions

- Develop resources and learning opportunities to support schools and departments with inclusive approaches for engaging community.
- Identify and remove barriers to engaging families and communities that are marginalized (e.g., access to technology, language barriers).

Timelines and Next Steps

This policy was scheduled for second review at the September 13, 2022 Policy and By-Law Standing Committee meeting.

Providing Feedback

Questions about this policy and/or procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert through Trustee Services.

In accordance with [Board Policy 285.0, Board Policies, Procedures and Supporting Documents](#), the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, feedback may be submitted through the school council or by submitting the online form. In your response please:

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable,
- suggest specific alternate wording to reflect your position, and
- identify the reason(s) for your concern(s).

Specific recommendations or questions about the review process should be submitted using the online form or sent to the Policy Officer via email at policy.committee@yrdsb.ca, or via telephone at 905-727-0022 extension 2570 or in hard copy at [The Education Centre – Aurora](#).

Contact

Continuing Education Services
Curriculum and Instructional Services
International Education Services

Legislative Context

[Education Act](#)

History

Replacing former Policy #325, International Languages
Revised 2009
Revised 2014
Revised 2021, June 2022

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.

1. Policy Statement

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.

2. Responsibilities

2.1 The Board of Trustees is responsible for:

- a) offering continuing education programs, as outlined in the Education Act;
- b) reviewing the Continuing Education policy in accordance with the priorities in the Trustees' [Multi-Year Strategic Plan](#) and the approved policy review cycle; and
- c) understanding and communicating with members of the community about the Continuing Education policy, as required.

2.2 The Director of Education is responsible for:

- a) implementing the Continuing Education policy.

2.3 Superintendents are responsible for:

- a) supporting the application of the Continuing Education policy.

2.4 Continuing Education Principals are responsible for:

- a) ensuring the implementation of the Continuing Education policy.

2.5 Day School Principals are responsible for:

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

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

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

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

- a) supporting student compliance with program requirements; and
- b) communicating with teachers, site administrators and principals, as required, to promote student learning.

2.8 Students are responsible for:

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

2.9 Community Members are responsible for:

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

3. Definitions

3.1 Continuing Education

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 is available to students ranging in age from three to adult.

3.2 Adult Day School

Supports adult learners who are over 21 with requirements for an Ontario Secondary School Diploma (OSSD), or post-secondary education, apprenticeship, or employment program. The Adult Day School operates four quadesters per year. Students may take a maximum of two courses per quadester. Students may receive equivalency credits through the Prior Learning Assessment and Recognition (PLAR) for mature students.

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

Designed to support adult learners (age 18 and above) at various levels of English language proficiency from Literacy to CLB 10. English as a Second Language classes are funded by the Ministry of Labour, Training and Skills Development. Learners are assessed and placed according to their English language levels of proficiency in speaking, listening, reading and writing. Various course options are available based on learner interests and goals. Introductory digital literacy skills are developed in all classes.

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

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 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 have failed a course and been recommended for Credit Recovery. Eligible students are identified by the day school principal, in consultation with teachers, students and parents/guardians.

3.5 Aquatic Leadership

Offered in partnership with the City of Markham and the Town of Aurora. The program uses a blended learning format consisting of pool instruction, face-to-face instruction, and online learning to deliver credit courses and swimming, lifeguarding and swim-instructor certifications.

3.6 Building Block for Kindergarten (Summer Program)

Building Blocks for Kindergarten (BBFK) is a readiness program that supports incoming Junior Kindergarten students with the transition to school in selected elementary schools.

3.7 Independent Learning Credits

Offered in partnership with the Independent Learning Centre (ILC) to provide students with an opportunity to earn distance education credits.

3.8 Indigenous Languages and International Languages – Credit and Non-Credit

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. Secondary students can learn the language to accumulate a secondary school credit or for personal interest and advancement.

3.9 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. Language proficiency is assessed and students are placed in one of five LINC level classes.

3.10 Literacy and Basic Skills Program (LBS)

This program is funded by the Ministry of Labour, Training, and Skills Development. Assessments are performed to determine eligibility. Learners must have a completed CLB 4 in listening to be considered. This program supports a variety of needs from improving literacy, to providing academic upgrading in a variety of disciplines such as mathematics or computer software. This program supports learners in preparing for their GED, post-secondary training, and/or improving employability skills. An individualized plan will be developed with the learner to support reaching individual goals upon registration.

3.11 Night and Summer School Credit Courses (Secondary)

Night and summer school provide students the opportunity to earn credits towards the Ontario Secondary School Diploma.

3.12 Online Learning (Night School)

Online Learning offers secondary credit courses for adults and part-time YRDSB secondary school students in an asynchronous learning model. Online Learning provides a flexible programming option supported by technology in support of the diverse needs of students.

3.13 Online Learning (Summer School)

Online Learning offers credit courses for adults and students in an asynchronous learning model. Online Learning provides a flexible programming option supported by technology in support of the diverse needs of students.

3.14 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.

3.15 Summer School (Elementary)

Summer School is offered to Grades 6, 7 and 8 students to build on the concepts and expectations of language and mathematics. Essential skills are extended and explored through inquiry. Summer school programs offered at the elementary level are:

- a) Literacy/Numeracy Reinforcement program for students who do not have an Individual Education Plan (IEP) or an English Language Learners (ELL) designation;
- b) Language and/or Math Reinforcement program for students who have an IEP; and
- c) an entry-level ELL Language program.

3.16 Program for Students with Developmental Delay

This is a half-day program for students with developmental disabilities aged eight to 20. The program content is based on the Individual Education Plan (IEP).

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

4. Contact

Continuing Education Services
Community and International Education Services

5. History

Replacing Policy #325.0, International Languages
Revised 2009
Revised 2014
Revised 2021, June 2022



Board Procedure #325.1 Continuing Education

1. Procedure Statement

This procedure outlines how Continuing Education programs are supported, administered and delivered in the York Region District School Board.

2. 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)
- Indigenous Languages and International Languages
- Online Learning
- Non-Credit English as a Second Language
- Summer Institute for Kids
- Summer School Credit Courses (Secondary)
- 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
- Aquatics Leadership
- Independent Learning Credits
- Indigenous Languages and International Languages
- Language Instruction for Newcomers to Canada (LINC)
- Literacy and Basic Skills (LBS)
- Night School Credit Courses
- Online Learning Night School

3. Responsibilities

3.1 The Director of Education shall:

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

3.2 Continuing Education Principals and Managers shall:

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

3.3 Day School Principals shall:

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

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

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

3.5 Continuing Education Teachers and Instructors shall:

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

3.6 Students shall:

- a) work hard and put forth their best efforts;

- b) treat teachers and other students with respect;
- c) adhere to the student and school/site code of conduct; and
- d) communicate any concerns to the appropriate teacher or administrator in a timely manner.

3.7 Parents are encouraged to:

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

3.8 Community Members are encouraged to:

- a) support the staff and the programs by providing constructive input.

4. Contact

Continuing Education Services
Curriculum and Instructional Services
International Education Services

5. History

Approved 2009
Revised 2012, 2014
Revised 2021, June 2022