Sunrise School Division
Alternative Learning Program Review

Prepared by:

Lars Feilberg, Assistant Superintendent of
Learning and Student Services

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Alternative Learning Program Review

Purpose

A review of Alternative Education Programming (ALP) was undertaken in the 2023 - 2024 school year to identify successes and to recommend actions to strengthen ALP in Sunrise School Division.

Process

To determine strengths, challenges, issues and next steps, this review used the following sources of data:

- A review of program history and current model guidelines

- Staffing history

- Input from stakeholders

  - Students

  - Families

  - School teams

Summary

Key Findings

1. The budget for rent is meeting existing needs but may not in the future considering rent increases.
2. The current description of ALP model does not align with current practices regarding attendance and entry points.
3. Attendance and credit documentation practices vary between sites. This inconsistency is a barrier to documenting credit attainment and accurate attendance related to ALP.
4. EAs supporting ALP could benefit from PD specific to their roles.
5. ALP students are very satisfied with programming available.
6. Parents interviewed were very satisfied with ALP.
7. Food security and the importance of food was a recurring finding.
8. Meeting needs (belonging, freedom, fun, safety, mastery, generosity), flexibility, and differentiated instruction and assessment were the most frequently identified factors contributing to success. This is aligned with the student barriers identified by school teams.
9. Students and staff identified a need for access to a wider range of courses, including remote options.
10. Collaboration between ALP staff in the school division could benefit all programs.
11. Technology plays an important role and is currently sufficient to provide appropriate programming.

12. Whitemouth school EA staffing is difficult to manage at a .25 FTE

Recommendations

1. Revise the ALP Model section of the Student Services Manual to address attendance and entry point content.
2. Establish consistent attendance procedures that align with Sunrise Attendance Procedures (JDA).
3. Consistently document credit attainment specific to ALPs on an annual basis.
4. Ensure that ALP programs are included in universal nutrition program
5. Direct schools to determine ways to increase access to courses offered.
6. Determine if purchasing of ALP space at some sites is viable.
7. Identify PD specific to ALP EAs.
8. Support collaboration between ALPs with sub costs and technology.
9. Share resources between programs to maximize the range of courses available to students and identify a budget to support student enrollment in existing remote learning options.
10. Assess the technology renewal schedule for ALPs.
11. Staff Whitemouth School with an additional 0.25 EA to bring the total to 0.5 FTE EA for ALP

Actions Completed

1. Revised the ALP Model section of the Student Services Manual completed by June 30.
2. ALP teacher collaboration: Microsoft Team created, and documents being shared. Approval to request sub costs for visiting other locations.
3. ICT has been collaborating with ALP teachers and school administrators to determine attendance code and course code challenges. This will be completed in the 2024-25 school year.
4. Whitemouth School has been provided with an additional 0.25 FTE EA for the 2024-25 school year.

Alternative Learning Program Review

The 2023-2024 Alternative Education Program Review includes the following:

1. Description of current program status
    - History
    - Model
    - Staffing and Budget status
    - Student credit attainment

2. Stakeholder survey/interview data
    - Students
    - Guardians
    - School Teams

3. Review findings

4. Recommendations

5. Responsibility Recommendations

Alternative Learning Program Review

Section 1: Description of Current Program Status

History
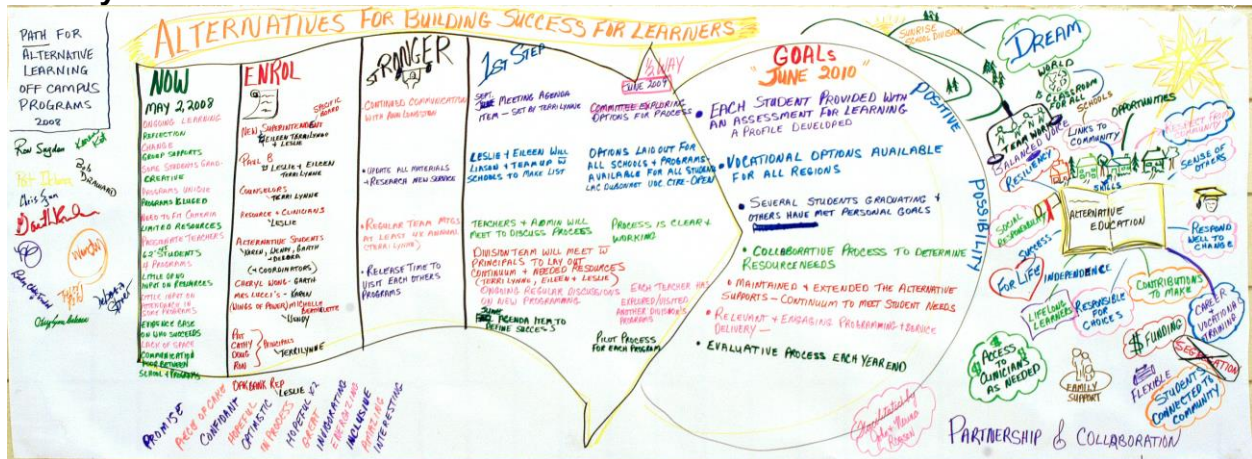
The first ALPs at four schools were in place September 2006. At that time, Sunrise recognized that there were many students that were not attending or engaging in learning in the regular school environment and were therefore not graduating or at risk of dropping out of school. The dream was to have some of these students eventually graduate while others would meet personal goals to best prepare them for transition into their communities.

