

HWDSB

Program Committee

Monday, December 10, 2018

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

AGENDA: 5:30 pm

1. Call to Order
2. Approval of the Agenda
3. Partnership – update
4. Secondary Program Strategy and Plan for Specialist High Skills Majors (SHSM) Programs - update
5. Parent/Guardian/Caregiver Focus Groups – Special Education
6. Adjournment

curiosity • creativity • possibility



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: December 10, 2018

PREPARED BY: Shawn McKillop, Manager of Communications and Community Engagement

RE: Partnership Update

Action ☐

Monitoring ☒

Rationale/Benefits:

The following report provides an update on the [April 23th, 2018 HWDSB Annual Plan Report for Partnerships](#), based on the progress made to date.

Background:

The Partnership priority within the Strategic Directions outlines a plan to strengthen our collaboration with new and existing community partners to enhance opportunity for students.

Goal: All new and existing community partnerships will enhance opportunities for students.

Target: Establish a baseline of community partnerships that support student outcomes.

Strategies:

1. Collect and analyze partnership data for the system and High Priority Schools.
2. Align community partners' goals with student needs in High Priority Schools.

Progress Summary:

Draft Intake Process and the 5 Steps to Partnerships: Staff created a draft intake process that includes 5 steps to partnerships with HWDSB. A presentation was provided to Executive Council in early November and staff will continue outreach opportunities to receive feedback. A full implementation of this process, including a dedicated web page on the HWDSB website, will be ready in April 2019. The 5 Steps to Partnerships include:

Step 1 - APPLICATION

- Those wanting to provide educational programs or services to HWDSB students will fill out an application form. This form will request general information from the applicant on program description, program goals, needs of applicant and benefits to HWDSB students.

Step 2 - APPROACH

- This step will act as a check-in with the applicant. It will be used to fill in any gaps of knowledge, to ask follow-up questions, and/or gain clarity on program specifics. By approaching the applicant, a positive line of communication is opened, and the basis of a supportive relationship is formed.

Step 3 - ALLIANCE

- Forming an alliance with a group who shares the common goal of student support is critical in the partnership process. This step will examine the alliance between the applicant and HWDSB and map out any documentation necessary (i.e. Partnership Agreement, MOU).

Step 4 - APPROVAL

- Based on information gathered in the application and the follow up, both the HWDSB contact and appropriate Superintendent must approve the partnership. This step requires a simple online "check mark" at the bottom of the application, which will then populate the partnership database.

Step 5 - ACTION

- When the application is approved, a list of actions will be generated and completed in Step 5. Necessary documentation will be created, and the relationship will then move to the school levels. The application form will be transferred into the database once approved. School teams will be responsible for the day to day relationship management of the partnership.

Partnership Database: Partnership and Community Engagement (PACE) is an internal database that has been launched to log HWDSB partnerships and to help us better understand, leverage and identify gaps around partnerships that support student achievement and well-being.

Staff continue to collect and analyze partnership data for the system. In the fall 2018, staff created face-to-face opportunities and one-on-one sessions for identified system staff to be confident in defining a partner and inputting them into the database.

As the number of partners in the database continues to grow, staff are seeing an increase in confidence in how the partnership database will support our priority goals.

System partners will be entered into the database by December 2018. By the spring, all partners supporting High Priority Schools will be inputted into the database. Staff will be able to produce a percentage of partners in each High Priority School as well as those who support various categories identified in the database that align with the Strategic Directions.

High Priority Schools: Supporting High Priority Schools is a focus that is embedded throughout the Board Annual Plan and reflected in the Strategic Communications and Engagement Plan.

Staff are in the process of collecting and analyzing partnership data for the system and High Priority Schools with the intention to align community partners' goals with students needs in those schools. A learning opportunity, with supportive material, will be held for High Priority Schools' Administrators to input partners in the database. A strategic session will be held in the spring with the Director of Education and Superintendent of Student Achievement representation to communicate the results of the data collection and to begin the analysis process.

As staff analyze the data, administrators will also engage in a needs assessment. The needs assessment will provide information for staff to match new and existing partners with Administrators in the areas identified to support student achievement and well-being.

Additional Information:

More information will be outlined in the April 2019 on the Bernie Custis Secondary School partnership transition, themes from the results of the Community Engagement Report Card, which will be administered in January, and an update on the Strategic Communications and Engagement Plan, which includes a key strategy related to Partners.



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Monday, December 10th, 2018

PREPARED BY: Bill Torrens, Superintendent of Student Achievement, Program

RE: Update: Secondary Program Strategy and Plan for Specialist High Skills Majors (SHSM) Programs

Action

Monitoring X

Rationale

The following report provides an update on the expansion of Specialist High Skills Major (SHSM) programs within the HWDSB Program Strategy.

Background:

Providing SHSM programming is a key strategy towards the HWDSB goal of all students graduating. SHSMs are a four-semester, two-year program for any interested student in grades 11 or 12 who wish to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Pursuing an SHSM enables students to:

- Customize their secondary school education to suit their interests and talents;
- Develop specialized knowledge and skills that are valued by the sector and postsecondary education institutions;
- Earn credits that are recognized by the sector and postsecondary education institutions;
- Gain sector-specific and career-relevant certification and training;
- Develop essential skills and work habits that are valued by the sector;
- Identify, explore, and refine their career goals and make informed decisions about postsecondary destinations.

SHSM Programs are Tier 3 programs with defined boundaries to enable students to attend programming in neighbouring schools if it is not provided in their home school. Therefore, transportation is provided to students in SHSM programs in accordance with the transportation policy. Please see Appendix A for a full listing of HWDSB SHSM Programs and locations and Appendix B for the 2018-19 SHSM boundaries.

SHSM Programs and Student Data:

In the 2018-19 academic year, HWDSB will offer **43 SHSM programs in 13 sectors**; an additional 13 programs over last year. Programs are now available in every secondary school. Over a two-year period, the HWDSB has increased its number of programs by 65% and student participants by 63%. Our footprint has increased by 64%.

HWDSB SHSM Student Enrollment and Footprint

Years	Total HWDSB Students	SHSM Participants
2016-17	816	11%
2017-18	1000	13%
2018-19	1330	18%

The HWDSB goal is to meet the Ministry expectation of 25% SHSM participation rates by enhanced marketing and continuing to offer additional programs.

Percentage of Graduates with a SHSM Seal

Year	Province	HWDSB
2016-17	53%	64%
2017-18	60%	64%

Targeted support has been provided this fall to schools with a low completion rate from last year. The goal is to raise our completion rate to at least 70% this year.

Impact of SHSM Programs:

The greatest impact was on students pursuing college and workplace pathways. HWDSB SHSM students earned college level courses at a 7% higher rate than non-SHSM students and workplace level credits at a 9% higher rate.

Provincial Data: Credits attempted/earned:

Course Type	Non-SHSM	SHSM	Difference
University Level Courses	95%	96%	1%
College/University Level Courses	96%	97%	1%
Open Level Courses	92%	96%	4%
College Level Courses	90%	95%	5%
Workplace Level Courses	87%	94%	7%

HWDSB Data: Credits attempted/earned:

Course Type	Non-SHSM	SHSM	Difference
University Level Courses	94%	96%	2%
College/University Level Courses	93%	95%	2%
Open Level Courses	88%	92%	4%
College Level Courses	85%	92%	7%
Workplace Level Courses	85%	94%	9%

Next Steps:

The Program Division's Pathways Team will continue to support schools in preparing applications for new SHSMs, based on the direction provided 2017-2018, with a focus on:

- Supporting the growth and development of the 13 programs that opened in 2018-19;
- Supporting schools with less than three SHSMs (Ancaster High School, Bernie Custis Secondary School, Sherwood Secondary School, and Waterdown District High School) to apply for and open a third SHSM;
- Supporting the growth of schools with low participation rates by sharing best-practices;
- Continuing to market SHSM programs to students and parents both at system-wide events, social media, and through in-school sessions.

As well, the HWDSB has Ministry permission to consider two tier three system experiential learning programs as regional SHSM programs. Therefore, any student who participates in Building Careers from the Ground Up is now eligible to earn a Construction SHSM and any student participating in our Healthcare Support Services program is now eligible to earn a Health and Wellness SHSM regardless of home school.

