



PROGRAM COMMITTEE

Thursday March 12, 2015
Education Centre, Room 301

AGENDA

6:00 pm.

1. Call to Order K. Archer

2. Approval of the Agenda
3. First Nations, Métis and Inuit Student Achievement and Well-Being Report
4. Feasibility of Offering Grade 9 & 10 Classes at Mountain Secondary School in September
5. Post-Transition Committee Structure
6. Update on Transitions
 - First Semester Student Achievement Data of Transitioned Hill Park and Parkview students
7. Next Program Committee Meeting: April 16, 2015 at 6:00 pm
 - Parent and Community Engagement Report
8. Adjournment



Annual Work Plan Report

Name of Report: First Nations, Métis and Inuit Student Achievement and Well-Being Report

To: Pam Reinholdt, Interim Director of Education

From: Executive Council

Date: March 12, 2015

Organizational Alignment

Strategic Direction:

- Equity Matters: HWDSB will ensure equitable resource allocation to schools, staff and students. HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential

Annual Operating Plan:

- Know each student's greatest learning need with the area of critical literacy, problem solving and higher order thinking skills
- Know our math learners through rich assessment and provide appropriate programming
- Engage our students in an inquiry based learning environment accelerated by technology and digital resources, leading to increased creativity, collaboration and critical thinking (TLE)
- Enhance student voice, ownership, leadership and well-being in all aspects of learning
- Implement the Secondary Program Strategy
- Develop Elementary Program Strategy
- Build staff capacity to respond to each student's greatest learning need and to enhance each student's well-being, as described in each school's improvement process
- Support transitions from child care and extended care to school, so that our students have a seamless experience
- Create partnerships with community agencies and post-secondary institutions to support student achievement, engagement and well-being

Director's Performance Appraisal:

- Improve achievement for our First Nations, Métis and Inuit students
-

Overview/Context

Note: The use of the term "parent" is intended to be inclusive and represent parent, guardian and caregiver

Hamilton-Wentworth District School Board continues to be committed to collaborating with students, parents and community in support of student achievement and well-being for our First Nations, Métis and Inuit Students (FNMI). This Report represents the first report presented to the Program Committee and as such sets the foundation for future reports. Using the Ministry of Education FNMI Policy Framework Implementation Guide, this report will highlight our current work and go forward strategies related to:

Knowing Our Students

- Using Data to Support Student Achievement
- Supporting Students

Knowing Our Staff

- Supporting Educators

Knowing Our Parents and Community

- Engagement and Awareness Building

*THE WORK SUPPORTING ABORIGINAL EDUCATION TAKES INTO CONSIDERATION A DEEP RESPECT FOR INDIGENOUS EDUCATION AND COMMUNITY-BASED PEDAGOGY WHICH INVOLVES LINKING (BOTH IN THEORY AND IN PERSON) LOCAL/SHARED KNOWLEDGE/EXPERTISE AND LIVED EXPERIENCES.

KNOWING OUR STUDENTS**USING DATA TO SUPPORT STUDENT ACHIEVEMENT*****What We Did***

In 2012 Hamilton-Wentworth District School Board Trustees approved a First Nation, Métis, and Inuit Education Policy. Developed in collaboration with members of the community, the intended outcomes of the Policy include:

- to improve achievement among First Nation, Métis, and Inuit students
- to promote educational equity of access, opportunity and outcome for First Nation, Métis and Inuit students in the areas of:
 - strength-based learning to promote self-esteem
 - literacy and numeracy
 - retention of students in school
 - graduation rates
 - engagement
 - advancement to postsecondary studies reflect all pathways.

In addition, a Policy Directive focusing on voluntary, confidential student self-identification was introduced. The introduction of this Directive provided for the opportunity for students (through their parents where the student is under 18 years of age) to confidentially and voluntarily self-identify as First Nation, Métis or Inuit (FNMI). For the first time, we were able to begin to look at various measures of outcomes for our FNMI student population. This data helps to support decision-making related to FNMI student achievement and well-being.

HWDSB engaged community members in the creation of a brochure designed to communicate the purpose of self-identification to students and parents (Appendix A). This included consultation with Hamilton's Aboriginal Education Committee (HAEC) on the content and approaches to parent engagement. School administrators participated in an inservice on the significance of the process and connections to Aboriginal history. Schools are asked to share the brochures with students at registration and also to distribute to the broader population twice a year. Our staff supported individual schools in developing their own individualized pathways to approach implementation. This continues to be a work in progress, however we have seen a steady increase in the number of students self-identifying:

- 2012/13 (initial rollout of self-identification): 309 students (140 elementary, 169 secondary)
- 2014/15 (current): 391 students (1 alter ed., 5 continuing ed., 243 elementary, 142 secondary)

In 2014, staff sought input from our First Nations, Métis and Inuit Advisory Committee on barriers to self-identification and currently are working with Corporate Communications to explore alternative ways to increase response rates for student self-identification (i.e. online self-identification, QR codes, etc.).

As a result of self-identification, in 2014/15, we reviewed our most current board and school Aboriginal student self-identification data and initiated conversations to explore/identify next steps for collecting, analyzing, and reporting on data. We determined Baseline Data Sets (Appendix B) that we will utilize to track outcomes for our Aboriginal students. Various departments will be part of the ongoing work focusing on self-identification (i.e. IIT Services, Student Success, Leadership and Learning – Engagement and our First Nation, Métis, and Inuit Advisory Committee). In addition, we have recently begun to collaborate with other Boards in our region on what data sets need to be explored and how the data can be used to set benchmarks and to monitor progress.