From the outset, it was recognized that each of these programs would evolve in response to the needs and culture of their local communities. At the outset, students from Whitemouth were attending the ALP at LdBSS. After several years, it was recognized that services were best provided within the Whitemouth community.

Model
Alternative classrooms are designed to assist students in experiencing success and engaging with education through flexible, and individual delivery of Manitoba curricular outcomes.

We offer alternative classrooms connected with the five high school sites. Each alternative classroom is overseen by respective school administration.

The alternative classroom teacher is a member of the staff at the high school and attends staff meetings and professional development with the local staff.

Alternative classrooms have evolved through opportunities to serve a distinct student population and operate with the following essential elements and related questions in mind:

- Relationships – Can I work with adults who share my interests?
- Choice – Will I be able to choose, what, when and how I learn?
- Challenge – Am I appropriately challenged in doing this learning?
- Practice – Will I have the opportunity engage in practice of my new skills?
- Authenticity – Will I be able to explore and make mistakes, with support?

- Application – Will my learning be regarded as significant by others?
- Time – Will there be time for me to learn at my own pace?
- Timing – Can I pursue my learning out of standard or traditional sequence?

High schools may consider the following criteria in relation to alternative classroom attendance:

- Student is able to work cooperatively and independently.
- Student is willing to accept support to assist with learning.
- Student may have had a history of sporadic attendance or may no longer attend school.
- Student may prefer to work in the alternative classroom environment.
- Alternative programming may be the most viable choice to complete high school.

Alternative classroom instruction will involve the following approaches:

- Active, application-oriented, experiential teaching and learning.
- Significant involvement in mentorship and coaching.
- Holistic, multi-sensory approaches to learning.
- Opportunities to practice communication skills and problem solving.
- Emphasis on acquiring foundational skills upon which to build.

Typical entry points to alternative classroom programming are as follows:

- Students may take courses at the high school and/or in the alternative classroom.
- Some students may take courses exclusively in the alternative classroom.
- Students may be identified to work as part of flexible schedules/formats.
- Student entry will depend on alternative classroom size and composition.
- Late entry in a semester may be considered at the discretion of school administration.

The Whitemouth School ALP is unique as the staffing support meets the needs of students within the school setting as part of the Student Services Team. There are no students at Whitemouth School that would be identified as ALP students in the same way as the other schools. Therefore, the Whitemouth School students and staff provided information for this program review in different ways.

Support Staff – EAs and Outreach Worker ($141 200.00)

- 3.25 FTE EAs: EPS, EESS and SCI each have a1.0 FTE EA. WS has a .25 FTE EA.
- 1.0 Outreach Worker: The LdBSS ALP has an Outreach Worker contracted through Mrs Lucci's. The cost of this position is equivalent to an EA.

Teaching Staff

- 4.25 FTE Teachers: Lac du Bonnet Senior School (LdBSS), École Powerview School (ÉPS), École Edward Schreyer Schools (ÉESS) and Springfield Collegiate Institute (SCI) each have 1.0 FTE teachers. Whitemouth School (WS) has a .25 FTE teacher.
- This is part of school staffing budgets.

Rent ($47 025.00 budget)

- LdBSS, ÉPS and ÉESS currently have rental agreements in place to provide off site programming. LdBSS is planning to move the program into their school. This will reduce rental costs.
  - LdBSS - $1 155.00/month x 10 months ($11 550.00 annually)
    - The LdBSS program will be moving to within the school.
  - ÉPS - $1 200.00/month x 12 months ($14 400.00 annually)
    - This is currently under negotiation.
  - ÉESS - $1 575.00 x 12 months ($18 900.00 annually)
    - The current agreement expires this year and the proposed new agreement would see an increase to $22 000.00 with an annual increase of 3% for 5 years.