APPENDIX A: HWDSB Specialist High Skills Major Programs Placements 4-3

	ENTRY GRADE	PROGRAMS	Ancaster	Dundas VSS	Glendale	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan MacNab	Sir Winston Churchill	Waterdown	Westdale	Westmount
SPECIALIST HIGH SKILLS MAJOR PROGRAMS	11	Arts & Culture: Arts			X						X			X	
	11	Arts & Culture: Digital Media		X			X New Appl'n with school opening	X							
	11	Aviation & Aerospace	X									X			
	11	Business		X	X			X					X		
	11	Construction				X			X					X	
	11	Energy					X (from SJAM) will need to reapply								
	11	Environment											X		X
	11	Horticulture							X						
	11	Health & Wellness					X (from Delta)	X		X	X	X			X
	11	Hospitality/ Tourism (Food Services)					X (Presently at Delta and SJAM)	X			X		X New Appl'n required	X (Tourism)	
	11	Information & Communication	X			X			X						X
	11	Justice, Community Safety, & Emergency Services				X									
	11	Manufacturing		X						X* (From NPH SS upon closure)		X			

APPENDIX A: HWDSB Specialist High Skills Major Programs Placements 4-4

	11	Non-Profit			x				x						
	11	Transportation		x	x	x					x	x			

Updated Legend

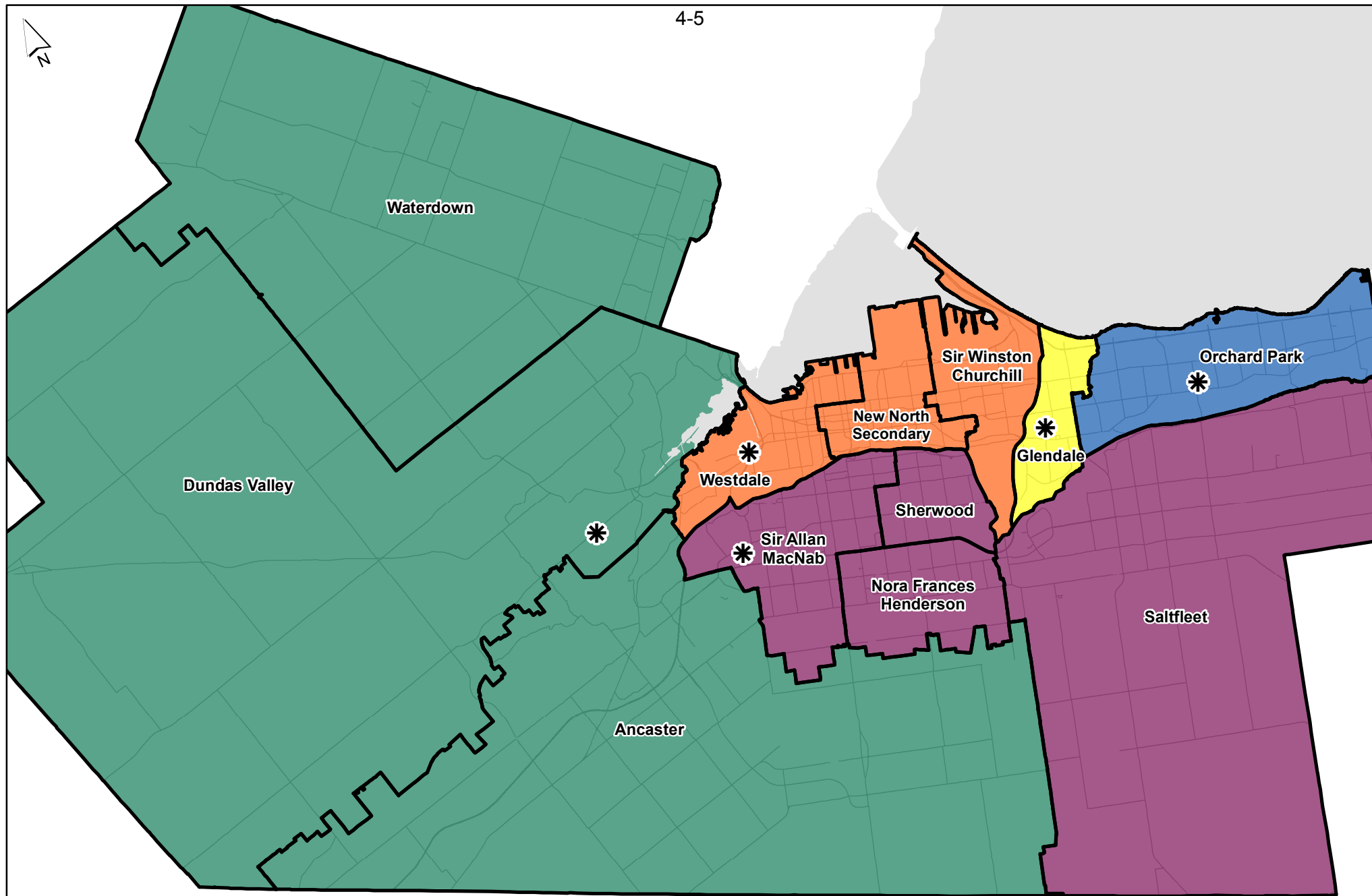
Existing SHSM Approval renewed by Ministry of Education by 2016/17

New SHSM Application submitted and approved for 2016/17

New SHSM Application submitted and approved for 2017/18

New SHSM Application submitted and approved for 2018/19

Need to Re-Apply in the Future



SHSM Program Locations

Arts & Culture

- * School Offering Program
- Approved Secondary Boundaries

Arts & Culture Program

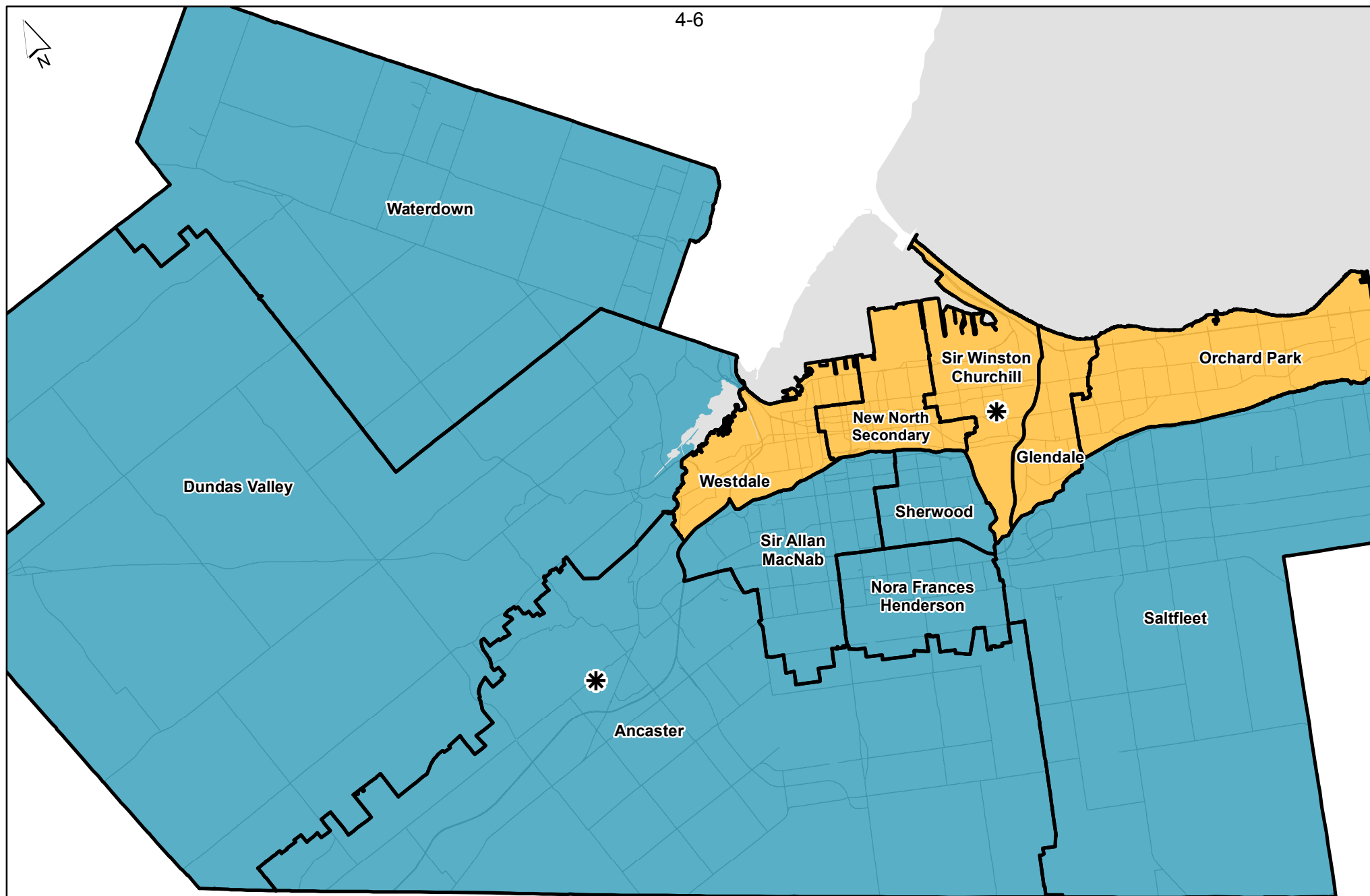
- Dundas Valley
- Glendale
- Orchard Park
- Sir Allan MacNab
- Westdale