Hamilton-Wentworth District School Board has also made a commitment to utilize all funds generated through Ministry of Education First Nations, Métis and Inuit funding calculations, to support FNMI student achievement and well-being. Targeted resources and supports include (Appendix C):

- Dedicated Mohawk language teachers in 2 elementary schools
- Native Studies classes
- Student Support Programs at Sir John A. Macdonald, Delta, Sir Winston Churchill and Mountain Secondary
- SHAE (Strengthening Hamilton Aboriginal Education) Program in partnership with the Hamilton Regional Indian Centre
- Camp Power – summer program
- Aboriginal Community Liaison
- Aboriginal Social Worker
- Consultant who supports Native Studies

What We Learned and Next Steps

We learned that it is important to explore other ways to reach out to Aboriginal students and their families to self-identify. Schools have found that direct contact between a staff member, the student and his/her family is often an effective strategy. We also discovered that the paper format is a barrier for some. In conversation with students, we learned that many students are just beginning to talk about their ancestry while seeing themselves reflected in the curriculum for the first time. Many were not aware of their own histories; and innovative school learning opportunities (Appendix D) have provided that awareness. Some will verbally communicate their ancestry however they are still reluctant to formally self-identify. Feedback from our First Nations, Métis and Inuit Advisory Committee has supported a revision of the brochure as well as looking at new ways to distribute it (e.g. online, QR Code, as part of the start of year student data update form, through community partners). We will provide schools with the success stories of our Aboriginal students, programs and classroom initiatives as part of creating the conditions for our Aboriginal students to be proud of their heritage.

Our baseline data sets are providing a starting point for “knowing our Aboriginal students. School Administrators and Student Success teams will have an opportunity to dig into their specific data as part of their continuous school improvement work. SOSA’s will know the demographics of the Aboriginal students in their schools and include them in their discussions with administrators.

Our support programs continue to grow (one added in 2014/15). Each program is unique and designed to support the students in that school. Collaboration with our partner Niwasa, allows for the evolution of each program. There is a need to explore the possible role of our support programs as related to student re-engagement and transitions. Additionally, we also learned the importance of the concept of needing to reflect on holistic re-engagement strategies that take into account academic, social, emotional, economic and cultural issues.

KNOWING OUR STUDENTS

SUPPORTING STUDENTS

In conversation with parents and community, we realized that our there was a need to revisit our approach to transitions for Aboriginal children as they enter Kindergarten. In 2013/14 we offered our first Kindergarten Orientation for parents of Aboriginal children, in collaboration with our Early Years Partner Niwasa. While attendance was lower than anticipated, feedback from those in attendance was very positive. In addition, Aboriginal traditions and culture has been part of our capacity building support for our Kindergarten educator teams at their learning sessions.

Foundational to student achievement and well-being for all is the creation of a positive school climate. While our FNMI student population has indicated that they do not want to be seen as separate, positive school climates must honour and celebrate Aboriginal traditions and culture. In 2014/15 we collaborated with the Hamilton Fire Department on the creation of a Smudging Protocol which supports student, staff and community smudging as part of Aboriginal tradition. When the Protocol was released a staff member shared “Wow 27 years in education, and this is a first. This is AWESOME.”

In support of well-being, HWDSB has an Aboriginal Social Worker who provides direct support to students and families as well as supporting an understanding of Aboriginal approaches with her colleagues. This role provides ongoing referrals to Aboriginal and non-Aboriginal organizations/service supports for Aboriginal students and their families. In addition, she co-facilitated HWDSB’s Chill Anxiety group which provides support to secondary students – Aboriginal students are encouraged to attend the facilitated program with Aboriginal social work support.

Each Hamilton-Wentworth District School Board school has a Positive School Climate Team. These teams are supported in their learning by the System Positive School Climate Steering Committee. Our Aboriginal Community Liaison is part of the Steering Committee and ensures that Aboriginal approaches are included and modeled in the learning. This year, each school was asked to invite a student and parent to join their team and were encouraged to have the Aboriginal voice present in their planning and work. As part of their work, Positive School Climate teams have been asked to identify whether curriculum and resource materials in the classroom and school, support building an understanding and respect for the histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge of Aboriginal peoples. *It is believed through research that if Aboriginal students see themselves reflected in the curriculum, they will be more apt to self-identify.*

Gathering and responding to student voice is part of creating positive school climate conditions. Our move from system voice forums to school-based forums will see enhanced targeted opportunities to hear the voices of our Aboriginal Students. This includes creating the conditions to support our Aboriginal students in seeing themselves reflected in the approach to gathering voice and the potential, in some locations of smaller, circle discussions.

Creating the conditions in our schools for our FNMI students to be successful, includes creating a culture that is empowering for our students and one which encourages students to be proud of their ancestry. During the year, school staff have been supported in building their knowledge and identifying culturally rich resources aligned with the curriculum (archival materials, hands-on cultural items, and community resource people). (Appendix D) Our Aboriginal Support Programs offered at Sir John A Macdonald, Delta, Sir Winston Churchill and Mountain, encourage students to explore their identity through cultural activities (i.e. drumming, craftwork, etc.).

Native as a Second Language teachers at Queen Mary and Prince of Wales Elementary Schools have been engaging with students in Grades 4-8 to learn the principles of the Mohawk languages. Connections to traditional teachings, culture, storytelling, and community mentors/role models are an ongoing part of the program. We currently have 92 students engaged in this rich learning experience. In addition, HWDSB continues to offer Camp Power (Appendix C) in the summer. This summer learning program focuses on literacy and numeracy and is offered in two elementary schools for students from the host school and surrounding schools. Parents can opt for the traditional program or an Aboriginal focused program. We continue to see a growth in interest for the Aboriginal focused program:

2012

Funded for 1 Aboriginal class
Offered 2 Aboriginal classes (both at Prince of Wales)

2013

Funded for 1 Aboriginal class
Offered 3 Aboriginal classes (all at Prince of Wales)

2014

Funded for 2 Aboriginal classes
Offered 6 Aboriginal classes (4 at Prince of Wales and 2 at Hillcrest)

SHAE (Strengthening Hamilton Aboriginal Education) Program, is a collaborative effort between Hamilton Regional Indian Centre and HWDSB. This alternative education program is funded federally and provincially (through HWDSB) and provides a unique opportunity for students to learn in a biculturally rich environment. In 2014/15 we began to review in collaboration with the Hamilton Regional Indian Centre (HRIC), the role of the Native Friendship Centres Program and its future direction. In addition, this year a stronger connection has been established between SHAE and HWDSB support staff. This enhanced collaboration has resulted in:

- the integration of Prodigy Math into learning
- Math Facilitator support for creating authentic task
- development of electronic student profiles

- process in place to support students to create pathways to success via the web-based Individual Pathways Plan
- attendance and intervention support program developed/implemented
- co-construction of authentic formative and summative tasks across all subject areas.

