



# PROGRAM COMMITTEE

February 18, 2016  
Education Centre, Room 308

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## AGENDA

5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Student Engagement Report
4. Secondary Program Strategy Specialized and SHSM Programs (Tier 3) Placement and Enrolment
5. Update on Transitions
6. Next Program Committee Meeting: March 10 2016
  - First Nations, Métis and Inuit Student Achievement & Well-Being Report
7. Adjournment

# HWDSB Program Committee

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## Topic: Student Engagement Report

The Student Engagement Report is an annual report which provides an update on key areas identified in the 2014-2015 Student Engagement Action Plan. Student engagement is a necessary condition for learning and achievement. We are creating a system of inclusion that responds to individual student needs (social-emotional, academic and intellectual) and helps form a foundation for a welcoming and supportive education system.

The following is a summary of all four sections of the report:

***Section A - Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12 (p.3)***

- Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12
- Through the school level continuous learning and improvement cycle and ongoing discussions focused on student achievement at the classroom, school and system level we prepare all students in both elementary and secondary panel for success.
- School teams monitor and measure student growth and engagement through structured and purposeful strategies.

***Section B - Strategies to encourage credit accumulation and increase graduation diploma completion and to reach out to potential early leavers (p.4)***

- Strategies to reach out to potential early leavers, to encourage credit accumulation and increase graduation diploma completion
- Reports and data collections are used to determine and monitor students who are at-risk, in-risk, disengaged in school or have left the school system without a diploma. We use the Ministry Report, Taking Stock to assess our student progress with respect to indicators such as credit accumulation, literacy requirements and community involvement hours—factors that for some students become challenges for acquiring a graduation diploma.

***Section C - Schools will participate in school and system events to gather student engagement and student voice data. (p.6)***

- Schools will participate in system and school events to gather student engagement and student voice data
- Student voice is sought and valued as part of the classroom, school and system to inform decisions at all levels.

***Section D - Schools will be supported to build capacity of staff and students in developing strategies to gather student voice and engagement. (p. 9)***

- Capacity building for teachers and administrators in the gathering, analysis and implementation around student voice supports the conditions for engagement and achievement.
- Introduction of a HWDSB “Student Voice Toolkit”
- Students have the opportunities to collaborate with classmates, teachers, and others beyond the classroom. Developing reciprocal relationships with students, parents and colleagues is critical for sharing ownership for learning.

Upon review of this report, it is worthy to note that this report does have some overlap with the following reports:

- Positive School Climate Report;
- Student Engagement Report;
- Transforming Learning Everywhere Report.



# Annual Work Plan Report

**Name of Report:** Student Engagement Report

**To:** Manny Figueiredo, Director of Education

**From:** Executive Council

**Prepared by:** Jamie Nunn, Superintendent of Student Achievement

**Date:** February 11, 2016

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## ***Organizational Alignment***

### **Strategic Direction**

#### **Achievement Matters**

HWDSB will prepare all elementary students to be ready for success at the secondary school level.  
 HWDSB will prepare all secondary students to be ready for success in their chosen pathway:  
 apprenticeship, college, community, university or workplace

#### **Equity Matters:**

HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.  
 HWDSB will provide safe, inclusive and respectful learning environments for all staff and students.

#### **Engagement Matters:**

HWDSB will achieve high levels of student engagement in our schools.  
 HWDSB will maintain and strengthen collaborative relationships with community partners.

#### **Annual Operating Plan:**

##### **Knowing Our Students**

Student Voice  
 Engaging/re-engaging all students  
 Student leadership  
 Continued enhancement of program pathways

#### **Director's Performance Appraisal:**

Provide safe, equitable and inclusive learning environments for each student.  
 Ensure that a tiered approach to effective instruction and intervention is in place in all schools, and is implemented according to best practices.  
 Ensure a range of accessible program pathway options across the system to meet the needs of all learners.

### ***Overview/Context***

Student engagement is a necessary condition for learning and achievement. It encompasses intentional decisions, processes, and structures that teachers, schools and the Hamilton – Wentworth District School Board (HWDSB) undertake in order for students to develop a sense of belonging, express student voice and participate in leadership,

instructional and extra – curricular opportunities / activities. An inclusive education takes place when all students have the necessary resources to feel supported, respected, and confident in order to learn and develop to their full potential. Our engagement strategies vary and we invite students to share information, ideas and thoughts (student voice) and allow students to turn their ideas into action through student leadership. Our Elementary and Secondary Program Strategy, Arts, Positive School Climate and Transforming Learning Everywhere are examples of how we support the development of critical and creative thinking, collaboration, and problem solving, increasingly integrating and using technology to respond to the needs of students.

Research has shown that by including students as partners in decisions about their learning, motivation and perseverance grow resulting in improvement as “student voice is a metaphor for student engagement and participation in issues that matter to learning.” (Student Achievement Division, Ontario Ministry of Education, Sept. 2014) We must listen to our students, and then deliver high-interest resources based on this individual feedback. We are creating a system of inclusion that responds to individual student needs (social-emotional, academic and intellectual) and helps form a foundation for a welcoming and supportive education system.

- ✓ **Social-emotional engagement;** when a student feels a sense of belonging and participates in school life. A student who is socially engaged participates in extra-curricular activities, school events, and has positive friendships.
- ✓ **Academic engagement:** when a student participates in the requirements of school for success. A student who is institutionally engaged arrives to school on time, attends class regularly, completes homework and values school because he/she believes that it is important for their future.
- ✓ **Intellectual engagement:** when a student participates in learning in with a deep psychological and cognitive investment. He/she is highly motivated and puts forth extra effort. The student uses high order thinking skills to increase his/her understanding and to solve complex problems.