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SHSM Program Locations

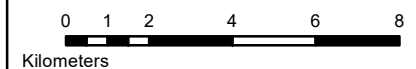
Aviation & Aerospace

- * School Offering Program
- Approved Secondary Boundaries

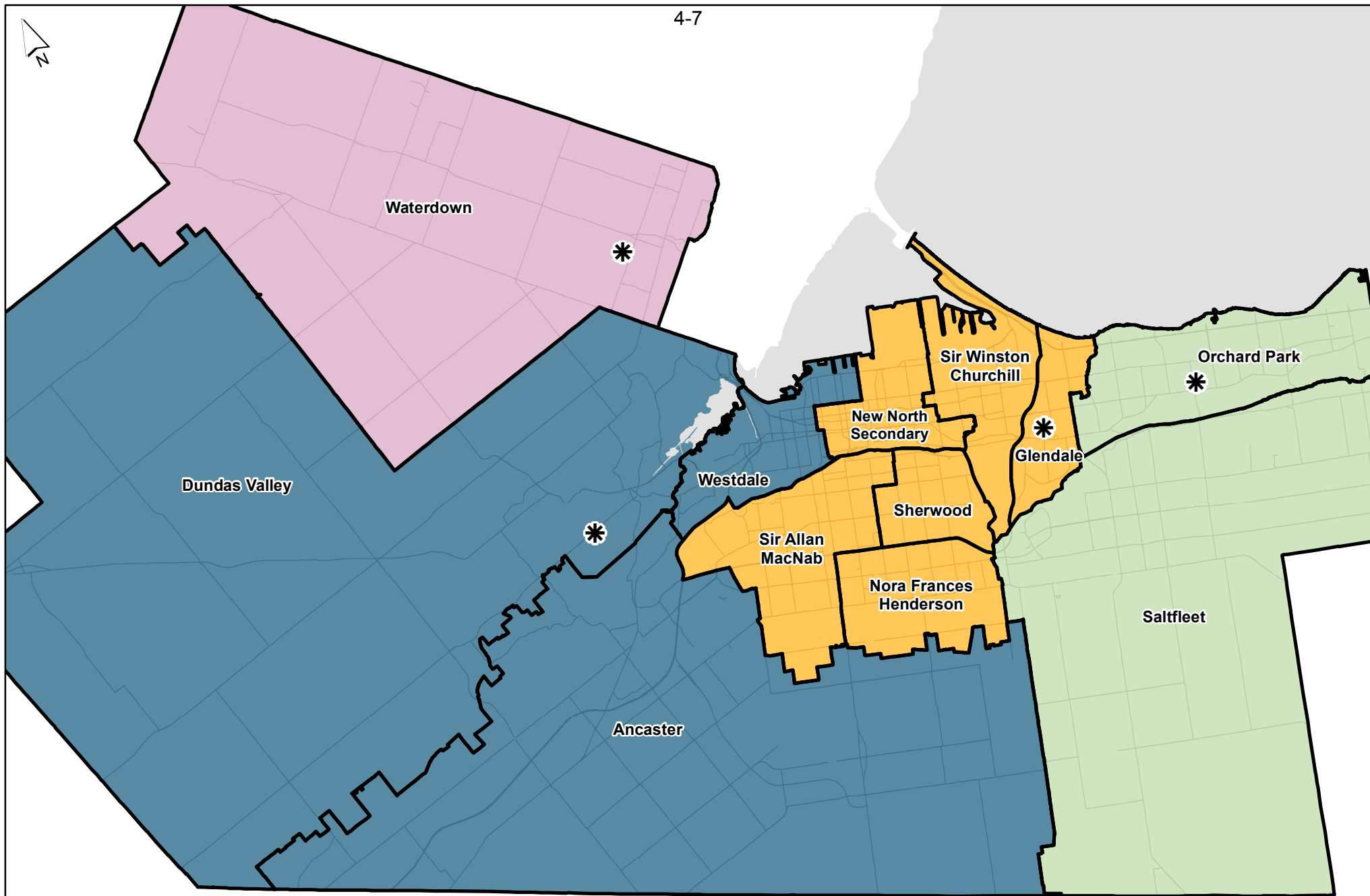
Aviation & Aerospace Program

- Ancaster
- Sir Winston Churchill

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SHSM Program Locations

Business

- * School Offering Program
- Approved Secondary Boundaries

Business Program

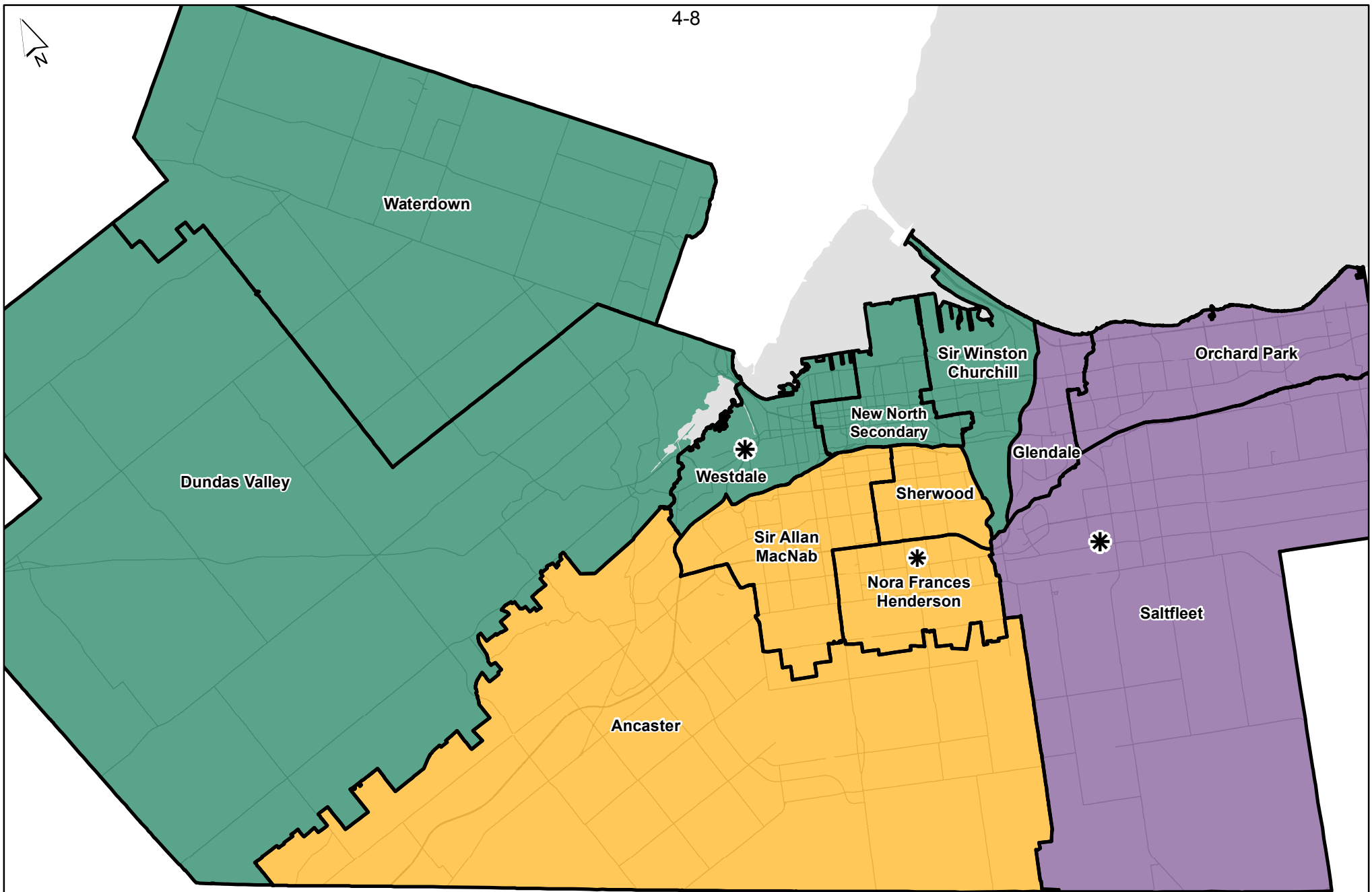
- Dundas Valley
- Glendale
- Orchard Park
- Waterdown