Technology

- ÉPS - 15 laptops (8 new and 7 old) and 1 desktop
- LdBSS – 3 laptops, 4 desktops
- ÉESS – 4 laptops, 3 desktops
- SCI – 4 Desktops
- WS – the students use technology available within the school

Supplies ($6 400.00)

- Each site accept Whitemouth has a supply line budget of $1 600.00
- School supply lines for student learning are also used for students in the ALPs.

Student Enrollment and Credits

- ÉPS
  - 2022-2023 - 29 students - 43 credits and 8 students completed grade 9
  - 2023-2024 - 26 students - 44 credits by end of first semester

- LdBSS
  - 2019-2020 - 22 students - 38 credits
  - 2020-2021 - 32 students - 74 credits
  - 2021-2022 - 21 students - 78 credits
  - 2023-2024 - 16 students

- ÉESS
  - 2020-2021 - 29 students - 111.5 credits
  - 2021-2022 - 27 students - 99 credits
  - 2022-2023 - 24 students - 129 credits
  - 2023-2024 - 26 students

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- SCI
  - 2017-2018 - 17 students - 68 credits
  - 2018-2019 - 29 students - 89 credits
  - 2019-2020 - 35 students - 58 credits
  - 2020-2021 - 41 students - 80 credits
  - 2021-2022 - 39 students - 101 credits
  - 2022-2023 - 46 students - 94 credits
  - 2023-2024 - 16 students

- WS
  - 2022-2023 - 15 credits
  - 2023-2024 - 8 students - 26 credits

- 92 students were enrolled in ALP this school year.

Key Findings:

- The budget for rent is meeting existing needs but may not in the future considering rent increases.
- It was not possible to use the student information system to count the credits attained by student through ALP as the credits grated have no program designation to separate them from credits granted to other students.
- Each program has different reporting practices regarding attendance and credits.
- It is difficult to document enrollment as many students attend ALP as well as standard school classes in the same semester.
- With the data available, each student completes 2.3 credits every year at ALP. This varies based on individual students and between any given year.
- Whitemouth School ALP EA staffing of 0.25 FTE is difficult to manage. Due to rent decreases, there is budget flexibility to increase this by 0.25 FTE.

Recommendations:

- Develop consistent attendance recording practices.
- Develop consistent credit documentation practices.
- Increase ALP EA staffing at Whitemouth by 0.25 to provide a total of 0.5 FTE.

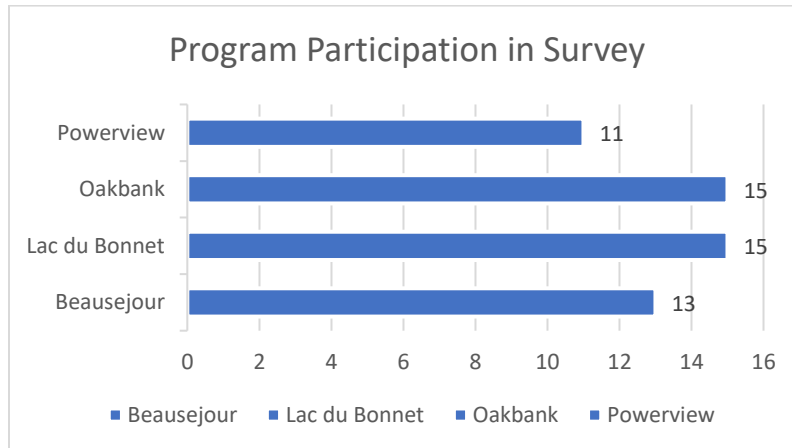## Section 2: Stakeholder Survey/Interview Data

To determine strengths, challenges, issues and next steps, this review analyzed data from:
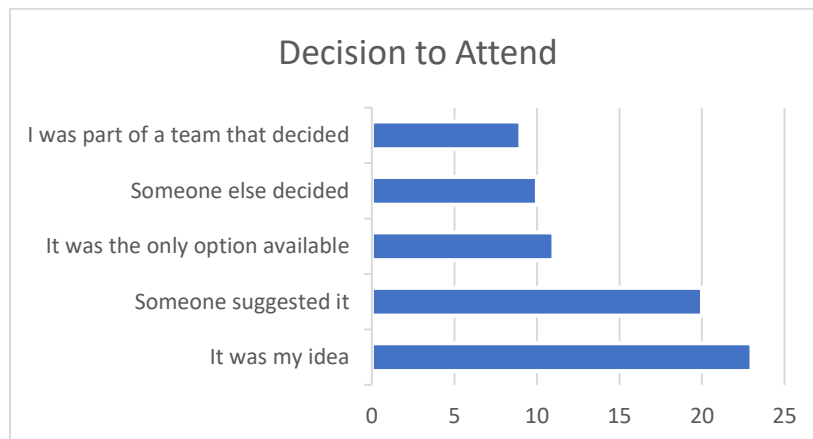
Students

Method: Online survey

Q1. Participation in the Survey
- Four programs participated in the survey with similar numbers of students represented.
- 54 Students (60%) responded to the survey.