## 2015 – 2016 Action Plan

Process	Area of Focus
Through the school level continuous learning and improvement cycle and ongoing discussions focused on student achievement at the classroom, school and system level we prepare all students in both elementary and secondary panel for success.	<b>Achievement Matters</b>
	Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12 (A)
	Strategies to encourage credit accumulation and increase graduation diploma completion and to reach out to potential early leavers (B)
	<b>Engagement Matters</b>
School teams monitor and measure student growth and engagement through structured and purposeful strategies.	Schools will participate in school and system events to gather student engagement and student voice data. (C)
Student voice is sought and valued as part of the classroom, school and system to inform decisions at all levels.	Schools will be supported to build capacity of staff and students in developing strategies to gather student voice and engagement. (D)
Capacity building for teachers and administrators in the gathering, analysis and implementation around student voice supports the conditions for engagement and achievement.	

## Achievement Matters

- A. Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12.

***“Students learn most effectively when their interests, questions and ideas are a priority in the learning process, and when they are engaged in conversations about learning and are asked to voice their opinions about how they learn best.” Transforming Learning Everywhere, 2014***

Transforming our classrooms and schools to authentically embed voice and engagement requires a clear understanding of where we are going, and why. Educators must engage in a process of learning and understanding that our roles and relationships with students are changing. There is a need to look at new ways of designing learning opportunities that draw upon students’ strengths and areas of interest.

TLE strives to develop relationships, classroom environments and learning opportunities between teachers and students that focus on the following beliefs:

- *The positive relationships between the student and the teacher and between students is critical for student achievement and well-being to improve.*
- *Students learn most effectively when their interests, questions and ideas are a priority in the learning process, and when they are engaged in conversations about learning and are asked to voice their opinions about how they learn best and when they are given feedback on their progress in a timely fashion.*
- *Students learn in unique ways. Different learning opportunities both individually and collaboratively need to be provided and created by both teachers and students.*

Students’ play an active role in creating these conditions through their intellectual, social and academic engagement in the process of schooling. Through student voice and engagement students and adults collaborate to ensure their schools become a place where everyone feels safe, accepted and included. This whole school approach engages the school community in putting prevention and intervention strategies in place at all levels – at the level of the individual, the classroom, the school and the board. Success requires an ongoing, comprehensive and collaborative effort on the part of everyone involved.

Every school in HWDSB continues to use student voice to transform relationships in our school communities:

### **In the school and classroom:**

- Student input is actively and regularly sought with regard to curriculum delivery and program needs;
- Student voice that reflects the diversity of the student population is actively and regularly sought to inform school climate, instruction and program needs;
- Opportunities are provided for students to give input and respond to school improvement goals and strategies;
- Processes are in place for students to suggest and initiate school-wide activities; and
- Opportunities are provided for students to collaborate in the development of school plans that outline potential school-related activities.

### **Students:**

- Voice their program needs;
- Represent their own voice and the voice of others when advocating for conditions that support their learning; and
- Contribute ideas and identify their needs and interests in relation to school and classroom activities.

We expand our classrooms through experiential learning, blended learning and learning in a virtual environment.

1. Teachers create learning contexts that allow students to make decisions about their learning processes and about how they will demonstrate their learning. They encourage collaborative learning and create intellectual spaces for students to engage in rich talk about their thinking and learning.
2. Inquiry builds on children’s natural curiosity and leads to the development of higher-order thinking skills. As teachers give students opportunities to seek answers to questions that are interesting, important and relevant to them, they are enabling them to address curriculum content in integrated and “real world” ways and to develop – and practise – the higher-order thinking skills and habits of mind that lead to deep learning.
3. Asking questions and making sense of information to expand understanding lies at the core of all inquiry. Inquiry is not an occasional classroom event, nor is it limited to any particular subject area or appropriate for only some students. It is “at the heart of learning in all subject areas”.

### **What did we learn?**

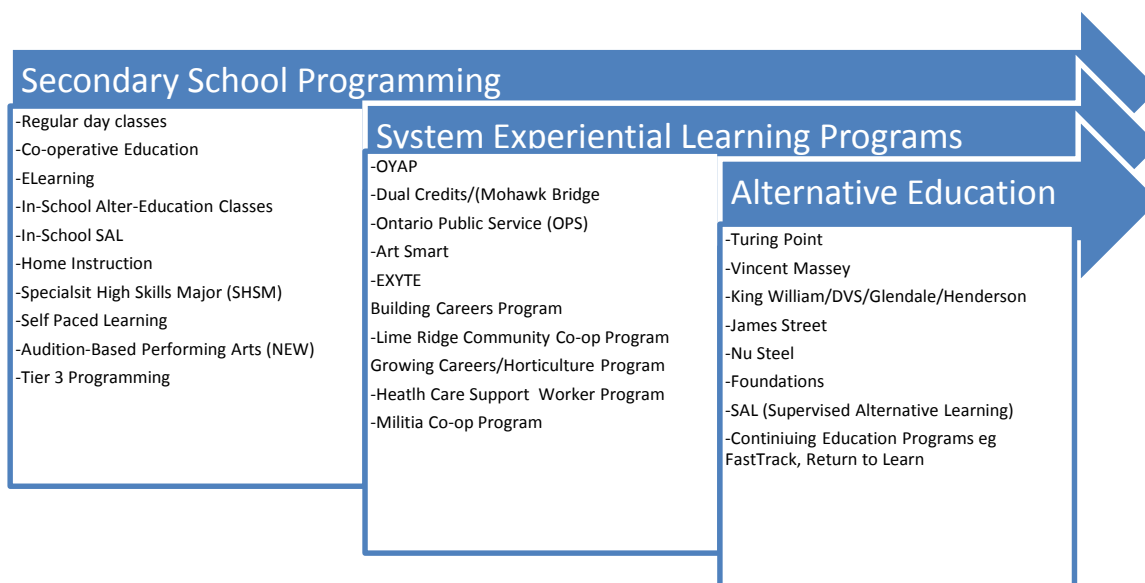
As HWDSB schools continue to implement the TLE model, evidence-based teaching practices, such as teacher-student learning partnerships driven by student voice, are proving that a student’s investment in their learning increases achievement, engagement and student well-being. Our Program Strategy promotes addressing the individual needs and interests of each student. We believe that by understanding who our learners are and their cultural and social backgrounds, we are better able to foster achievement and well-being within our students based on their learning profiles:

- Know each student’s greatest learning need within 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

### **B. Strategies to encourage credit accumulation and increase graduation diploma completion and to reach out to potential early leavers.**

#### **What we did:**

Early Leaver Reports were generated centrally for all schools in June 2015. Similar to last year, two models of support were used to re-welcome students back into a learning environment at either a secondary school (with their home school as ideal), a system experiential learning program or alternative education programming. The various programs are outlined in the chart below. A full description of each of these programs is listed in Appendix 1.