During 2014/15, staff have been meeting together to plan for next steps in the evolution of the program.

Supporting the transition of our Aboriginal students into their chosen post-secondary pathway has also been an area of focus. In 2014/15 HWDSB collaborated with Aboriginal Post-Secondary Information Program (APSIP) to set up a post-secondary fair at McMaster University held on November 20th, 2014. In addition, students from four secondary schools (e.g. Sir John A. Macdonald, Delta, Sir Winston Churchill and Sherwood) recently attended the 7th Annual Dream Walkers Gathering, a yearly event that empowers Aboriginal students to explore post-secondary and career options.

What We Learned and Next Steps

Transition points continue to be a challenging time for students and families. We need to continue to collaborate with the community around support for the transition into kindergarten, secondary school and beyond secondary school. We will be working with our First Nations, Métis and Inuit Advisory on suggestions to support transitions.

Mohawk Language at Prince of Wales and Queen Mary continue to grow. We need to consider the role of Native Languages within our Elementary Program Strategy. In addition, a secondary pathway for these students will be established. Further, we need to consider the role of Native Studies courses in our secondary schools as enrolment is inconsistent.

While we have strong examples of biculturally rich and aligned curriculum initiatives, there is a need for a systemic approach reaching more students. We are currently establishing a board writing team who will prepare materials to integrate the history, issues and resources related to treaty agreements and residential school education for the Grade 10 Civics course. The material will be designed to support teacher delivery and student engagement. Grade 10 Civics is a compulsory course which means all grade 10 students will engage in this essential learning. In addition, we will be focusing on preparing a social studies unit on treaty education and residential schools. We will be reaching out to experts within the community in order to inform both the content and approaches to this learning.

To support school access to community supports, we are in the process of developing an HWDSB Aboriginal Empowerment Series which will include access to Elders, speakers and former graduates who will enhance the learning experience at the school level.

Partnerships provide meaningful supports for our students and staff. Our relationship with Niwasa and HRIC has provided enhanced opportunities for our students. Working with Niwasa we continue to refine our support programs in order to meet the needs of the students at the school. Next steps include reviewing the results of the NYA:WEH program review, in collaboration with the community partner and identifying next steps for collaborative growth. In addition, we continue to collaborate with HRIC on the SHAE Program and on ways to respond to changing student learning needs.

KNOWING OUR STAFF – SUPPORTING EDUCATORS

What We Did

School administrators were engaged in learning connected to residential schools as part of the introduction of self-identification. During the phase-in of full-day kindergarten capacity building around Aboriginal approaches and philosophy were part of the learning. In being responsive to school needs, staff have also delivered presentations to groups of school staff in order to begin to build capacity for Aboriginal school/community engagement, student self-identification, and integration of Aboriginal issues. Professional development opportunities have been held for educational assistants during the last scheduled PD Day.

Staff involved in Camp Power were involved in specific capacity building related to Aboriginal cultures, histories, traditions and perspectives. In addition, partnering with Niwasa, students and teachers benefited from the involvement of a cultural worker who was involved daily in the three week program.

Through our partnership with Niwasa, HWDSB staff are invited to participate in their ongoing speaker/capacity building initiatives. In addition, students, staff and families are invited to participate in learning through the Aboriginal Health Centre, Native Women's Centre and the Professional Aboriginal Advocacy Networking Group (PAANG).

In order to integrate this important work into other initiatives of HWDSB, our Aboriginal Community Liaison provides voice to many planning tables and also engages locally and at the provincial level. She participates in regional Literacy and Numeracy Secretariat and Student Success Initiatives and Aboriginal Leads training opportunities. In addition she has delivered Faculty of Education presentations at Charles Sturt, Brock University, and York University (Principal and Kindergarten Qualification courses) for pre-service teachers.

What We Learned/Next Steps

We learned that schools require additional supports to understand the histories of Aboriginal people in order to better support both the curriculum and their students. Many staff members have commented the need for more professional development needed to support the issues – many saying, “they never knew” and “the stories need to be shared/understood”. We have begun work that will see a wider reaching approach to capacity building for staff. We are designing further learning opportunities for system leaders including:

- Executive Council
- Principals/VPs
- Managers
- Capacity Builders – K – 12 Meeting, Instructional Coaches
- Positive School Climate Teams

Initial content will include sharing the story of HWDSB's journey: 'where we were' and 'where we are going'. It will also include a look at the current understanding of self-identification through the lens of the terms 'traditional', 'transitional', 'assimilated' and 'bicultural identity' as well as a discussion about residential schools in Canada, the Sixties Scoop, and treaty history. A student, parent/family member,

and/or residential school survivor (or intergenerational survivor) will be invited to share their experiences and how it impacts the education system today. It will be followed by a question and answer to the panel of speakers. Visits to the Mohawk Institute, a former residential school will also be considered as part of the learning. These teachings will also become part of our HWDSB New Teacher Induction Program.

As part of the continuous school improvement planning process, schools will be supported in a review of their Aboriginal student data. From that data, schools will identify one area of focus and the related staff professional learning needs connected to that area of focus. School-based student voice forums will also provide targeted opportunities for Aboriginal students to share their perspectives.

In addition, HWDSB will provide an opportunity for staff to complete a Native Studies Additional Qualification during the summer. This course will be taught by HWDSB staff and offered in one of our sites. In this way, the content can be tailored to our specific context. Staff will be offered a partial rebate on their program fees. The possibility of a summer institute for staff is also being explored.

KNOWING OUR PARENTS AND COMMUNITY – ENGAGEMENT AND AWARENESS BUILDING

What We Did

Through our First Nations, Métis and Inuit Education Policy, HWDSB has established a First Nations, Métis and Inuit Advisory Committee (Appendix F) comprised of Elders, students, parents, post-secondary members, early years and HEDAC members, trustees and staff. The group meets monthly to help inform the work pertaining to Aboriginal education. To date, the group has received an update on HWDSB's Aboriginal programs/supports available; in addition to providing insight relating to Aboriginal student self-identification/confidentiality, as well as parent, guardian/caregiver engagement. The committee is co-chaired by a parent and post-secondary representative.