Q2.. Who decided that you would attend ALP?

- Additional comments:
  - I was having trouble with social anxiety in a normal classroom.
  - I would have quit school entirely.
  - I had stopped going to school.
  - It seemed more easier.
  - You can't take the different classes at the school to get credits that you need.
  - In consultation with my doctors, we decided to try this program as an alternative to remote learning with TMO.
  - I was in a bad place mentally and having a hard time coming to school and being in the classroom, so coming to ALP was a good alternative being that I could still do my work but be in a different environment.
 - I was being bullied.

Q3. What are three things that you like best about the ALP?
- 16 - Working at my own pace.
- 13 - Welcoming, non-judgmental, understanding.
- 12 - There is a kitchen, coffee, food.
- 10 - Calm and quiet.
- 9 - I can choose what to work on, independence.
- 8 - Less students.
- 8 - More help, extra help.
- 5 - I am away from peer problems at school.

Q4. What type of instruction or support helps you learn and be successful?
- 19 - Help when needed.
- 10 - My own pace, flexibility.
- 4 - Structure, clear goals.
- 3 - Working on my own.
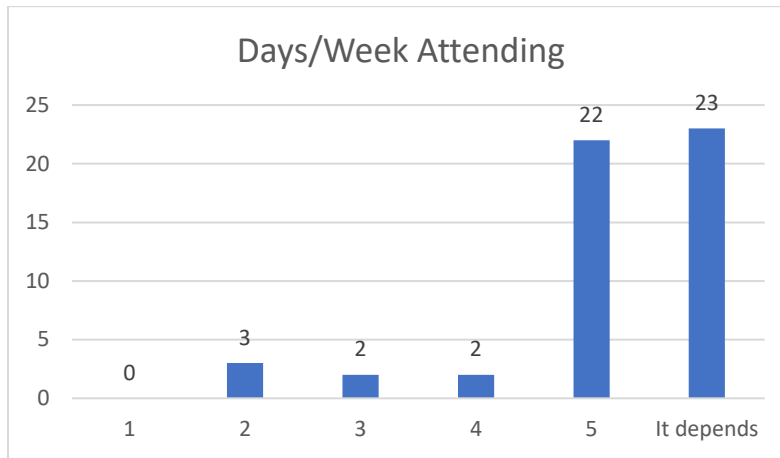- 3 - Kind guidance, firm but fair.

Q5. Is help available?

I can get the help I need

No	0
Usually	1
Often	3
Mostly	13
Always	37
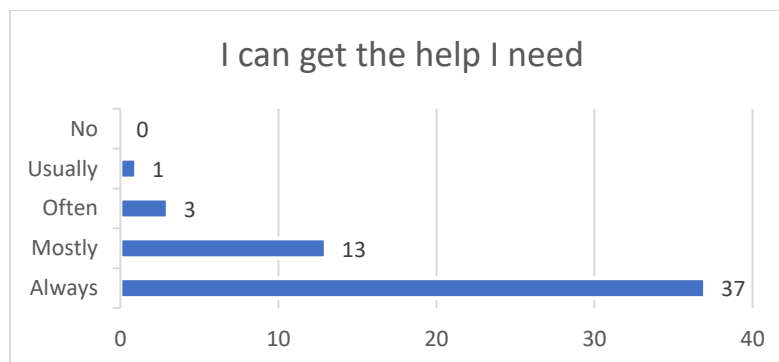
Q6. How many days of the week do you go to the ALP?

- Comments about "It depends"
  - I just can't go some days, I don't feel like going some days.
  - Health reasons.
  - I only attended when it fits the schedule of other courses.
  - I am participating remotely right now but plan to return.
  - Babysitting.
  - I am a teen mom so can't come every day.
  - I have a job.
  - I get too anxious.