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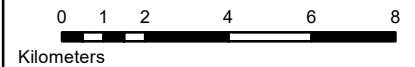
SHSM Program Locations *Construction*

- * School Offering Program
- Approved Secondary Boundaries

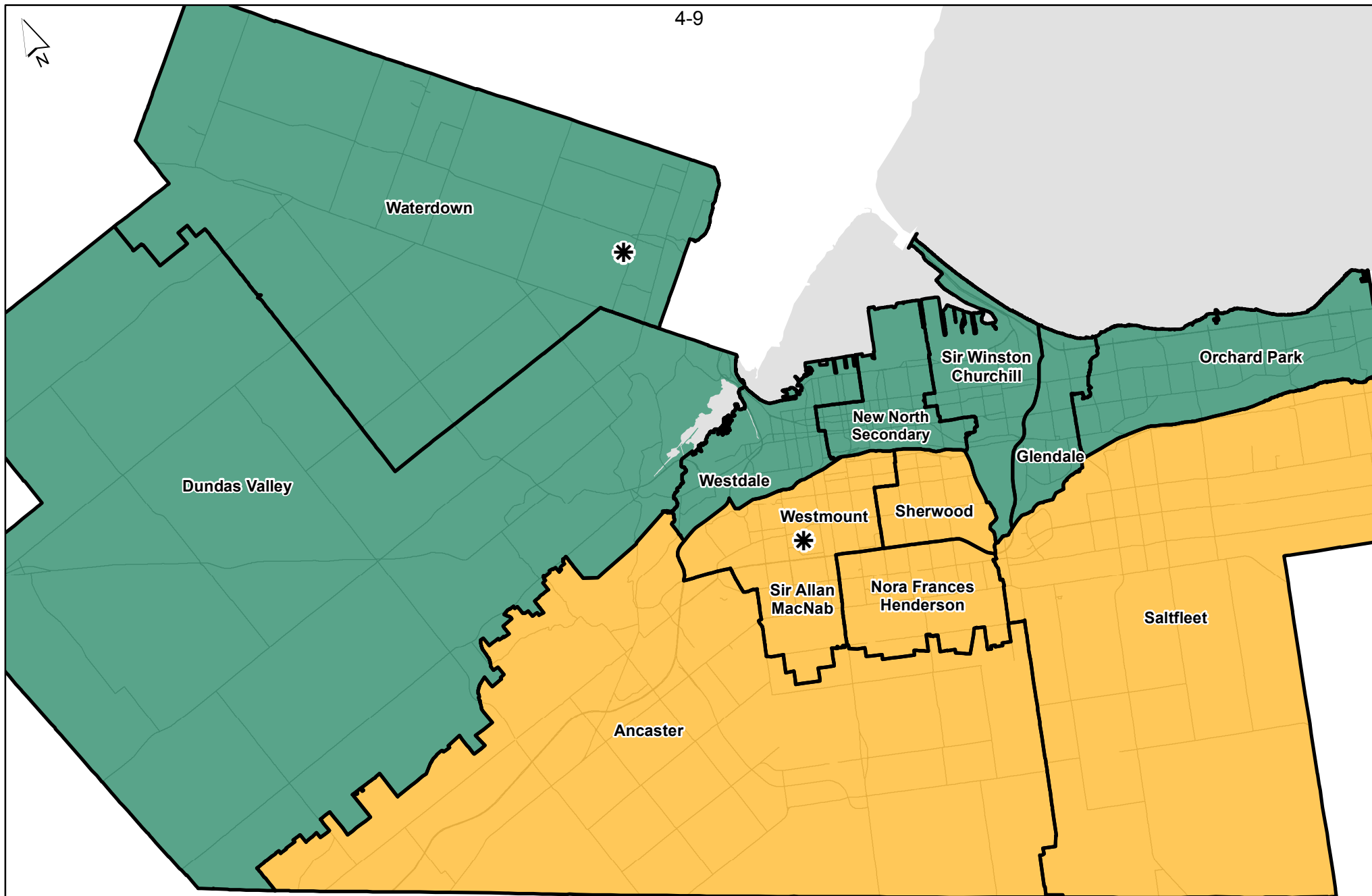
Construction Program

- Saltfleet
- Nora Frances Henderson
- Westdale

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SHSM Program Locations *Environment*