In spring, 2014 our First Nations, Métis and Inuit Advisory collaborated with HEDAC on an application for a regional Parent Reaching Out Grant. We were successful in receiving approximately \$10,000 in funding to support parental outreach to further our understanding of parental engagement and what our Aboriginal parents need/want from HWDSB. The Advisory, along with community, are playing a key role in developing engagement opportunity.

A representative from HWDSB sits on the Professional Aboriginal Advocacy Networking Group (PAANG). The group is comprised of Aboriginal frontline workers from Aboriginal organizations across the city who provide supports in several areas ranging from housing, employment and training, to healthcare. HWDSB participates on this table in order to help school staff, families and community agencies navigate board, school and Aboriginal/non-Aboriginal community networks based on their specific areas of focus through the lens of Indigenous pedagogy. Once a year, the group works collaboratively to host the "Celebration of Growth" – a community social with over 250+ people in attendance. This year, HWDSB's Aboriginal system programming has been selected to be honoured for their commitment and contributions.

What We Learned/Next Steps

Engaging parents and community and allowing that engagement to inform your work is an ongoing and complex process. The First Nations, Métis and Inuit Advisory will continue to play an ever increasing role as we continue to determine annual board actions plans related to Aboriginal student achievement and well-being. While a collaborative approach was taken to determining meeting dates and times, establishing quorum continues to be a challenge and the Executive Planning Team will be looking at next steps related to this.

Hamilton-Wentworth District School Board has been involved in provincial parent engagement initiatives and we will be using these learnings as we collaborate with our partners around the outcome of our Parent Reaching Out Grant. In addition, involvement at community tables, like PAANG will continue to be a priority for creating connections in the interest of our students and families.

Work Plan 2015-16

<i>Essential Component</i>	<i>Strategies</i>	<i>Evidence</i>
<p><i>Knowing Our Students</i></p> <p>Using Data to Support Student Achievement</p> <p>Supporting Students</p>	<p>Review and update approach to voluntary, confidential self-identification</p> <p>Identify and leverage up the targeted approaches that have been successful at SHAE to other schools (beginning with those with a Student Support Program)</p> <p>Support Student Success Teams in “knowing” their Aboriginal Students through reviewing and understanding school specific baseline data and supporting the identification of an area of focus as part of the school improvement planning process</p> <p>Integrate First Nations, Métis and Inuit literacy material and approaches into selected After School Scholars Programs</p> <p>Collaborate with community on establishing a database of volunteer opportunities with Aboriginal organizations. Share strategies with schools to promote these opportunities for students.</p>	<p>Increase in number of students who have self-identified from previous school year.</p> <p>Baseline data shows Improved student attendance in targeted schools</p> <p>Improvement in the area identified</p> <p>Improved literacy and numeracy outcomes measured as part of initiative</p> <p>Improvement in the number of students with their 40 hours of community service required for graduation</p>

<p><i>Knowing Our Staff</i></p> <p>Supporting Educators</p>	<p>Provide a learning opportunity for system leaders:</p> <ul style="list-style-type: none"> • Executive Council • Principals/VPs – OLM - including #2 above • Managers – Managers Cabinet or System Leaders • Capacity Builders – K – 12 Meeting, Instructional Coaches • Positive School Climate Teams <p>Provide capacity building for school staff in response to their identified needs</p>	<p>Increased understanding of FNMI histories, cultures, traditional values, and contemporary lifestyles</p>
<p><i>Knowing Our Parents and Community</i></p> <p>Engagement and Awareness Building</p>	<p>Collaborate with First Nations, Métis and Inuit Advisory, HEDAC and community on the PRO Grant engagement session for parents</p>	<p>Increased understanding of what FNMI parents want and need from HWDSB in support of student achievement and well-being</p>

Appendix A – First Nation, Métis and Inuit Self Identification Brochure

Aboriginal self-identification brochure (pdf)

<http://www.hwdsb.on.ca/wp-content/uploads/2013/06/>

Appendix B – Baseline Datasets**Data comparisons of various factors for FNMI population vs. HWDSB data
HWDSB data collected as of June 30, 2014**

Variable	FNMI	HWDSB
Grade 3 EQAO Math	52% at L3 and L4	64% at L3 and L4
Grade 3 EQAO Reading	53% at L3 and L4	66% at L3 and L4
Grade 3 EQAO Writing	52% at L3 and L4	71% at L3 and L4
Grade 6 EQAO Math	29% at L3 and L4	50% at L3 and L4
Grade 6 EQAO Reading	53% at L3 and L4	73% at L3 and L4
Grade 6 EQAO Writing	46% at L3 and L4	71% at L3 and L4
Grade 9 EQAO Math	L1:L2:L3:L4=19%:39%:41%:1%	L1:L2:L3:L4:=9%:21%:61%:7% 2% Below L1
Grade 10 OSSLT	44% have met literacy requirement by grade 11 and 12	80% have met requirements by grade 11 and 12
Volunteer Hours	78% across grades missing hours 60% grade 12s are missing hours	68% do not have 40 hours 30% grade 12 do not have 40 hrs
Credit Accumulation	46% of students on track 48% of gr 12s on track to graduate	68% of students on track 72% of gr 12s on track to graduate
Secondary Absences	82% have missed 20 + days Consistently high across grades	70% have missed 20+ days Increase in rates(56%-80%)from grades 9 to 12
Credit Streams	22%:45%:32%= D/U: P/C: L/W	65%:29%:4%=D/U:P/C: L/W

LEGEND**Levels of Achievement:** L1-Level 1, L2-Leve 2, L3-Level 3, Level 4 (Level 3 + meets Ministry standard)**Credit Streams:** D-Academic, U-University; P-Applied, C-College, L-Locally Developed, W-Workplace

Appendix C - Targeted Resources and Supports

Student Support Programs

NYA:WEH: The Native Youth With Education Hamilton (NYA:WEH) program provides a culturally based support for Aboriginal youth through HWDSB. The program amalgamates two streams of education - Western and traditional - which are integral to the success of Aboriginal youth. Both education systems provide services and supports so youth can become lifelong learners and contributing citizens in a diverse world. Dedicated supports are located at Sir John A. Macdonald, Delta, and Mountain.