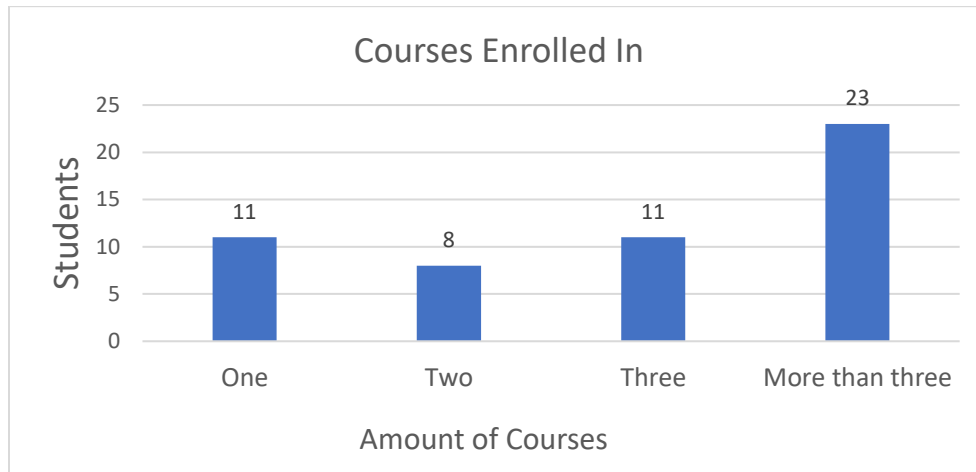**Q7.** What portion of the day are you at the ALP?
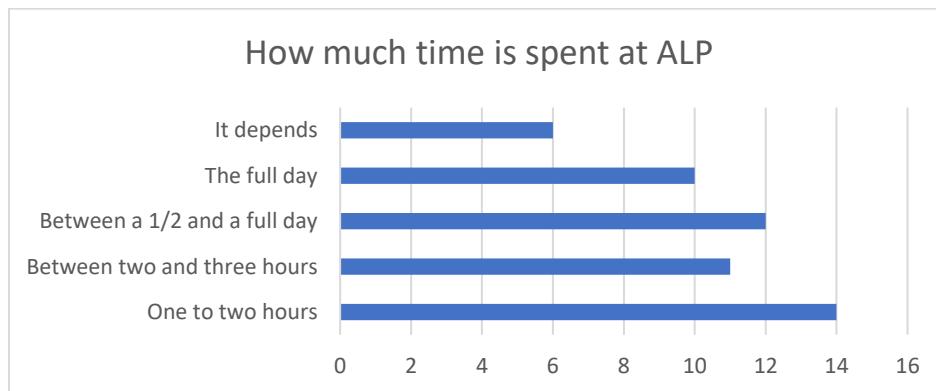
- Comments about "It depends"
  - Sometimes I am out volunteering.
  - Sometimes I need other help or a safe place to go.
  - I drop off work and pick up other work.

Q8. How many courses are you taking?

Courses Enrolled In

Q9. What courses do you need or want that are not available?

- Industrial Arts (Woods, Metals, Electronics, Power Mechanics)
- Astronomy
- Music
- Western Civilization
- Chemistry, Physics, Applied Math
- Entrepreneurship

- life and career planning
- Personal Finance
- Visual Arts
- Photography
- Human Ecology (Foods, Cooking Family Studies)
- None

- Clubs: Youth Parliament, Art Club, Social Justice Initiatives, Gardening/Composting

Q10. Why is ALP more successful for you? (Clustered responses).
- 14 - Control my own pace – Independence.
- 13 - Fewer people, _quiet,_ I can focus, less distractions.
- 11 - Help is available when I need it.
- 10 - Fewer people, lower stress – I have anxiety, peer problems/social problems at school.
- 2 - Welcoming environment, I feel loved.
- 2 - It is easier.

Q11. What are the most difficult tasks or work? (Clustered responses)
- 10 - Math
- 7 - Big assignments / lots of _reading_ / Creating a magazine
- 6 - None
- 4 - Open ended questions, writing, long answers
- 3 - Working with others
- 3 - ELA
- 2 - Science

Q12. How do you feel when attending ALP?

Direct quotes:

"I probably wouldn't be alive without the ALP."

"Seen, understood and listened to."

"I feel free, calm, I feel accepted and heard. I feel valued within the program."

"I feel successful and safe. I also feel as if I am part of a family."

"I feel understood & accepted & not expected to be the perfect student."

"I feel noticed, appreciated, loved, safe and heard. I feel like I'm going places and feel proud and happy."

Summary:
- 15 - Good, Great
- 11 - Comfortable, calm, safe
- 3 - Better than at other places

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Q13. What has been the most valuable experience you have had in the ALP?
Direct quotes:

"ALP has taught me that you can accept everyone even if you don't like them."

"Being offered food without a second thought, it's expensive at this day and age, to be given it freely is deeply touching to me."

"I was able to be incredibly productive in the room which made me very proud of myself."