### **Levels of Support:**

**System Level**--At the system level, staff contacted early leavers in August for five secondary schools: Dundas Valley, Glendale, Nora Henderson, Sir Allan Macnab and Sir John A Macdonald. Summary reports for each school were shared and reviewed with each school student success team. Discussions of next steps at the school level were outlined.

**School Level**--All Student Success Teachers in the remaining schools used the early leaver generated lists to initiate contact with students to re-engage students currently not in school back into purposeful programming at either the home school, system program or alternative education program during the month of September. A variety of strategies were used. These strategies are outlined in Appendix 2. For the five schools listed above who accessed system support, Student Success Teachers continued monitoring and follow up with students as appropriate. All schools are expected to continue the re-engagement process throughout the year as well as follow-up and monitoring of re-engaged students. Tracking of some of this data is recorded in the Ministry Taking Stock Report.

### **What was the impact?**

Across the board in August, 2014 of the students who were contacted, 47% were re-engaged to a learning environment either back at their home school or in a new program placement. At the system level in August, 2015, the number of students re-engaged to programs/new placements or back to their home school was approximately 65%.

### **What did we learn?**

- Students and parents are very appreciative that someone from HWDSB is concerned about their child's academic career and success at the secondary level.
- For some students confidence and motivation to return to a learning institution increases when calls to re-engage are made.
- Some students are unaware that they could return to school after being taken off the roll.
- Repeated attempts at contact in diverse ways (i.e., phone calls, home visits, and friends) are necessary to re-engage students. After students leave the school, contact information becomes increasingly unreliable and inaccurate in PowerSchool, so prompt and continuous contact is important to maintain contact with early leavers.
- Reaching out to early leavers throughout key points in the year also provide opportunities for students to work towards their diploma. Last March, the system initiated an invitation to early leavers to participate in the OSSLT at the Education Centre. Ten students were invited, seven students participated, and one student earned an OSSD as a result of his successful completion of the literacy requirement.

- Students who are interested in returning to their home school or an alternative setting, need to be supported and monitored to complete the registration process.
- On-going monitoring of these students (even if in other school/program settings) is necessary in order to ensure that they continue to be supported and engaged in their learning environment.
- PowerSchool can be a valuable tool in giving us insight into our early leavers and where they have ended up, but only if staff are aware of how to use it (i.e. putting in information about OSR requested into the exit comments, using appropriate reason for withdrawal).
- Students and parents are aware of HWCSB St. Charles Place, but are less familiar with HWDSB System Alternative Education (SAE) and/or Continuing Education (CCE) options. We need to review how best to share information about SAE and CCE programs: consider ads at key times of the year with a number to call if students are interested in returning to school.
- When students are leaving school, they need to know they have options: return to home school, CCE, etc. This should be part of an exit interview, with advice that the school continues to be willing and interested to support the student's evolving plan. Students should have access and support to continue Pathway Planning.
- There are many different options to re-engage students. Student Success Teachers may not be aware of all of System Alternative Education and/or Continuing Education programs, and should continue their deeper learning in this area with system support.
- The process for system staff to make calls to early leavers has a dual edge: it may be both laborious for system staff who do not know the learner and invitingly simple for disengaged students as it provides the students with a fresh start and a new caring adult to support learning.

## Engagement Matters

- C. Schools will participate in school and system events to gather student engagement and student voice data.

Building on the successes of large system-wide events such as Director's Voice Forums, Junior Empowerment and Bulldogs Literacy Day, the Engagement Portfolio focuses on supporting schools in the development of their own, continuous, sustainable student voice and engagement events and practices. System-wide events continue to have a place in the portfolio's work, in the raising awareness of important social issues that impact our students and our community for instance; however, focussing on school-based engagement practices and events will bring engagement to classrooms and schools daily. This approach aligns with our system direction, Transforming Learning Everywhere, by creating new learning opportunities, environments and relationships. It is anticipated, for example, that the portfolio can foster engaging learning experiences where schools and students connect locally, nationally and internationally to build and share knowledge about issues that impact their lives. Overall, the vision is to build capacity throughout HWDSB schools through job-embedded learning experiences designed to change teaching and learning practices and, as a result, engagement be woven into the fabric of school cultures.

### What we did

Elementary and secondary schools participated in both school and various system events to gather student engagement and student voice data. The following summarizes some of the student engagement opportunities we provided students including Post-Transition Student Voice Forums, Together We Create Change, Ecoschools, and Facing History, and what we learned from these opportunities.

### Student Voice Post-Transition Forums

Throughout the fall of 2015, we continued to hold a variety of Student Voice Forums to help engage students in the transition process. The goal of the forums was to gather feedback on their transition into their new school communities. Students also identified what we could do to help ease the transition for those students who may be a part of a future transition. Forums took place at Nora Frances Henderson, Mountain Secondary School, Sherwood Secondary School, and Sir Allan MacNab Secondary School.



As part of these events, the K-12 team supported students who filled out surveys and participated in conversations. Students were asked to comment on several questions. Given differences in circumstances across school communities (e.g., some schools closing, others amalgamating etc.,) the questions differed across schools so that students could provide feedback that best reflected the changes they will experience in the near future. The student data gathered from these sessions were presented to HWDSB Board of Trustees in the fall of 2015.