Aboriginal Student Engagement Program, Sir Winston Churchill: The Aboriginal Student Engagement Program at Sir Winston Churchill provides support for Aboriginal learners to promote student engagement and a positive school experience. The Aboriginal Student Engagement Worker collaborates with students, program staff, families, support agencies, and the community in order to respond to the needs of Aboriginal students. The collaborative approach provides an opportunity to expand on cultural and positive personal and team engagement supports by encouraging students, program staff, and families, support agencies, and community to work together to engage in holistic, strength-based approaches to life-long learning. The Aboriginal Student Engagement Program recognizes the positive family and community influences on student success and support while at the same time seeking to align family, community, and the school in order to promote Aboriginal success and engagement.

Strengthening Hamilton Aboriginal Education (SHAE)

In 1990, the OFIFC (Ontario Federation of Indigenous Friendship Centres) and the Ministry of Education entered into a partnership to address the endemically high dropout rates for Aboriginal students in Ontario. Emerging from this partnership, three locations were determined. In 2004, the OFIFC and the Ministry of Education expanded the number of school to eight. Hamilton was part of this first expansion. An additional expansion in 2007, has brought the total number of ASSP's (Alternative Secondary School Program) to eleven.

The SHAE Program is operated in partnership Sir John A Macdonald as the host school and located within the Hamilton Regional Indian Centre. Students in SHAE work towards their OSSD in a smaller environment, where they are able to access multiple services while addressing their academic needs.

Currently the SHAE program is staffed by a Secondary Teacher, Educational Assistant and a program coordinator. The program caps its numbers at a maximum of 22 students. The program allows for flexibility that many of these students are looking for by working within their specific needs. Students complete credits through a blended learning format of ILC (Independent study) and participation based activities. The program intake is continuous and courses are offered at the essential/workplace/applied/college levels. Currently the SHAE program takes students 14yrs-21yrs of age.

The students attending SHAE are seeking an alternative environment for a variety of reasons, such as; attendance challenges, social anxiety, unstable home environment, bullying, and disengagement. There are several benefits of attending the SHAE program including the ability to reengage in their education in an environment that they feel connected to. Students are also able to access the multitude of services within the Hamilton Regional Indian Centre, providing a wrap-around support for the students within the Program.

Additional services provided:

- Transportation support
- Nutrition Program
- Homework Club
- Goal Setting
- Smudging
- Peer support
- Literacy Prep (OSSLT)
- Class Trips
- Resume writing
- Cultural teachings/workshops
- Transitional Support
- Referrals
- Life skills

Camp Power

In August of 2014, Camp POWER offered a three-week, full-day program to 300 primary-aged students from seven North Cluster schools that incorporated literacy, numeracy and functional fitness. The program ran simultaneously at both Prince of Wales and Hillcrest Schools (approx. 200 students at Prince of Wales and 100 students at Hillcrest).

During the morning portion of each day, all students were involved in inquiry-based learning. Each day began with a literacy connection and students spent time developing questions to guide their inquiry. Literacy and numeracy were integrated throughout the morning as students guided their own inquiry using materials purposely chosen by the instructors. The use of technology was incorporated into all inquiry-based activities.

Approximately one-third of the registered students opted to be part of one our First Nations Métis Inuit (FNMI) classes. These students still received rich literacy and numeracy programming in an inquiry-based model, but their inquiries were driven by culturally specific materials and resources.

During the lunch hour, all students and staff sat down to a hot, nutritious meal served family-style and then participated in a half-hour of functional fitness activities.

Each afternoon, students rotated through three different literacy, numeracy or FNMI-based activities that incorporated physical fitness and / or technology. These activities were supported by our instructors and /or partners from the Kiwanas Boys and Girls Club and Niwasa. There were eight activities in total and all students experienced all activities over the course of 2-3 camp days before rotating through new ones.

The on-site Camp POWER administrator at both locations organized and facilitated daily parent sessions with the support of a Board social worker, speech and language pathologist, and fitness teacher. Parents were approached during the first few days of camp to give input into the types of

sessions and information they would like to receive in the following days and weeks. Childminding was available for younger children to allow parents to attend daily information and / or fitness sessions. We had between 15-25 families represented daily at each site and the feedback was very positive. They liked the fact that there was no cost to the program and that there was something “for the whole family” at Camp Power.

Several special events were woven into the Camp schedule to enhance some of the key components of the program. These were whole-group activities and included an Aboriginal puppet show, Scientists in the Classroom, Hamilton Philharmonic Orchestra, a math-based musical group from TVO, and two local hip-hop artists who led students in staff in an afternoon of dance.

Upon leaving Camp POWER, all students were provided with a new backpack filled with supplies to continue their success into the school year. These included the collection of book titles used in the inquiry work each day, the various math manipulatives that were modeled and used in the summer program and will support them in their numeracy learning in the upcoming year, and a variety of school supplies.

Appendix D – Examples of Innovative Learning Opportunities

- Sir Winston Churchill Secondary and Westmount Secondary Grade 11 English explored the topic of residential school systems through novel study, class visits by Aboriginal Community Liaison and a visit to the Mohawk Institute led by a residential school survivor. Technology was provided to help students engage in blogs and connect classes via Skype.
- Students enrolled in the Genocide Studies course at Waterdown District High School created a permanent museum focus exhibit focused on Aboriginal history (i.e. the residential school system and Aboriginal war veterans). Schools and community members were invited to visit the launch and interact with student curators.
- Ancaster District High School to develop a unit for HSP3P that touches on Aboriginal issues (identity/loss). As part of their culminating assignment, students participated in Project of Heart www.projectofheart.ca. Project of Heart is “is an inquiry based, hands-on, collaborative, inter-generational, artistic journey of seeking truth about the history of Aboriginal people in Canada.” (website)