"I should do what I want to do and that I shouldn't let anyone tell me I'm any different from anyone else for going to an alternative program because I'm not that different from anyone else, I just needed a different surrounding."

"My birthday, everyone sang happy birthday."

"I finally got to experience what it felt like to just be. To have thoughtful conversations and to be understood and valued by those who had authority over me."

"Once I was having a really hard time and I asked to come in early and the teacher gave me one of the separate rooms to myself and left me to do my work only coming in to check on me occasionally. Before I left she also gave me a hug which I needed."

"During a particularly challenging day in the Alternative Education program, I was overwhelmed by intense anxiety, causing my legs to collapse. After alerting my parent, they arrived promptly, but I was still immobilized. Fortunately, the teachers and students provided me with the support I needed to reach my parent's car. This incident highlighted the program's exceptional organization, empathy, and supportiveness."
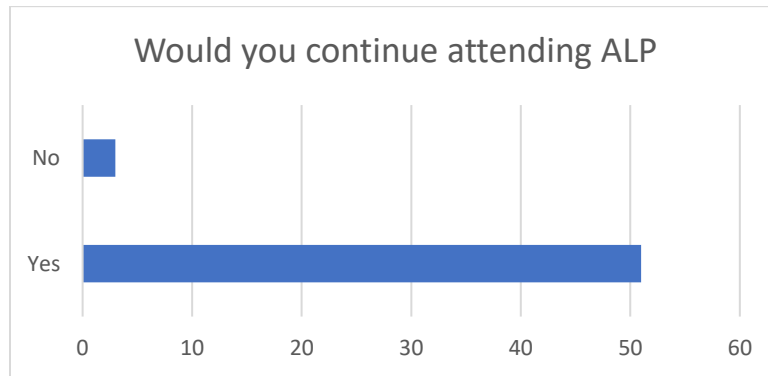
"Being able to keep my job."

Summary:
- 6 - Learning that we are all different, have our own strengths and challenges, and can connect with each other.
- 5 - Got better at a course, skill.
- 5 - Making positive adult connections.

Q14. Would you continue attending ALP?

Comments:
- "Of course I would it's the best type of school in my opinion and is very valuable for people like me who can't handle a regular class room."
- "I would do it for the classes I couldn't do in school normally."
- "I wouldn't be able to go to school if it wasn't for ALP."
- "I plan to continue with the Alternative Education program as it provides an ideal environment for my transition into a traditional classroom setting."
- "I've come to enjoy my time there, I'd like to continue there but swapping back isn't so bad either."
- "I will never return to the high school."

Q15. What changes might result in more success? (Clustered responses)
- 20 – Nothing.
- 3 - Work spaces (more separate spaces to work alone, bigger space).
- 3 - Improve my work habits.
- 3 - More variety of courses.
- Better communication.
- Have two separate programs. One for kids who want to learn but can't handle school. One for kids who are misbehaving or don't want to learn.
- More resources (lab materials).
- Allow more students.
- More physical activity.
- More clubs.
- Modernize the reference materials and course work.
- Transportation to get to the program.
- iPads.
- Start the day later.

Q16. What are your plans for the future? (Clustered responses)
- 22- Post Secondary College / University (Business, Fine Arts, Veterinary, Welding, Esthetician, Culinary, Graphics/Game Design, Psychologist, Engineering)
- 7 - Not sure, graduate High School
- 5 – Military
- 2 - Real estate
- 1 - Be a parent
- K-9 Search and Rescue
- Rodeo
- Entrepreneur
- Baking and art
- Stock Market
- Blue collar worker

Method: Follow up interview with five students

Keys to success:
- Flexibility. Students can manage life events in a way that the regular school courses do not (working, having babies, tragic events).
- The ability for students to manage the pace and focus of learning.
- A welcoming environment. It is like a family. People are patient and students are welcomed even if they are not completing courses. With this approach, the students buy in and begin completing a lot more.
- Freedom and independence. Many of these students have a low tolerance for demands and expectations of others.
- The personalities of the staff. Welcoming, tolerant, patient, sincere care for students, organized, able to provide help, approachable.

Key Findings from Student Survey and Interviews

- ALP students are very satisfied with programming available.
- Most students enrolled at ALP were part of the decision-making process to attend.
- Attendance frequency/week and duration of the day varies significantly.
- The significance of food was most evident at the Powerview ALP
- Keys to success for ALP students include:
  - Self-paced learning.
  - Calm and quite environment.
  - Access to additional help when needed.
  - A welcoming family atmosphere.
- ALPs are meeting the needs of a wide range of students. Some are attending for practical circumstances related to life events. Others are attending for reasons related to social or mental health related issues.
- Most ALP students intend to pursue post-secondary education.
- Many courses are not available to ALP students.
- Students did not identify access to technology as a barrier.