- * School Offering Program
- Approved Secondary Boundaries

Environment Program

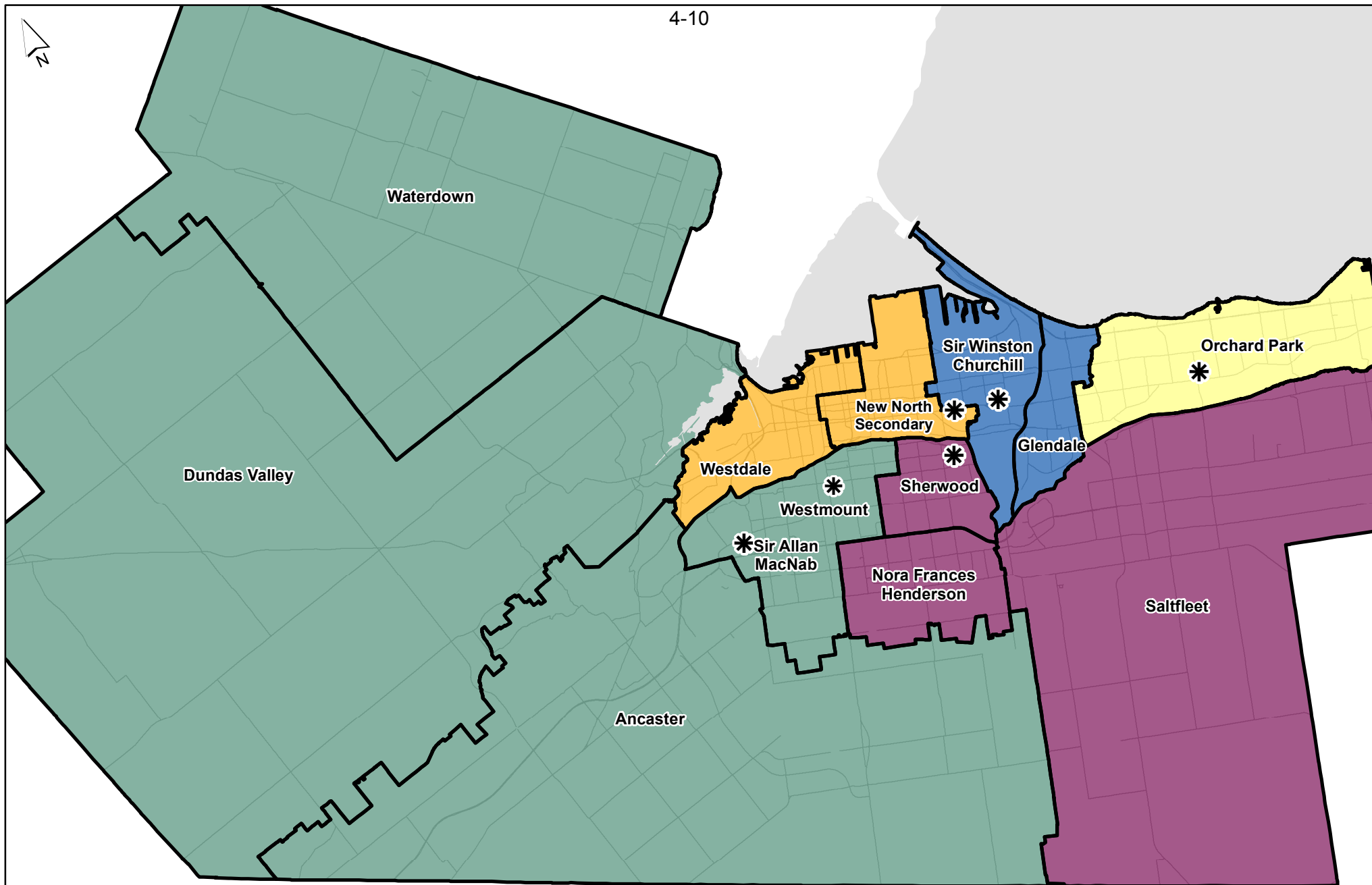
- Waterdown
- Westmount

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*Program currently at Delta. Will move to New North upon opening. Only existing students attending Westmount are eligible for H&W program at Westmount Secondary.

SHSM Program Locations

Health and Wellness

- * School Offering Program
- Approved Secondary Boundaries

Health & Wellness Program

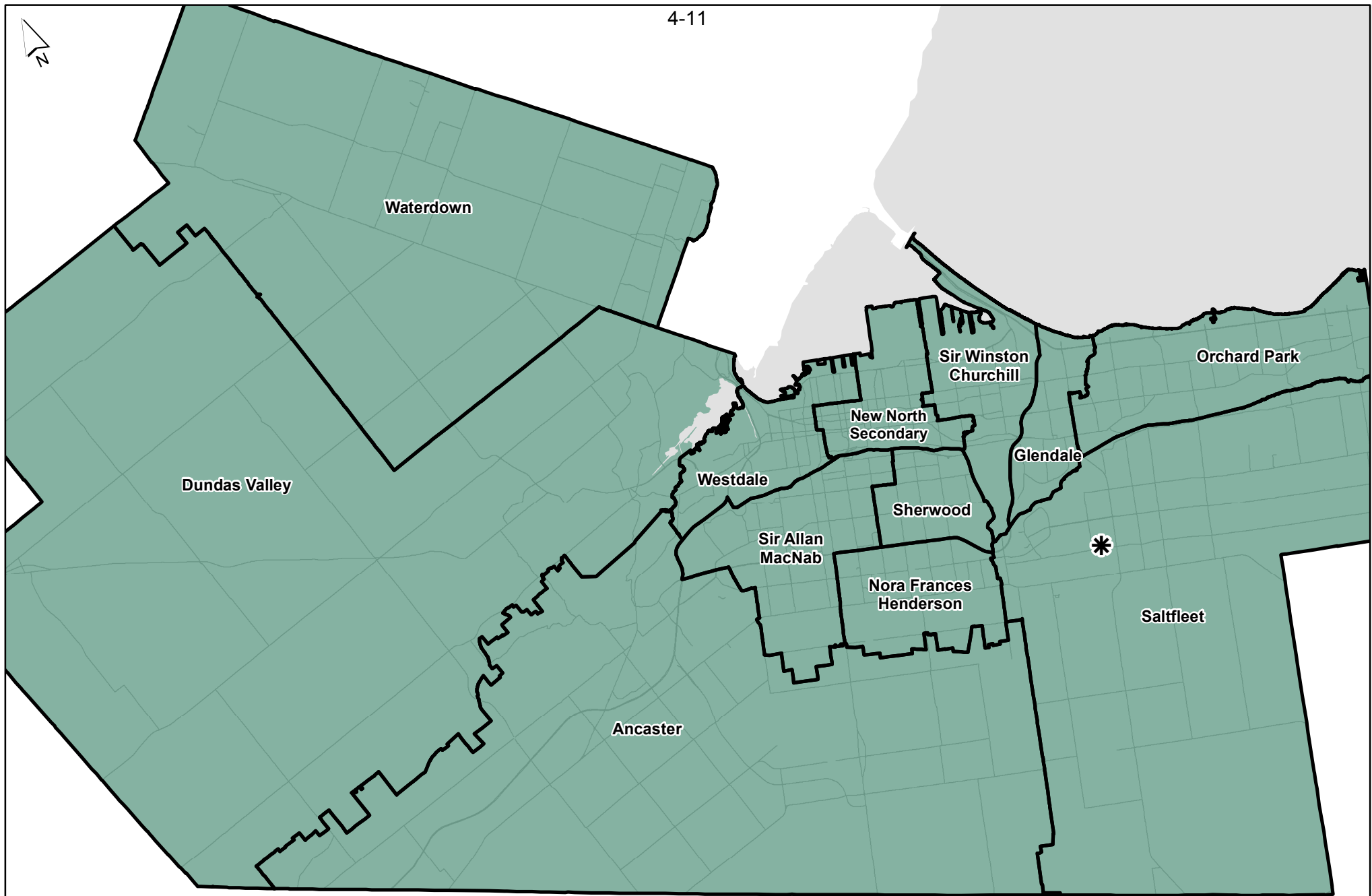
- Orchard Park
- Sherwood
- Sir Allan MacNab
- Sir John A. Macdonald
- Sir Winston Churchill