Appendix E – First Nation, Métis and Inuit Advisory Committee

Voting Membership	Name	Organization	Term**
Post-Secondary	Jennie Anderson	McMaster University	Two Year (renewable)
	Ron McLester	Mohawk College	Two Year (renewable)
HEDAC	Monique Lavallee	Board Member, Hamilton Executive Directors Aboriginal Coalition (HEDAC)	Two Year (renewable)
FNMI Students	Chase Maracle-Mclean	Aboriginal Youth Representative (NYA-WEH)	One Year, ending June 2015
	Emily Lazore	Aboriginal Youth Representative (Adelaide Hoodless)	One Year, ending June 2015
	Shyann Jenkins	Aboriginal Youth Representative (NYA-WEH)	One Year, ending June 2015
Community Elders	Walter Cooke	Elder, Aboriginal Health Centre	Two Year (renewable)
	Elize Hartley	Elder, Métis Women's Circle	Two Year (renewable)
Parent Representatives	Mary Bearfoot	HWDSB Parent	Two Year
	Christine Joseph-Davies	HWDSB Parent	Two Year
	Janice Mitten	HWDSB Parent	Two Year
Early Years Representative	Rebecca Doreen	NIWASA Head Start	Two Year (renewable)
Non Voting Members	Name		
Alternate – Mohawk College	Beth Gray		
Alternate – Aboriginal Youth Representative (NYA-WEH)	tba		
Committee Resources	Name	HWDSB Resource Staff	Term
Trustees	Christine Bingham	Trustee - HWDSB	Ending Nov. 2015
	Larry Pattison	Trustee - HWDSB	Ending Nov. 2015
Student Senate	Bailey Braisby	Student Senate - HWDSB	Ending June 2015
Staff	Jenny Kay Dupuis	Aboriginal Community Liaison - HWDSB	Ongoing
Secondary Representative	Theresa Sgambato	HWPC21 Secondary - HWDSB	Ongoing
Elementary Representative	Sue Neville	HWPA Elementary - HWDSB	Ongoing
System Principal	Geeta Malhotra	Student Success Leader - HWDSB	Ongoing
Consultant	Sirio Vacca	Secondary Program Consultant - HWDSB	Ongoing
Staff	Sharon Stephanian	Superintendent Leadership & Learning - HWDSB	Ongoing



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director

DATE: Thursday, March 12, 2015

PREPARED BY: Jamie Nunn, (Acting) Superintendent of Leadership and Learning

RE: Feasibility of Offering Grade 9 & 10 Classes at Mountain Secondary School in September 2015 (for the duration of the 2015-2016 School Year)

Action

Monitoring

Background

At the February 28, 2015 Board meeting, Trustees approved the following:

That staff create a comprehensive Secondary Special Education Report that includes, but is not limited to:

- **The feasibility and requirements of adding grades 9 and 10 classes to Mountain Secondary School (with the existing June 2017 closing date) for September 2015.**
- Enrollment and retention data from the Parkview transition and students with a similar profile transitioning from grade 8 to grade 9.
- Academic achievement data from semester one (eg: credit accumulation).
- Student engagement data (eg: attendance).
- Staff resources (eg: Socio-emotional supports).
- Rationale for inclusive and contained models for special education.
- The structure and delivery of present and future special education at the secondary level.
- The existing plan for the students of Mountain Secondary for September 2017 and beyond.

The following report outlines the first bullet of this Secondary Special Education Report (highlighted above). The complete Secondary Special Education Report will be shared at the Program Committee Meeting on April 18.

Current Context

Mountain Secondary School Demographics (2014-2015 School Year)

There are currently 169 students at Mountain Secondary School. These students are currently in Grade 10, 11, or 12. All students are on an Individualized Education Plan (IEP). In the 2015-2016 school year, we anticipate the average daily enrolment at Mountain Secondary School will be 115 students in grades 11 and 12.

Preparing the 2015-2016 Option Sheet

All secondary school principals begin the option sheet process in the month of November for the following school year. Principals use student voice, staff feedback and system resources to make decisions as to which courses will or will not be on the option sheet. The option sheet for Mountain Secondary School was drafted in November 2014 and finalized in December 2014. The option sheet at Mountain Secondary School was finalized with the

understanding courses would only be offered for students entering Grade 11 and Grade 12. Two separate option sheets were created: one option sheet for Grade 11 students and one option sheet for Grade 12 students. All students currently at Mountain have completed the option sheet process whether they are returning to Mountain, or not, in September 2015.

In the first three weeks of February, all students in HWDSB secondary schools, including those students at Mountain Secondary School, selected course options for the 2015-2016 school year. Students complete this process with the support of their Guidance Counsellor and parent or caregiver. In some situations, students receive additional support from the Student Success Lead, a Caring Adult (mentor), and/or community agency to select their options. All students currently registered at Mountain Secondary School have completed their option sheets for the following school year.

Currently, the principal at Mountain Secondary School and the Student Services staff are reviewing the options selected by students and beginning to make timetable plans in advance of the staffing process in mid-April. The principal is making these decisions based on the number of option sheets submitted. The principal is required to submit the projected enrolment for Mountain Secondary School to Planning and Accommodation on Wednesday, March 25, 2015 in order to comply with Collective Agreement staffing timelines.

Students currently in Grade 8 (and preparing to transition to Grade 9)

All Grade 8 students in HWDSB have started the Grade 8 to Grade 9 transition process. This process began in September 2014. At this time, all Grade 8 students have:

- Listened to presentations from their home secondary school or a Tier 3 program (i.e., Strings)
- Attended a Grade 7&8 Parent Information Night at their home secondary school (November)
- Attended a Grade 9 Option Sheet Information Night at their home secondary school (if offered in January)
- If applicable, participated (or will participate) in a system Identification, Placement, and Review Committee (IPRC) meeting with their parent or caregiver and created an academic plan for September. As part of the IPRC, each individual student is discussed and, in collaboration with the current elementary school team along with the receiving Grade 9 secondary school team, created a plan to address the needs of the student. The focus of these meetings is not only to establish a formal transition plan for the student and their families, but also provide an opportunity for the student and his or her family to formally meet the school principal, Learning Resource Teacher and any additional support staff. This meeting is a continuation of the relationship building process for the student to their home secondary school.