Recommendations:
- Ensure that food security for ALP students is addressed.
- Consider ways to provide increased access to courses offered to students enrolled in ALP.
- Use student feedback to revise the ALP model guidelines.

Guardians:

Method: Phone interviews

- Program is excellent for student with anxiety challenges that cannot be solved at the school level.
- Challenges should be addressed at the school level first
- Students are best off attending regular classes.
- ALP can be ruined with the wrong combination of students.
- A small town can make it difficult to address concerns.
- ALP can have a negative stigma until people understand it.
- Would not have attended without this opportunity.
- Don't tell the students they don't have to attend every day.
- Positive way to catch up on missed credits and to catch up.
- Great to have one teacher to communicate with.
- It allowed my child to transition back into regular classes.

Key Findings:

- Parents interviewed are happy with the program and see it as a great opportunity for their children.

Recommendations: None

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School Teams (Administrators, Teachers, EAs)

Method: Alt Ed meeting Oct 30

Attending: Ashley Wingate, Carol Blocker, Heather Arnal, Karen Kost, Kim Sklepowich, Kim Stevenson, Lars Feilberg, Lonnie Liske, Lorinda Bradley, Randal Bonneteau

Key findings:
- Sections of the ALP model require revision to better align with current practices.
- Questions for the Program Review were identified.
- EA PD specific to ALP is an area of interest.
- Attendance and credit documentation practices vary between sites
- Collaboration between ALP staff in the school division could benefit all programs.
- Annual rental fees might be better used to purchase/build at some sites.
- All programs have similar enrollment processes.
- Staff requested PD for EAs that is specific to ALP

Recommendations:

- Revise the ALP Model section of the Student Services Manual:
    - A purpose statement in relation to global competencies.
    - Essential elements section.
    - Criteria for attendance.
    - Entry Points section.
- Establish consistent attendance procedures that align with Sunrise Attendance Procedures (JDA).
- Consistently document credit attainment specific to ALPs on an annual basis.
- Determine if purchasing of ALP space at some sites is viable.
- Ensure collaboration between Alt Ed staff.
- Identify PD specific to ALP EAs.

Method: School Team Questionnaire

Q1. How do you define success for students in ALP
- Increased academic engagement/credit attainment.
- Graduation.
- Application to post-secondary education.
- Learning life skills (cooking, goal setting, planning projects, drivers license).
- Employment.
- Personal growth (mental health, belonging, self-advocacy, confidence).

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Q2. What are the most significant factors that promote student success?

- Meeting basic needs (food, understanding the student's overall needs, fun, belonging with staff and peers, physical and emotional safety.
- Flexible planning (group or individual, work time, courses selected, ways of engaging in outcomes, variety of assessment practices…).
- Hope, believing they can achieve goals.
- Identifying clear achievable goals.
- Providing opportunities for student voice/input.
- Recognizing and valuing talents/strengths.
- Teach them where they are at (Zone of Proximal Development).

Q3. What makes your program work well?

- Differentiated instruction and assessment tailored to the needs of each student.
- A kitchen.
- Welcoming, needs meeting environment (soft start, food, snacks, feeling of belonging, safety.
- Access to community resources and involvement with community members.
- Participation in land based and cultural activities.
- Opportunity to recover credits.
- A location close to the school.
- Team support (counsellor, clinicians, other staff are involved in the program).
- Ability to offer a wide range of courses.
- Access to additional support when needed (small student to staff ratio).
- Flexible work schedules (no bells).
- Staff with ability to work with at-risk students.

Q4. Process for enrolling students in the program.

- School team (ALP teacher, Student Services, Principal) Identify potential students.
- Consider interventions that could work in the school first.
- Meet with the student and family to plan together and consider opportunities.
- Identify why the student needs alternative programming – attendance issues, trauma, PTSD, anxiety, teen pregnancy, family struggles, etc.
- Meet with the student and parents/guardians to create a plan that would be successful – students must be part of this process to ensure that they are on board with the plan.
- One program does not include input from ALP teacher.

Q5. What are the most important factors in making decisions about enrolling students in the program?

- Students and parents/guardian commitment.
- Availability of space.
- Understanding the student's current barriers to education and if ALP is a match.
- Which credits the student needs.
- Can the student work independently?
- Have all practical school based interventions been considered?
- Will other students or the culture of the program be negatively affected?

Q6. What is the role of technology?