### **Student Voice Transition Forum: French Immersion (FI)**

In October 2015, a follow-up FI Student Voice Forum was held at Sherwood to reconnect with Grade 9 FI students that expressed their voice at the previous forum when they were in Grade 8. The students were given an opportunity to revisit the wonderings they shared previously about the transition to Sherwood Secondary School and the French Immersion Program itself. Following this, the students were asked to add upon these wonderings with the information they have now that they are in the program in the school. In a separate session, students were asked to participate in a mind-mapping exercise around the following questions:

- What advice would you give yourself in grade 8? (what would your grade 9 self-tell your grade 8 self)
- What advice would you give your grade 8 teacher to support your transition?
- What would help parents to support you in the transition?

This data was consolidated by the school for future use and shared at the final meeting of the Sherwood FI Transition Committee.

### **Facing History**

HWDSB partnered with 'Facing History' to provide an opportunity to engage in their newly created course for grade 10 History (designed using the Facing History Scope and Sequence) in collaboration with HWCDSD. We released 20 teachers from our Secondary schools (schools that offered 10 or more sections CHC2P/D/L released 2 teachers while those with less than 10 released 1 teacher). Teachers who participated were engaged in 3 days of learning from October to December (2 days of seminar based learning, whereas, the last day was at Mohawk Institute and Woodland Cultural Center, which was mainly facilitated by staff and residential school survivor). In addition to face-to-face learning, staff also participated in digital learning and teleconferences (blended model). In addition to the CHC program, we also trained 3 teachers in the summer Holocaust and Human Behaviour Summer Seminar

### **Together We Create Change**

Our schools continue to partner with Free the Children through their educational We Act Program. This promotes leadership, social justice and humanitarian support for students to become global citizens and focus on community initiatives locally to support others in need. We continue to provide opportunities like the Junior Empowerment Conference for Grades 3 to Grades 6 students who will develop their leadership skills. The focus of these events for elementary students is to empower our students and help them recognize how they make can impact the larger world through good character, provide confidence to make good choices and understand how their relationships with peers and others influences our local and global community. Many schools have already been involved with Eco Schools, Terry Fox, United Way, and the collection of non- perishable food items, have a recycling program or are part of Raise the Roof.

In the spring of 2015, all schools in the HWDSB were invited to culminating celebration event titled, 'Together We Create Change' at Carmen's. 70 schools in total attended and listened to the key note speaker, Molly Burke (*Me to We*, <http://www.metowe.com/speakers-bureau/view-all-speakers/molly-burke/>). Each school brought with them a display that demonstrated visually to others what they have engaged in to create change in their school, community or at a global level. Students had an opportunity to share with others what they have done and the impact they had but also speak with other schools to gather ideas. Students used a passport to take notes as they spoke with students from other schools. In addition to this, students had the opportunity to share during a 'Speaker Corners' (led by Saltfleet High School Communication Technology students); create a wooden block for the collaborate art project; and participate in the Children's Charter of Rights activity.

### **EcoSchools – 2015 – 2016 (<http://ecoschools.commonshwdsb.on.ca/>)**

As part of HWDSB's ongoing commitment to promote environmental practices within our schools as part of the HWDSB Environment Policy and to help students become environmentally responsible citizens, we are proud to continue our partnership with Ontario EcoSchools. The Ontario EcoSchools network has grown to 52 school boards with over 17,692 schools certified in 2014-2015 actively changing the landscape of Ontario schools into a culture of conservation and stewardship. In HWDSB, 12 schools were certified in the 2014-2015 school year. Historically, we have held a Fall EcoSchools Kick-off workshop (held at either AdventureWorks or Royal Botanical Gardens) and a Spring Celebration of student leadership and best practices.

### **What was the impact?**

#### **Post-Transition Student Voice Forums**

Supporting students and their families through the school closing process has been pivotal as part of our secondary transition work throughout the 2014-15 school year. Students volunteered to participate in the student voice sessions after being invited by Student Success teachers, mentoring EAs, guidance counselors and school administration. Each invited student had moved from a closing school to a new location at the start of the 2014 school year. Following is a breakdown of the number of students who participated in the focus groups across the five schools:

- 17 students from Sherwood Secondary
- 14 students from Sir Allan MacNab
- 22 students from Mountain Secondary
- 24 students from Nora Henderson
- 18 students from Delta Secondary

#### **Facing History**

In total, 20 Canadian History Teachers implemented the Facing History program in their classrooms. When we reflected on the work in collaboration with 'Facing History', we learned staff were engaged with learning partners from Facing History. Staff were highly engaged in the experiential learning/excursion to Mohawk Institute. The blended model of learning was highly engaging because it allowed staff to participate in face to face conversations as well as apply their learning and discuss during teleconferences and continued learning with Facing History digital tools.

#### **EcoSchools**

HWDSB has aligned our participation in the Ontario EcoSchools program with our Outdoor Education initiatives to provide students with experiential learning opportunities related to the environment and in support of the conservation and awareness work they engage in at their schools. Some of these activities have included excursions to Royal Botanical Gardens and AdventureWorks.

### **What did we learn?**

#### **Together We Create Change**

This major system event will be held again in May 2016. Through student and teacher feedback, we learned:

- We must continue to build in opportunities for interaction across grade levels with students.
- Build in more creative opportunities and environmental practices.
- Continue students to have ownership in sharing their knowledge and leadership.
- Increase opportunities for physical and digital sharing.
- Increase opportunities for student leadership at the event (example - running engagement stations).