These students would now have a formal plan in place including a plan to welcome the student into the school at various points between now and the end of June (in preparation for the start of Grade 9 in September). Grade 9 students who may have attended Mountain in the past, traditionally would have participated in a system IPRC by late March/early April with the support of their Grade 8 teacher and the staff at Mountain Secondary School. The IPRCs now occur with the support of the Grade 8 teacher and the home secondary school (as per the student's address).

Feasibility and Requirements

A. Staffing Timelines

Principals will submit their enrolment projections on March 25 in order to comply with Collective Agreement staffing timelines. Mountain will submit an enrolment projection based on their current school enrolment. Human Resources will in turn provide the principal with a staffing allotment based on the current enrolment. This staffing is provided on a ratio of 1 teacher for every 15.5 students. Staffing within other key areas will be determined based on this enrolment projection including Mentoring Education Assistants, Educational Assistants, and other school support staff. Should additional grades be added to Mountain Secondary School and additional students transition for Grade 9 or Grade 10; additional staffing will be required. As of April 15, Human Resources would be required to add additional staff to the Mountain staffing entitlement if the actual enrolment increases. This would be a cost to the Board since staff assigned to some schools would remain as per the Collective

Agreement.

B. Grade Size

The size of the Grade 9 and/or Grade 10 cohort is important. In order to properly offer program and timetable classes, the Grade 9 and Grade 10 cohort should be 45 students each. On average, 45 students will generate between 15 to 18 sections (approximately 2 ½ and 3 teachers). These teachers are currently allocated to other secondary schools in HWDSB at this time as the Grade 8 students (who could potentially attend Mountain) are currently within the enrolment projection for their home secondary school. Secondary schools continue to plan to support all students as they work towards all five destinations (College, Workplace, Community, University and Apprenticeship).

C. Student Well-Being

A smooth student transition is pivotal. All families are under the understanding they are to attend their home secondary school for Grade 9 and will be programmed for and supported accordingly. As most system IPRCs are now complete, the student transition has started. Families have started to meet key school staff and begin to program for September.

D. Transportation

Grade 8 students are planning to attend their home secondary school in September. Most students are within the 3.2 km boundaries as outlined within the HWDSB Transportation Policy and can walk to school. Should students opt to attend Mountain Secondary School for Grade 9, additional transportation would be required as students would need to be transported to Mountain Secondary School. This would be a cost to the Board.

E. Additional Transition in September 2017

Mountain Secondary School will close in June 2017. If Grade 9 students begin at Mountain Secondary School in September 2015, they would be required to transition to their home secondary school in September 2017 (in their Grade 11 year).



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director

DATE: Thursday, March 12, 2015

PREPARED BY: Jamie Nunn, (Acting) Superintendent of Leadership and Learning

RE: DRAFT Post-Transition Committee Structure

Action

Monitoring

Background:

Supporting students and their families through the school closing process has been pivotal as part of our transition work in both elementary and secondary. In the 2013-2014 school year, there were three (3) transition committees supporting the following transition:

- Dundas (closure of Parkside High School in June 2014 and opening of Dundas Valley Secondary School)
- Central Mountain (closure of Hill Park Secondary School in June 2014)
- Parkview (closure of Parkview Secondary School in June 2014)

The goal of these committee meetings was to ensure a smooth transition for the students to their new secondary school in September 2014. These 3 committees met 5 to 6 times a year and had a wide variety of stakeholders (including school board staff, parents, students, Trustees and community representatives) on each committee.

As students have now transitioned to their new school communities, the three transition committees will reconvene this spring to reflect upon the transition process in an effort to gather the voices of the students, parents, and staff who experienced the transition process. The goal of the committee is to capture their voices in a report that will be used in future by staff to improve upon our transition process in the event of future school closures.

During the week of March 23, the Transition Committees will be invited to meet again to begin the post-transition work. The committees will meet as follows:

Transition Committee	Proposed Meeting Dates	Meeting Locations
Central Mountain	April 21	Henderson Secondary School Library, 4:00 pm – 6:00 pm
Dundas	April 22	Dundas Valley West Library, 4:00 pm – 6:00 pm
Parkview	April 23	Delta Secondary School Library, 4:00 pm – 6:00 pm

As part of these meetings, the Committee will engage in a variety of reflective activities to provide feedback to the committees in a positive and safe environment. As part of these meetings, we will ask the committee to reflect on

the transition process. Committee members will be asked to reflect upon questions like:

- As students have now transitioned to their new location, what are you most proud of?
- What are your observations about the students move to their new school?
- As you think of the student's transition this year, what might have made the transition smoother?
- As you think about the student's success at school, what supports might best help them to reach their goals?

Following these initial meetings, E-BEST will capture the voices of the committee and staff will create a report highlighting the transition process. This report will be shared with the transition committees in June.

The committee will meet again in June to reflect upon the summary and add any further feedback regarding the transition process.

Transition Committee	Proposed Meeting Dates	Meeting Locations
Central Mountain	June 1	Henderson Secondary School Library, 4:00 pm – 6:00 pm
Dundas	June 2	Dundas Valley West Library, 4:00 pm – 6:00 pm
Parkview	June 3	Delta Secondary School Library, 4:00 pm – 6:00 pm

The summary created by E-BEST will be used as a reference for Executive Council, HWDSB staff and administrators as we continue through future school closing processes (as determined through the Accommodation Review Committees).

In the fall of 2015, the current East Hamilton and Central Mountain Transition Committees will meet and reflect on the transition process this past school year using a similar process as outlined above.



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director

DATE: Thursday, March 12, 2015

PREPARED BY: Jamie Nunn, (Acting) Superintendent of Leadership and Learning

RE: First Semester Student Achievement Data of Transitioned Hill Park and Parkview students

Action

Monitoring

Background:

On May 28, 2012, the Board of Trustees approved:

- That the approved secondary boundaries in the Secondary Program Strategy be implemented in the South Cluster and a holding school for the New South Secondary School (now Nora Frances Henderson Secondary School) be created at Barton Secondary School beginning September 2014.
- The closure of Hill Park Secondary School in June 2014 and the relocation of the students to New South Secondary School (now Nora Frances Henderson Secondary School) or their home secondary schools
- The closure of Parkview Secondary School in June 2014 and the relocation of the students and program to Mountain Secondary School effective September 2014. That Mountain Secondary School close in June 2017.
- The programs and supports currently in place at Parkview such as dedicated learning rooms, small class sizes, and intervention programs (e.g. Wilson Reading, Empower) would be available at Mountain and Delta.
- Students currently attending Parkview would have the choice of attending Mountain or Delta Secondary School, or their home school.
- Transportation would be provided to Mountain and Delta where necessary.