- Support independent learning.
- Supplements learning resources (access to information for research).
- Support for students with reading challenges.
- Students can access work remotely.

Q7. Other than in-person contact, what are the ways in which you communicate with students?

- Microsoft TEAMS
- Facebook – We have our own Alt Ed Facebook page – helps to contact students who do not have cell phone service.
- Phone
- Email
- Text
- Home visits

Q8. What are the most significant barriers to student success?

- Attendance
- Transportation
- Home challenges (internet, phone, resources/poverty, food, history of trauma, low parental support
- Substance abuse
- Pregnancy
- Crime/legal issues
- Adverse Childhood Experiences (ACEs) scores
- Undiagnosed learning disabilities
- Lack of confidence, fear of making mistakes
- Missing foundational learning
- Lack of hope for the future, low motivation
- Peer conflicts
- Social media use
- Mental health
- Menstruation

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Q9. In your "dream" scenario, what would you change or how would you program for the students that attend this program?

- More space.
- Updated technology.
- Flexible/available transportation.
- Ability to offer more hands-on courses.
- Cleaning staff so it doesn't take away from teaching time.
- Scheduled prep time or blocked off time.
- A separate classroom space that is closer to the school so that students can feel more connected to the school
- Move away from credit acquisition as the measure of success.
- Visit/Collaborate with other Alt Ed programs to share ideas.
- Work with families as a whole.
- Regular school team meetings.
- Have prep time
- Bring in guests to work with students
- Find a way to offer a wider range of credits
- Additional EA support
- Access to remote learning options for students (Distance Ed, Teacher Mediated Option, BrightSpace, InformNet)

Key Findings:
- School teams consider much more than academic achievement as indicators of success.
- Meeting needs (belonging, freedom, fun, safety, mastery, generosity), flexibility, and differentiated instruction and assessment were the most frequently identified factors contributing to success. This is aligned with the student barriers identified by school teams.
- All programs enroll students in a very consistent way.
- Technology plays an important role and is available.
- There are several ways in which ALP staff want to collaborate.
- There is a request to leverage existing remote learning options.

Recommendations:
- In person collaboration between ALP teachers should be supported.
- Identify a budget to support student enrollment in existing remote learning options.
- Assess the technology renewal schedule for ALPs.

Section 3: Summary of Key Findings

Key Findings:
1. The budget for rent is meeting existing needs but may not in the future considering rent increases.
2. The current description of ALP model does not align with current practices regarding attendance and entry points.
3. Attendance and credit documentation practices vary between sites. This inconsistency is a barrier to documenting credit attainment and accurate attendance related to ALP.
4. EAs supporting ALP could benefit from PD specific to their roles.
5. ALP students are very satisfied with programming available.
6. Parents interviewed were very satisfied with ALP.
7. Food security and the importance of food was a recurring finding.
8. Meeting needs (belonging, freedom, fun, safety, mastery, generosity), flexibility, and differentiated instruction and assessment were the most frequently identified factors contributing to success. This is aligned with the student barriers identified by school teams.
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10. Collaboration between ALP staff in the school division could benefit all programs.
11. Technology plays an important role and is currently sufficient to provide appropriate programming.
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Section 4: Summary of Recommendations

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7. Identify PD specific to ALP EAs.
8. Support collaboration between ALPs with sub costs and technology.
9. Share resources between programs to maximize the range of courses available to students and identify a budget to support student enrollment in existing remote learning options.
10. Assess the technology renewal schedule for ALPs.
11. Staff Whitemouth School with an additional 0.25 EA to bring the total to 0.5 FTE EA for ALP.

Alternative Learning Program Review

Section 5: Recommendations (WHO IS RESPONSIBLE)

Recommendation	Governance	Human Resources	Senior Administration	Professional Learning
1. Revise the ALP Model section of the Student Services Manual			✔	
2. Establish consistent attendance procedures that align with Sunrise Attendance procedures (JDA).			✔	
3. Consistently document credit attainment specific to ALPs on an annual basis.			✔	
4. Ensure that ALP programs are included in universal nutrition program.			✔	
5. Direct schools to determine ways to increase access to courses offered.			✔	
6. Determine if purchasing of ALP space at some sites is viable.			✔	
7. Identify PD specific to ALP EAs				✔
8. Support collaboration between ALPs with sub costs and technology.			✔	
9. Share resources between programs to maximize the range of courses available to students and identify a budget to support student enrollment in existing remote learning options.				✔
10. Assess the technology renewal schedule for ALPs.			✔	
11. Staff Whitemouth School with an additional 0.25 EA to bring the total to 0.5 FTE EA for ALP.		✔		