#### **Ecoschools**

Moving forward, the Spring EcoSchools celebration will be merged with the 'Together We Create Change' conference as an effort to consolidate the variety of social justice initiatives, both local and global, that occur in our schools. HWDSB's

EcoSchools initiative transforms learning opportunities and environments through the Commons blogging platform where students reflect and connect with each other both within their schools and others throughout the board. The blog also gives students the opportunity to share their best practices in a digital space and to continue networking with other teams and experts beyond face-to-face interactions. Moving forward, this blog will be merged with other social justice oriented blogs into one consolidated 'Together We Create Change' blog so as to bring all digital engagement of this sort into one space as we have with the physical destination event itself.

### **Post-Transition Student Voice Forums**

Students from all schools reported feelings of success and accomplishment. Overall, they felt that the different school communities have come together and a new school identity. They also report that incidents of bullying, isolation and one group not welcoming another have lessened. Students reported having made new connections to teachers, sports teams, co-curricular activities and friends. Many are proud of their academic success and are looking forward to graduation. Students previously attending Mountain Secondary reported that they have improved attendance as a result of the provision of school buses. Students expressed appreciation for the supportive teachers and administrators who made them feel welcome and included in activities. They valued the special events that schools organized; these helped break down the barriers between students from various locations. Students like the wider range of course offerings available at their new school sites. They identified being able to access courses at their level of study as a positive outcome of the move to their new location.

Students put forward the following recommendations to guide the work of future Accommodation Review Committees:

- If you promise something, follow through – otherwise don't promise it;
- Value and respect the past - avoid telling kids to forget about their previous school and experiences;
- Be careful of too much change all at once – new school and new educational initiatives (i.e., iPads) was overwhelming for both students and staff;
- Be inclusive in your communication methods - Communicate as much as possible and in as many ways as possible;
- Make sure front line workers are aware of the transition plan, know the answers to questions or can respond to questions from students and parents in a timely manner.

### **D. Schools will be supported to build capacity of staff and students in developing strategies to gather student voice and engagement.**

#### **What we did?**

Hamilton-Wentworth District School Board is committed to creating a personalized, collaborative inquiry based learning environment for each student. We believe these learning conditions support student achievement and well-being and prepare our students to participate effectively in our physical and digital world. With a renewed focus on capacity building for consultants, instructional coaches, administrators and teachers at the classroom level in all schools around student voice, we are moving to embed student voice into the classroom. In the spring of 2015, training continued for all of these groups to consolidate their understanding of student voice and its role in TLE. In addition to this training, E-Best, in co-ordination with program consultants, developed a "Student Voice Toolkit". This toolkit provides a variety of strategies in collecting student voice within schools, analyzing the data, and creating a voice-driven component of the school improvement plan.

As part of the implementation plan for the "Toolkit", we invited school administrators, and teacher lead, to participate in various working sessions focused on implementing student voice into their school buildings.

#### **What was the impact?**

The "HWDSB Student Voice Toolkit" continues to be used as a guide and resource in all schools K-12 with revisions and best practices from schools shared across the system. Principals and teachers are becoming more comfortable with using student voice as a foundation for creating unique classroom opportunities for students. We held two after school

sessions for school principals (and interested staff members) and due to demand needed to add an additional (third) workshop. In addition to this, we provided an overview of the Toolkit at an OLM and provided principals with planning time to reflect on how they would use these materials in their schools.

### What did we learn?

**When we reflect on the feedback we gathered from elementary and secondary administrators and teachers, we learned:**

- There is still a view that gathering voice is done as a school wide forum;
- We need to be mindful of how we gather voice from all students (For example, English Language Learners, students with an Individual Education Plan etc.);
- Students need opportunities to participate in teaching and learning through adults creating deliberate and specific ways to measure and monitor intellectual engagement at the system, school and classroom level;
- Student Inquiry teaching and learning must include student voice opportunities;
- Every school made a commitment to use student voice to impact some aspect of teaching and learning in some classrooms;
- Schools will create opportunities like “Voice Forums” at the school level to gather data regarding overall school culture and community.

### 2016 – 2017 Action Plan

We are not broadening the work with new initiatives; rather we will deepen our work with a greater focus on including student voice and engagement strategies currently underway. This will allow schools time to deepen their teaching through TLE and embed student voice into the school level.

Process	Area of Focus
Through the school level continuous learning and improvement cycle and ongoing discussions focused on student achievement at the classroom, school and system level we prepare all students in both elementary and secondary panel for success.	<b>Achievement Matters</b>
	Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12.
School teams monitor and measure student growth and engagement through structured and purposeful strategies.	Strategies to encourage credit accumulation and increase graduation diploma completion and to reach out to potential early leavers.
	<b>Engagement Matters</b>
Student voice is sought and valued as part of the classroom, school and system to inform decisions at all levels.	Schools will participate in school and system events to gather student engagement and student voice data.
Capacity building for teachers and administrators in the gathering, analysis and implementation around student voice supports the conditions for engagement and achievement.	Schools will be supported to build capacity of staff and students in developing strategies to gather student voice and engagement.

## Appendix 1 – Re-engagement Strategies

Below are some of the suggested approaches that were used across the system to re-engage students and to provide programming to meet their needs:

### Communication Strategies

- Calls to home/work/parents/emergency contacts
- Letters to invite students back
- Parent and student meetings
- Home visits conducted when no phone, or emergency information
- “Check-in” appointments to monitor progress and coach students to success
- Communication to teachers regarding supports and strategies for specific students
- Regular check-ins with student and parents/guardians
- Link on school website outlining options to graduate
- Mailing positive notes homes

### Positive School Connections

- Use of Restorative Justice practices
- Connections to school clubs or teams
- Engaging students in Speak Up Projects

### Mentoring

- Collaboration with other educational staff: guidance, VP, LRT, social worker, office staff, Student Success teachers and mentoring educational assistants
- Link to caring adult (touching base/counselling)
- Peer tutor mentoring
- Creation of school based groups to address needs
- Contracts with administration

### Community/Other Supports

- Referral to Social Worker, AY, or other community supports
- Consulting with community partners; e.g., Probation, CAS/CCAS
- Financial support through Bursaries, community supports
- Links to CTC programs/supports e.g. Grace Haven, Compass