A transition committee supported both the Central Mountain transition (closure of Hill Park Secondary School and Barton Secondary School) and the Parkview transition (closure of Parkview Secondary).

The following report summarizes the first semester achievement data of the students who transitioned from Hill Park Secondary and Parkview Secondary School. The statistical analyses presented were prepared by the Evidence-Based Education Services Team (E-BEST)

Achievement Data

In September 2015, 601 students transitioned from either Hill Park Secondary School or Parkview Secondary School to a new HWDSB secondary school. 163 students transitioned from Parkview Secondary School and 438 students transitioned from Hill Park Secondary School.

By grade, the following number of students transferred from Parkview or Hill Park to an alternate school:

- Grade 9 transferring to grade 10: N= **132**
- Grade 10 transferring to grade 11: N=**156**
- Grade 11 transferring to grade 12: N=**313**

Average credit accumulation by Grade and School

Grade 10 students generally works towards either 4 or 5 credits in a semester. If a student is working towards 5 credits in a semester, he or she is timetabled to complete a 0.5 credit in Civics and a 0.5 Credit in Careers in additional to 3.0 credits (whether compulsory or electives, or a combination of both).

- Majority of Parkview and Hill Park students who transitioned for grade 10 achieved **4 credits** (47.4%) and 27.9% earned **5 to 6 credits**. The breakdown per school is as follows: Parkview transitioned students: 43.2% achieved **4 credits**, 29.7% achieved **5-6 credits**; Hill Park transitioned students: 49% achieved **4 credits**, 27% achieved **5 credits**.

A Grade 11 student generally works towards completing 4 credits a semester in their Grade 11 year.

- The majority of Grade 10 Parkview and Hill Park students who transitioned for grade 11 achieved **4 credits** (44.8% for Parkview students and 64.7% for Hill Park)

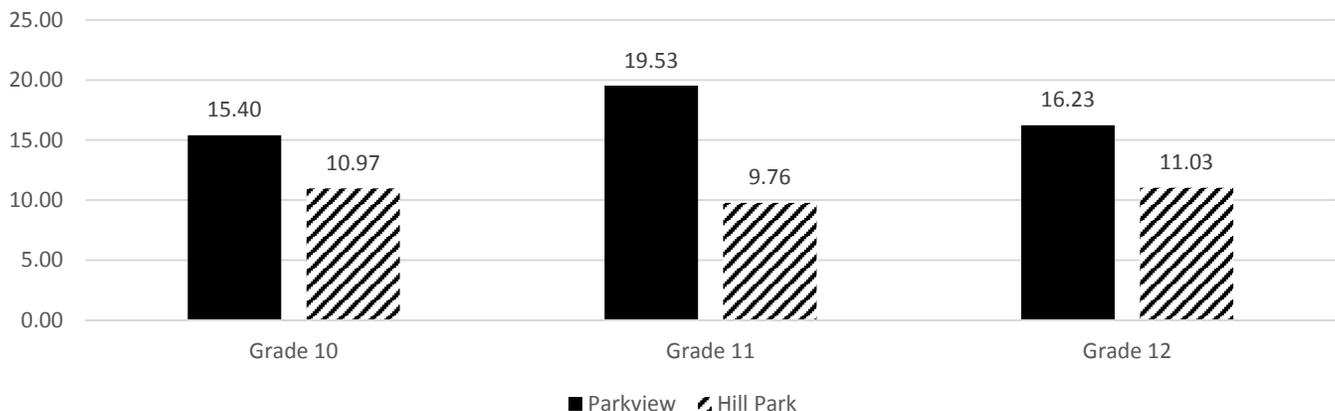
A Grade 12 student generally works towards completing a minimum of 3 credits a semester in their Grade 12 year.

- Majority of Parkview students achieved at least **4 credits** (46.9%), while majority of Hill Park students achieved **2 to 3 credits** (43.1%).

School absences by Grade and School

- Across all periods, grade 10 Parkview and Hill Park transitioned students had an average of **12 recorded absences** in semester 1 (Fig. 1).
- Grade 11 transitioned Parkview students had **19.5 days** of recorded absence, while Hill Park students had an average of **9.7 recorded absences** in semester 1 (Fig. 1).
- Likewise for grade 12, Parkview students had **19 days** of recorded absence, while Hill Park students had an average of **11 recorded absences** (Fig 2).

Fig 1. Average number of school absence across grade level and school of origin



School withdrawal

- For grade 9 a total of **10 students** (6 from Hill Park and 4 from Parkview) did not transition to an

HWDSB school for grade 10 semester 1. 5 of these students moved to a different city or province, 3 did not enrol in grade 10, 2 enrolled in alternative programming and 1 was home schooled. One of the 5 students who had moved has returned to an HWDSB school for semester 2.

- For grade 11, a total of 3 students have been chronic non-attenders since the transition, while 2 students moved to a different city or province.
- For grade 12, a total of 40 students (24 from Hill Park and 16 from Parkview) have been chronic non-attenders since the transition (24 from Hill Park and 16 from Parkview), while 5 students moved to a different city or province, 10 students graduated or are set to graduate in the summer, while 11 moved to alternative programming (e.g., Adult Education, Employment).

Supporting our Early Leavers

Prior to the beginning of each semester, we connect with our early leavers (students who left our schools before graduating). Students leave school often for medical reasons, employment, family demands or other reasons. When this happens, each student is phoned individually to see how we can help them return to learning to enable them to graduate. Both system and school staff have attempted to reach all of our students who left the HWDSB, including the 24 students who were at Hill Park and the 16 students who were at Parkview in the effort to reengage them in school. The secondary staff continue to reengage students this semester through a variety of different avenues.