HWDSB



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SHSM Program Locations

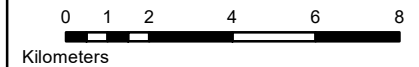
Horticulture

- * School Offering Program
- Approved Secondary Boundaries

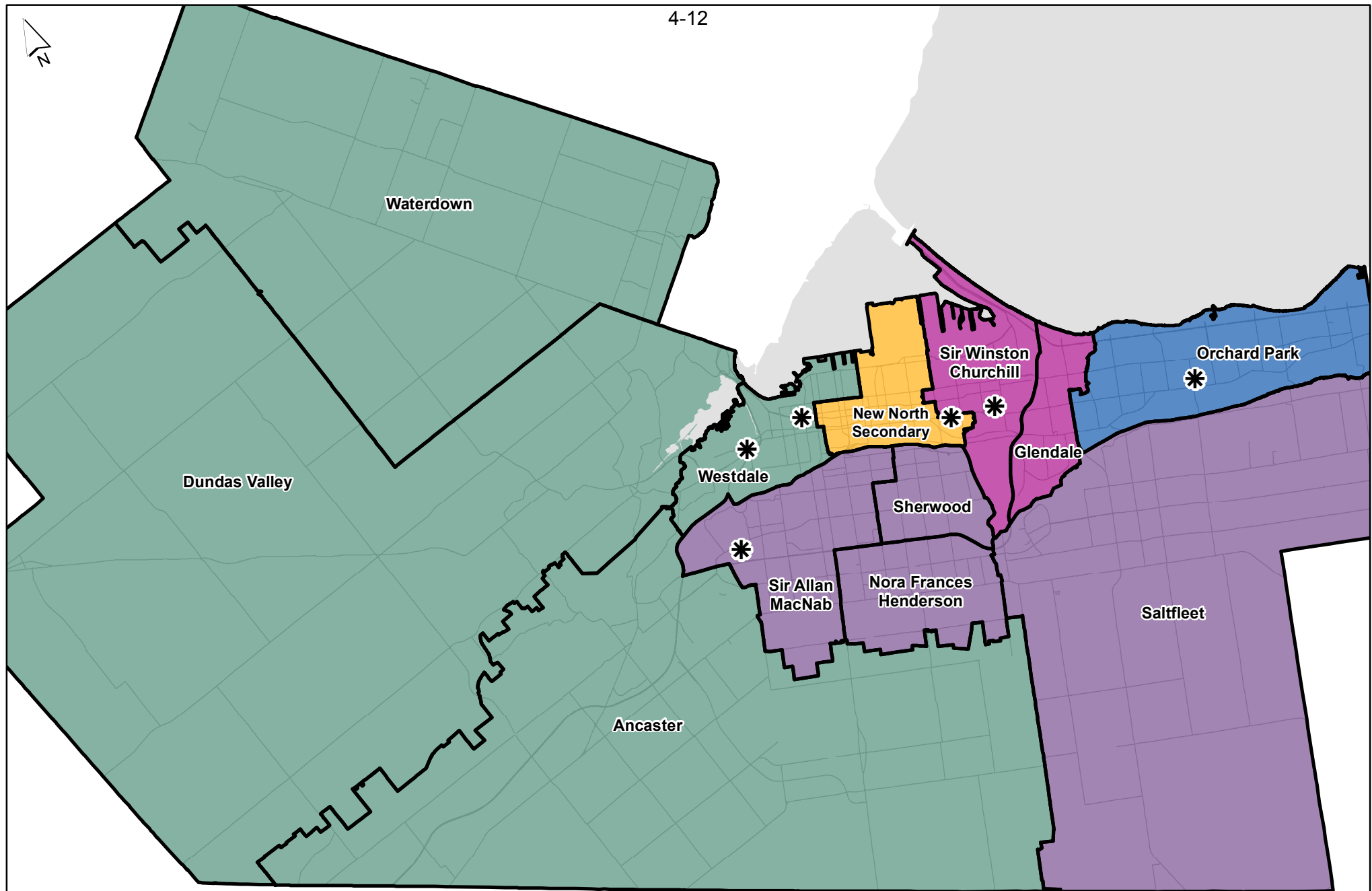
Horticulture Program

Saltfleet

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*Program currently at Delta and SJAM. Will move to New North upon opening,

SHSM Program Locations

Hospitality and Tourism

- * School Offering Program
- Approved Secondary Boundaries

Hospitality & Tourism Program

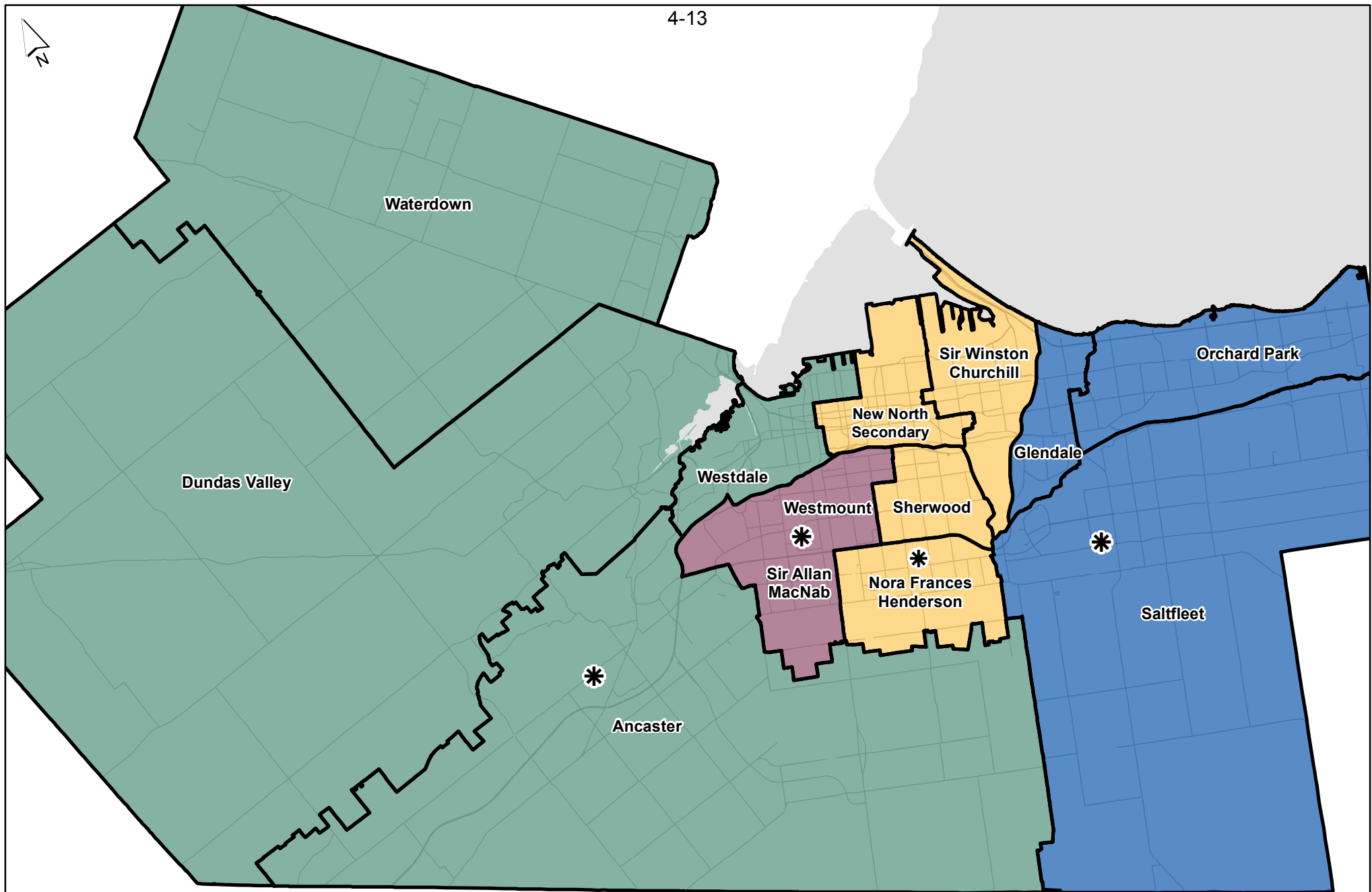
- New North Secondary
- Orchard Park
- Sir Allan MacNab
- Sir Winston Churchill
- Westdale

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SHSM Program Locations

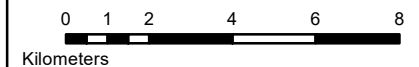
Information & Communication Technology

- School Offering Program
- Approved Secondary Boundaries

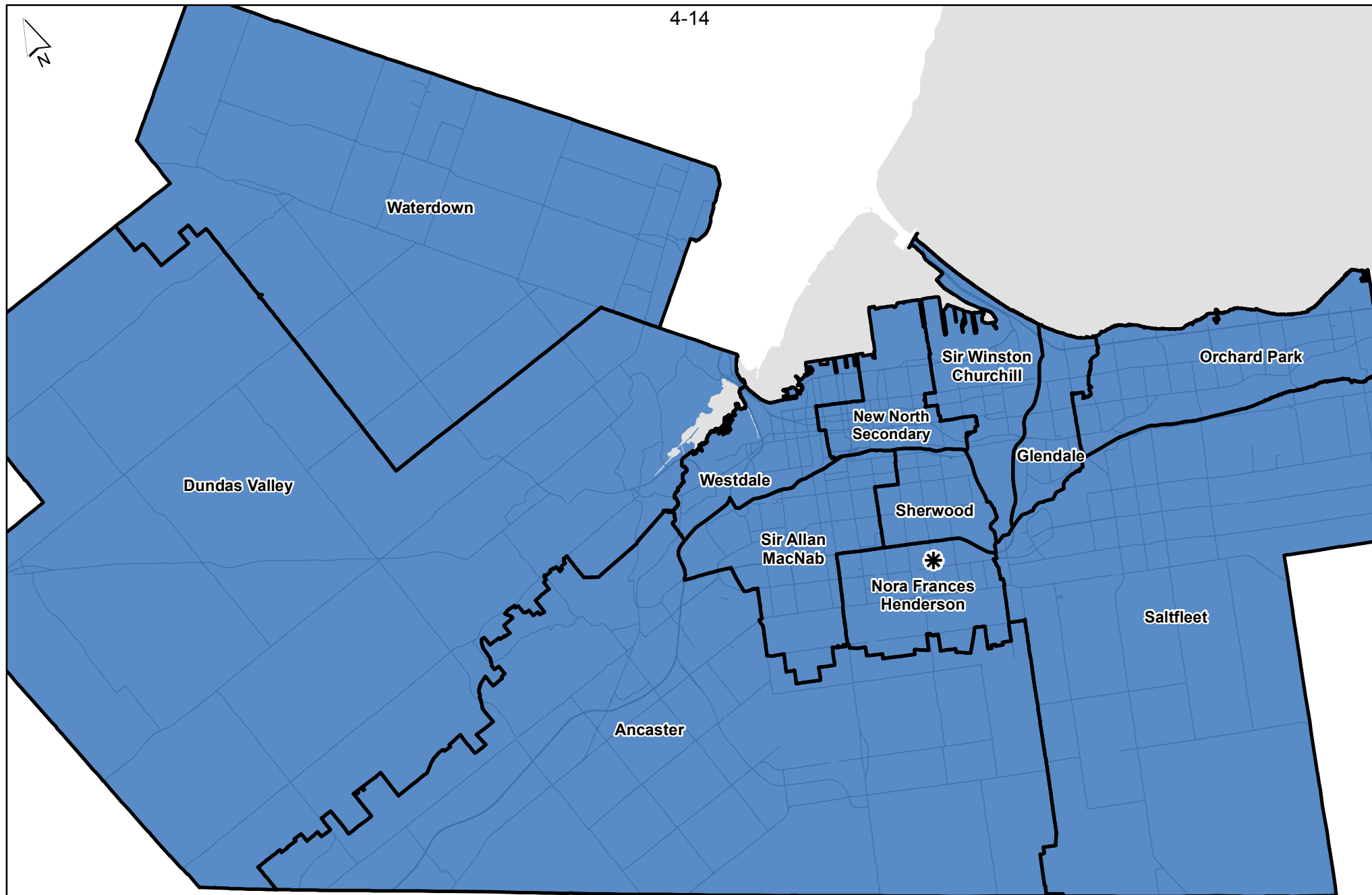
Information & Communication Technology Program