### Programming

- Creation of individualized timetables and re-timetabling as required
- Enrolment in in-school/off-site Alternative Education programming
- Enrolment in GLD, GLN, Credit Recovery
- Credit rescue supports
- Enrolment in cooperative education – full day, half day or paid coop
- Connections to SHSMs; Dual credit; Specialized Pathways
- Creation of opportunities for work experiences in existing programs
- Establishing a Literacy/Numeracy after school program
- Enrolling students in part-time studies to complete required credit material
- Enrolment in e-learning, continuing education (night school, summer school)
- Home study
- Career pathways guidance
- Enrolment in system alternative education/student success programming

PROGRAM NAME	DESCRIPTION	STUDENT CRITERIA	SEMESTER
<b>Regular OYAP</b>	<ul style="list-style-type: none"> <li>Any Co-op for any amount of credits</li> <li>Any apprentice able area</li> </ul>	<ul style="list-style-type: none"> <li>16 yrs. old &amp; 16 credits</li> <li>Students DO NOT have to be signed apprentices</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> <li>Summer Co-op (July)</li> </ul>
<b>Bridge/OYAP</b>	<ul style="list-style-type: none"> <li>OYAP accelerated / dual credit opportunities where students earn credits for both high school and college</li> </ul>	<ul style="list-style-type: none"> <li>Senior student</li> <li>16 credits</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 2 (1 is full)</li> <li>At Mohawk</li> </ul>
<b>Ontario Public Service (OPS)</b>	<ul style="list-style-type: none"> <li>4 credits (GLD20+GLN40+Co-op)</li> <li>Paid Co-op at Ontario Public Service and related agencies</li> <li>Available to students not engaged in school for various reasons</li> <li>Complete 6 to 7 weeks of course material prior to placements</li> <li>All day Co-op 2<sup>nd</sup> half of the semester</li> </ul>	<ul style="list-style-type: none"> <li>Senior student with a committed work ethic</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> <li>At Delta</li> </ul>
<b>ArtSmart Musical Theatre Program</b>	<ul style="list-style-type: none"> <li>Earn 2 or 3 credits in musical theatre/theatre &amp; related Tech</li> <li>Earn 1 or 2 credits thru Co-op at Theatre Ancaster</li> <li>Produce full stage musical at end of sem.</li> <li>Earn SHSM Arts &amp; culture designation</li> </ul>	<ul style="list-style-type: none"> <li>be 15 years of age or older</li> <li>have successfully completed a minimum of 8 credits</li> <li>submit all required application information by the due date</li> <li>attend an interview session, if requested</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 2</li> <li>At Sir Allan Macnab</li> </ul>
<b>EXYTE</b>	<ul style="list-style-type: none"> <li>Project based learning</li> <li>Students create re-purposed, recycled furniture, artwork, etc.</li> <li>Projects displayed &amp; sold in community</li> </ul>	<ul style="list-style-type: none"> <li>Students with mild intellectual difficulties / disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> <li>At Mountain</li> </ul>
<b>Building Careers from the Ground Up: Home Building Program</b>	<ul style="list-style-type: none"> <li>Build a house</li> <li>Residential Construction Co-op placements</li> <li>Earn 2 credits in TCJ4E &amp; upto 4 in Co-op</li> <li>Earn SHSM Construction designation</li> </ul>	<ul style="list-style-type: none"> <li>Senior student who is interested in the construction sector</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> <li>Off-site</li> </ul>
<b>Lime Ridge Mall Community Co-op Program</b>	<ul style="list-style-type: none"> <li>Continuous intake</li> <li>GLD20 &amp; GLN40</li> <li>PM Co-op placement</li> </ul>	<ul style="list-style-type: none"> <li>Located at Nora Henderson SS</li> <li>Students of varying abilities/academic goals.</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> </ul>
<b>Growing Careers: Horticulture Program</b>	<ul style="list-style-type: none"> <li>Earn 2 Green Industries (THL) credits</li> <li>Up to 3 additional through co-op</li> <li>Level 1 Horticulture Technician Apprenticeship (Landscape Ontario)</li> <li>Earn SHSM Horticulture &amp; Landscaping designation</li> </ul>	<ul style="list-style-type: none"> <li>Located at Saltfleet &amp; Mohawk College</li> <li>Senior students who are interested in the horticulture sector.</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> </ul>
<b>Caring for Our Future: Healthcare Support Worker Program</b>	<ul style="list-style-type: none"> <li>All day program</li> <li>Earn 2 grade 12 TPJ Healthcare credits</li> <li>Earn 2 credits through Co-op</li> <li>Rotate through 3 blocks of classroom learning &amp; 3 different Co-op placements</li> <li>Earn SHSM Health &amp; Wellness designation</li> </ul>	<ul style="list-style-type: none"> <li>Located at Juravinski Hospital site</li> <li>Senior students interested in pursuing health care sector.</li> </ul>	<ul style="list-style-type: none"> <li>Sem. 1 or 2</li> </ul>



# System Programs

## Militia Co-op Program

## Options to Re-engage our Early Leavers

- Earn 2 credits for Military training Co-op & additional credit in Phys. Ed. & Mkt.
- Earn SHSM Justice, Community Safety & Emergency Services designation
- James St. Armoury
- Students must be at least 15 years of age.
- For students interested in joining the army.
- Sem. 2

# System Programs

To learn more about these exciting programs, contact the school directly or visit our website at <http://www.hwdsb.on.ca/altered/alternative-education/#Transition-Program>

Contact Info Here

Contact Info Here





## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Executive Council

**DATE:** February 18, 2016

**PREPARED BY:** Peter Joshua, Executive Superintendent of Leadership and Learning

**RE:** Secondary Program Strategy Specialized and SHSM Programs (Tier 3) Placements and Enrolment

**Action**

**Monitoring X**

The following motion was passed by the Board of Trustees on November 23, 2015:

**RESOLUTION #15-166:** *That staff bring back a report to the Program Committee with an overview of program placement and results in terms of enrolment in the current HWDSB Secondary Program Strategy approved by the Board of Trustees in April 2013.*

See the following appendices below:

**APPENDIX A:** HWDSB Specialized (Tier 3) Programs & Specialist High Skills Major Programs Chart

**APPENDIX B:** FI and IB Programs - Student Distributions (October 2015 Student Data)

### DEFINITIONS:

**Tier 3 Programs:** Specialized programs (including SHSMs) open to students beyond the school catchment based on their geographical location. Each specialized program will have a program boundary beyond the school boundary. There are 3 categories of Tier 3 programs described below – Specialized Programs, Specialist High Skills Major (SHSM) Programs, and Intervention and Support Programs.

### I. Specialized Programs:

Program	Description
<b>Artsmart</b>	A program delivered in partnership with Theatre Ancaster. It is a one semester co-op program offered to senior students across the system, intended to provide experiential learning opportunities for students pursuing a career in the performing arts or for those who simply have a love for the arts.
<b>Construction – Building Careers from the Ground Up</b>	This program provides students with the opportunity to experience the many skills and trades available in the home building industry. Students earn credits in senior construction technology through in class and co-operative education model on a building site in the city.
<b>Cosmetology</b>	Students gain hands-on experience in hairstyling techniques and aesthetics that meet industry standards, using industry standard materials and equipment.

<b>English as a Second Language/ English Literacy Development (ESL/ELD)</b>	The purpose of high school ESL/ELD credit courses is to provide students with language learning opportunities to assist them to develop the level of proficiency in English required for success at school, the community, post-secondary education and the workplace.
<b>French Immersion</b>	A continuation of the elementary French Immersion program, leading to a Certificat d'Immersion.
<b>International Baccalaureate</b>	The International Baccalaureate (IB) Diploma Programme is a pre-university course of study, offered during the last two years of secondary school.
<b>Ontario Public Service Program</b>	This program provides an opportunity to earn secondary school credits while completing a specialized paid co-operative education placement in the Ontario Public Service (OPS) in government entry level positions or with a non-profit organization.
<b>Performing Arts</b>	The Glendale Performing Arts program is an auditioned program where students will enter in Grade 9 and continue through their secondary school years until they graduate in Grade 12.
<b>Strings</b>	Students will participate in the study of music through performance, creation, and analysis of music from the Baroque period to the 21st century. Preferred Preparation: Minimum two years previous study on an orchestral string instrument or recommendation of instructor.
<b>EXYTE</b>	This is a project-based experiential program where students learn while designing, creating and building re-purposed and recycled furniture, artwork and other household items. Students earn art, business and co-op credits in this semester-long program. Located at Mountain Secondary School.

**2. Specialist High Skills Major (SHSM) Programs:** A ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Through specialized programming, students are given the opportunity to 'reach ahead' and experience relevant training and learning specific to the sector. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace. An SHSM is a four-semester, two-year program for any interested student in grades 11 or 12.

Arts & Culture: Arts  
Arts & Culture:  
Digital Media  
Aviation & Aerospace  
Business  
Construction  
Energy  
Environment

Horticulture  
Health & Wellness  
Hospitality/Tourism (Food Services)  
Information & Communication  
Justice, Community Safety, & Emergency Services  
Manufacturing  
Non-Profit  
Transportation

**3. Intervention and Support Programs:** Tier 3 interventions and/or supports include:

- specialized support programs which require a low student-to-staff ratio in order to provide focused, direct and personalized assistance to students
- non-credit special education programs for students who require intensive, continuous, and individualized support to such an extent that they require a low student-to-staff ratio in order to reach their potential
- individualized credit-granting programs for students who are unable to attend a traditional school setting for a period of time

<b>Program</b>	<b>Description</b>
<b>ALPHA Program (Accelerated Literacy Program Hamilton Area)</b>	An accelerated program for students aged 14-18 who have recently arrived in Ontario schools with limited prior schooling. ALPHA is intended to provide programming support so that students make significant gains in English language development literacy and numeracy skills as well as academic skills and knowledge. The goal is for the students to be successfully integrated into the mainstream program.
<b>NYA:WEH Program (Native Youth Advancement with Education Hamilton)</b>	Provides a culturally based support for Aboriginal youth. The program combines two streams of education, Western and Traditional, which are integral to the success of Aboriginal youth. Specific support for First Nation, Metis and Inuit students in the following areas: Academic Assistance; Culturally Sensitive Resource; Social and Personal Consultation; Access to Tutors; and Student Advocacy.
<b>Graduated Support Program</b>	Specific support for students including integration in the school and community, appropriate to the student's strengths. Although they may not be earning credits, students in this program have the ability to achieve a level of independence in the community upon graduation.
<b>Extensive Support Program</b>	Intensive, continuous, and individualized support. Collaboration with parents and community partners in order to provide appropriate programming and transition to community supports.
<b>Personalized Learning Support Program</b>	An individualized educational alternative program for students who cannot learn in a regular school setting. Students remain connected to their home school.

**Westmount:** A Secondary School with a self-directed, self-paced learning environment where students are encouraged and required to take responsibility for their own learning to work through their credit course in sequence and at their own pace. The Westmount Self-Paced program provides a unique, innovative program delivery that is available to all students of the HWDSB.

#### **RATIONALE:**

Our Secondary Program Strategy identified key timelines for the start and redistribution of our Specialized (Tier 3) Programs. As the new North Secondary School and Nora Frances Henderson Secondary School will open at a future date, we have adjusted the plan for implementation of the Specialized and Specialist High Skills Major programs (Tier 3) pending the official opening of both secondary schools.