- Ancaster High
- Saltfleet
- Nora Frances Henderson
- Westmount

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SHSM Program Locations

*Justice, Community Safety
& Emergency Services*

- * School Offering Program
- Approved Secondary Boundaries

Justice Program

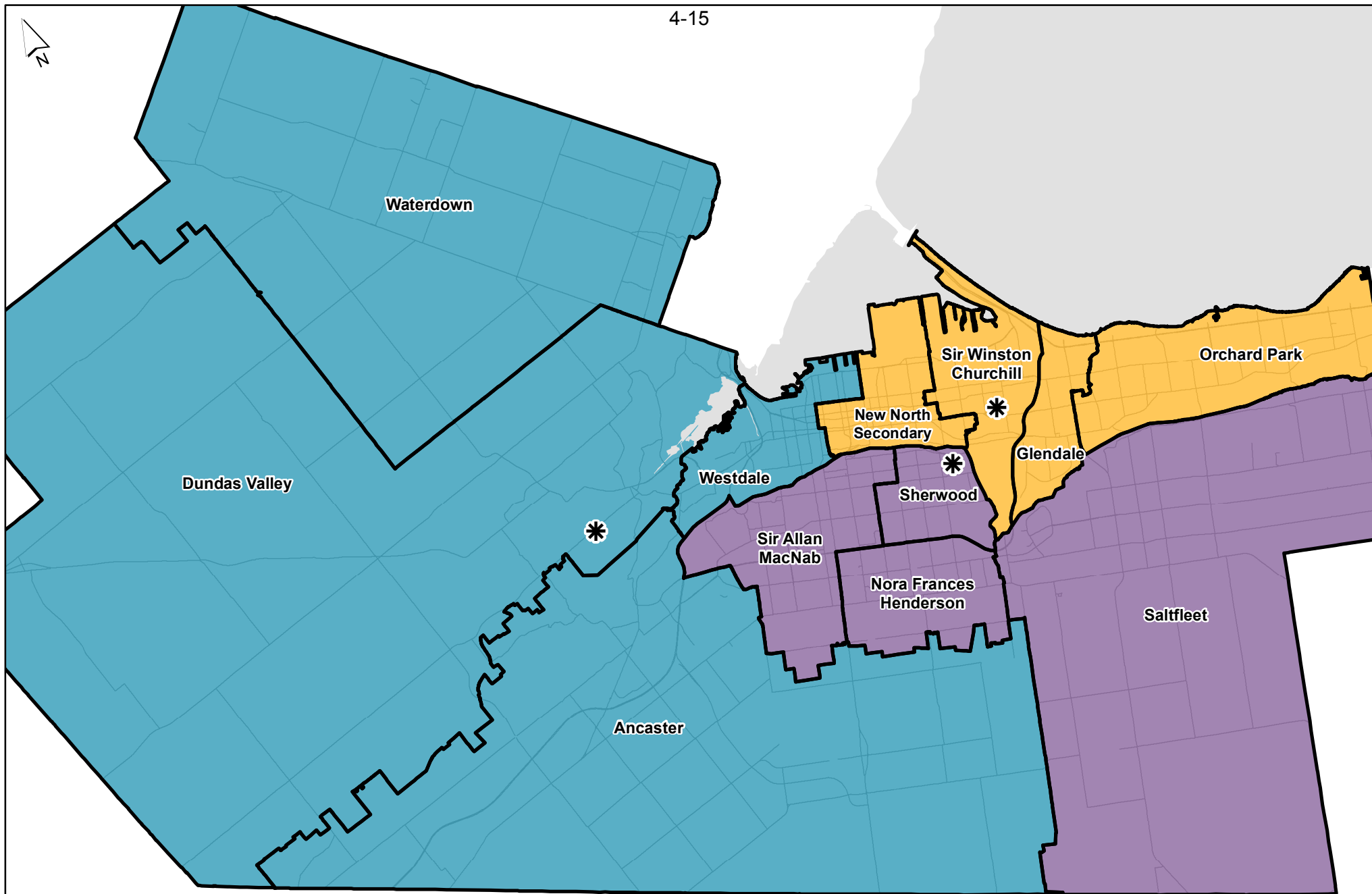
Nora Frances Henderson

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*Program currently at NFH (holding site). Will move to Sherwood upon NFH closure.

SHSM Program Locations *Manufacturing*

- * School Offering Program
- Approved Secondary Boundaries

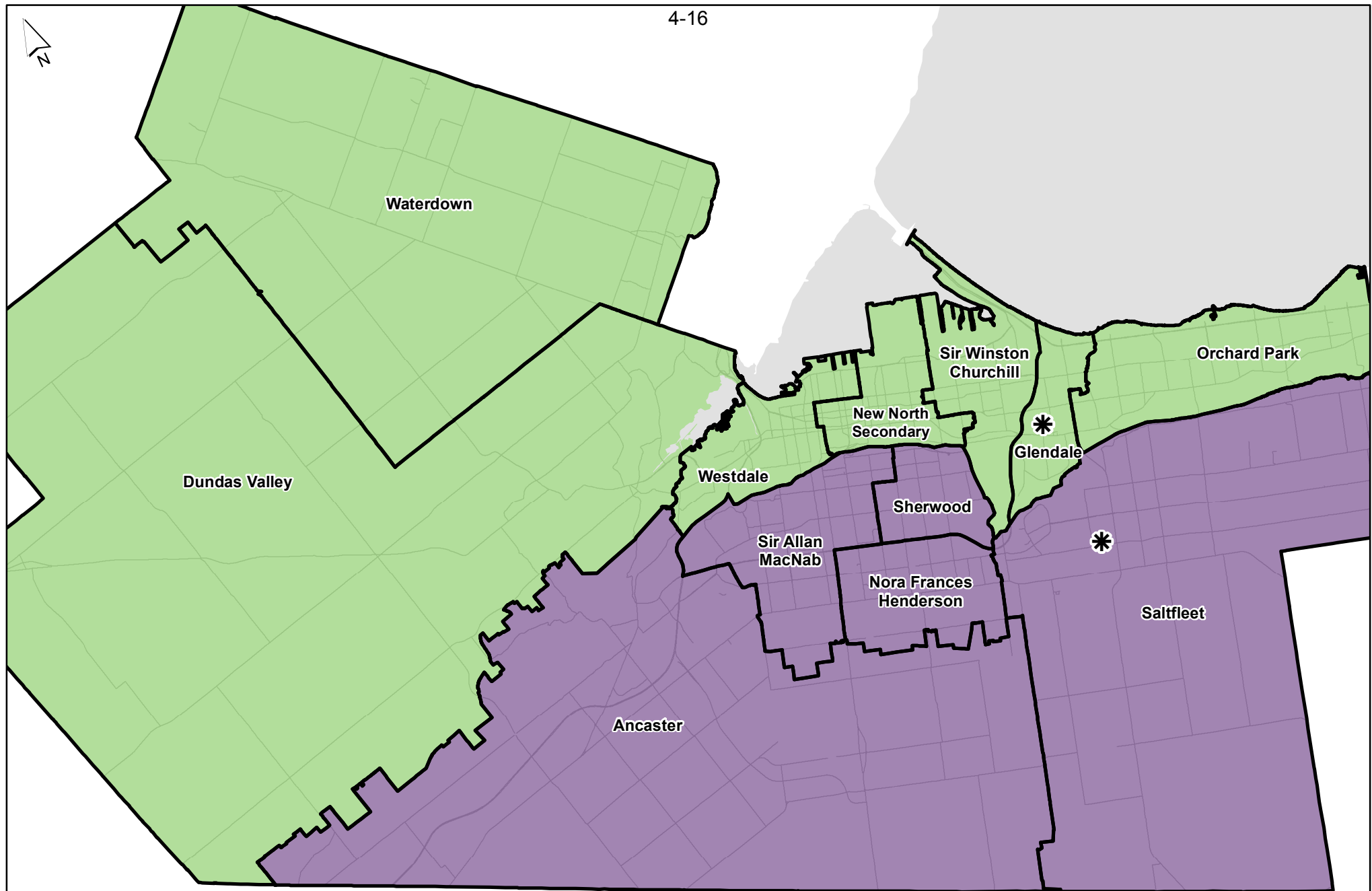
Manufacturing Program

- Dundas Valley
- Sherwood
- Sir Winston Churchill

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SHSM Program Locations

Non-Profit

- * School Offering Program
- Approved Secondary Boundaries

Non-Profit Program

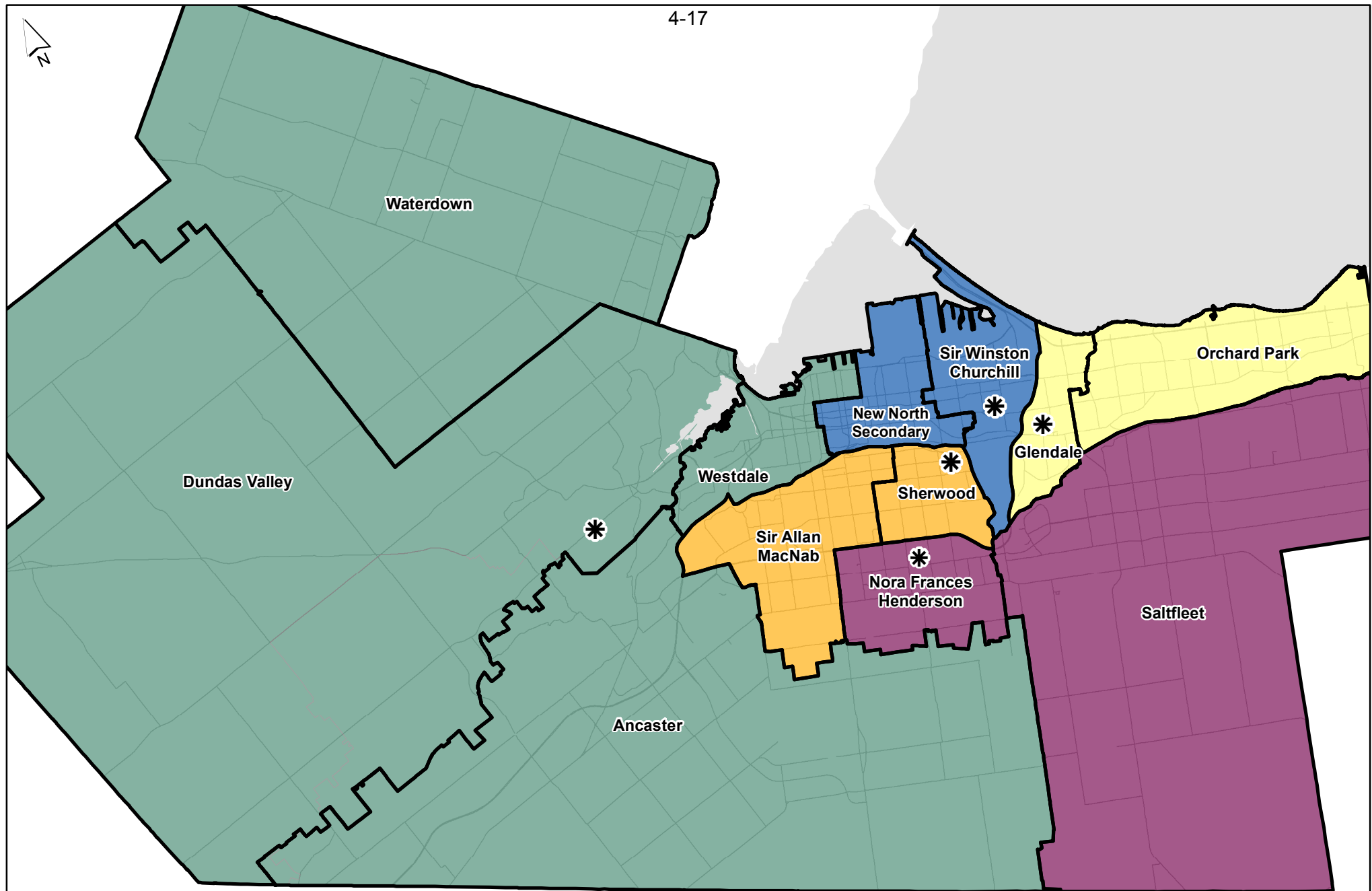
- Glendale
- Saltfleet

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SHSM Program Locations *Transportation*

- * School Offering Program
- Approved Secondary Boundaries

Transportation Program

- Dundas Valley
- Glendale
- Nora Frances Henderson
- Sherwood
- Sir Winston Churchill

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EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Monday, December 10, 2018

PREPARED BY: Peter Sovran, Associate Director
 Peggy Blair, Superintendent of Student Achievement – Specialized Services
 Brandy Doan, Manager of the Research and Analytics Department

RE: Parent/Guardian/Caregiver Focus Groups -Special Education

Background:

At the Program Committee Meeting on November 16, 2017, the following motion was passed:

RESOLUTION #17-190: *Trustee Danko, seconded by Trustee Bingham, moved: That the report of the Program Committee – November 16, 2017 be approved including that staff explore and report back to Trustees, opportunities to enhance two-way communication with parents/guardians/caregivers of students with special needs in order to improve service and programming.*

In response to the motion, the Research and Analytics department have begun working on the plan to engage parents of young people who have exceptional learning strengths and needs on special education programs and services in the board. Research and Analytics staff have completed a literature review to learn about recent research findings regarding parent/guardian and caregiver voice and special education.

In addition to the literature review, staff have created a research design. The research design includes conducting focus groups within each of the five families of schools in HWDSB to ensure that parents/guardians and caregivers have an opportunity to talk about special education programs and services. Within the research design, staff have created a sampling method for the focus group recruiting. To ensure that every parent/family member or caregiver has an equal opportunity to be selected to participate, to ensure maximum fairness and representation, an online recruitment form has been created.

Based on the online recruitment, invitations will be extended to eight to ten parents/guardians and caregivers for each families of schools. This amounts to a sample of approximately forty parents.

The Research and Analytics Department has worked with the Communications and Community Engagement Department to design a communication strategy which will encourage people to sign up at schools through the online form. Once the online recruitment closes, and randomly selection of

individuals has occurred, parents/guardians and caregivers will be contacted and personally invited to participate in the focus groups. The Research and Analytics Department has chosen this selection strategy in order to ensure fairness and transparency for participation.

Timelines will be as follows:

- January 2019: Undertake communication and recruitment for focus groups participation
- February and March 2019: Conduct focus groups
- March and April 2019: Complete transcription, analysis and report writing