#### **BACKGROUND:**

Hamilton-Wentworth District School Board (HWDSB) has been working in recent years to revitalize its secondary schools, beginning with input gathered from our partners and research as we considered what education will look like in the 21st century through *Secondary Education of the Future*.

In June 2012, HWDSB concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools.

On April 15, 2013, the HWDSB Board of Trustees approved the Secondary Program Strategy and the implementation of various programs in three stages (September 2014, September 2015, and September 2016).

The Program Strategy supports the vision of the Board and provides the foundation for future secondary programming. It is based on the following guiding principles:

- All Secondary Schools are great schools
- Students will have choice within their home schools\*
- Expanded access for students for specialized programs
- All students achieving and graduating in HWDSB

\* Choice will come from offering a variety of course and programs to students within their home school as well as a number of Specialized and SHSM programs (Tier 3) in each school.

On November 12, 2015, a report was presented to the Program Committee of the Board showing revised timelines for the implementation of Tier 3 and SHSM Programs identifying the name of each program which needs to be re-located and the proposed timelines for each of these programs. At this time, trustees requested a report to the Program Committee with an overview of program placement and results in terms of enrolment in the current Secondary Program Strategy.

#### **Implementation:**

The 2015-2016 school year marks the second year of the implementation (Phase 2) of the HWDSB Secondary Program Strategy. As part of this school year, we have/will:

- Started a second French Immersion program at Sherwood Secondary School.
- Opened one secondary school in Dundas, Ontario (Dundas Valley Secondary School)
- Prepared to start a Grade 10 enriched Math and English program in all secondary schools in second semester (February 2015).
- Continue planning for a Tier-3 Audition-based Performing Arts program at Glendale Secondary School in September 2016.

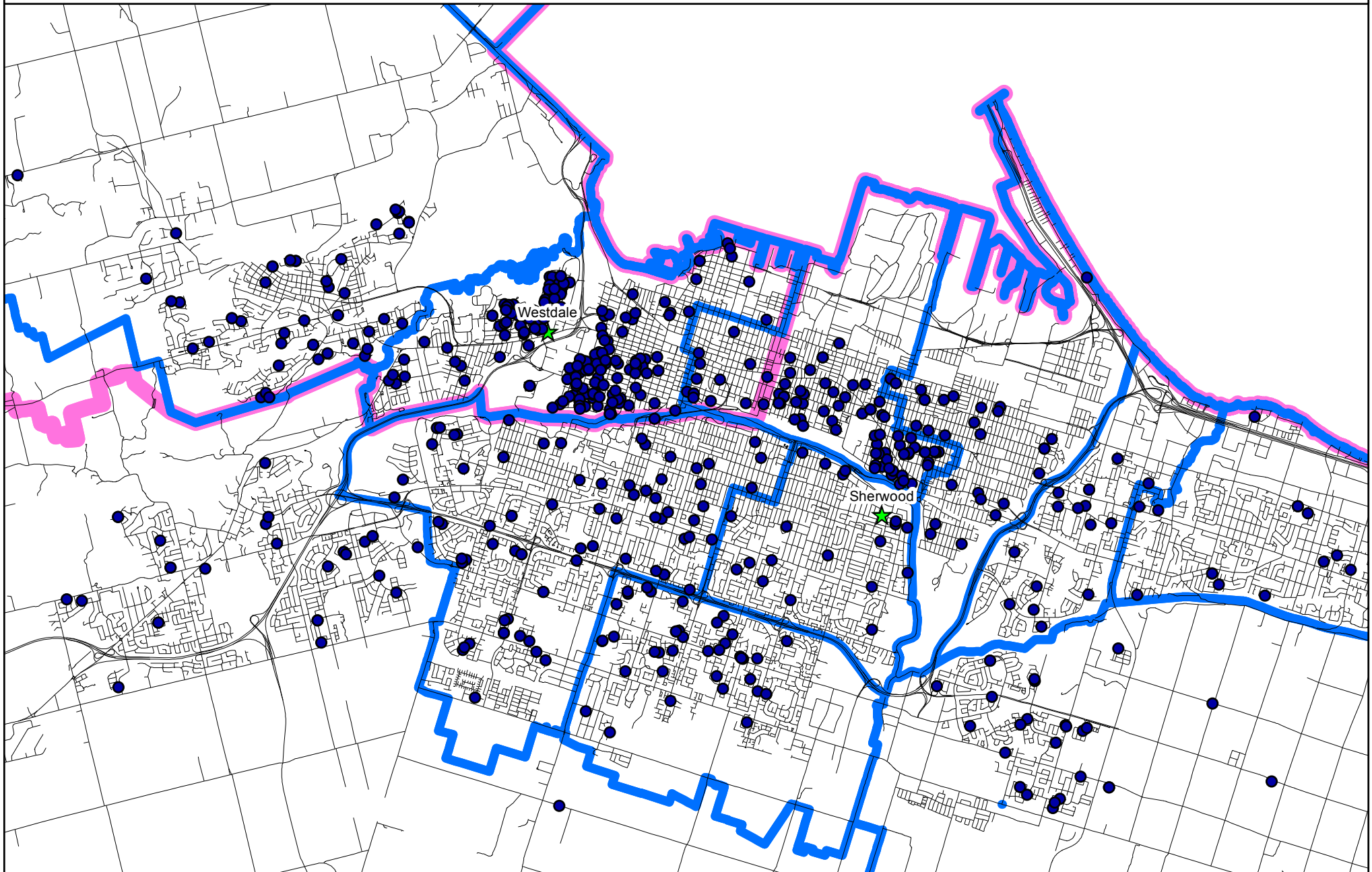
**APPENDIX A: HWDSB Specialized (Tier 3) Programs & Specialist High Skills Major Programs Placements**



	ENTRY GRADE	PROGRAMS	Ancaster	Dundas VSS	Glendale	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan MacNab	Sir Winston Churchill	Waterdown	Westdale	Off Site Location
<b>SPECIALIZED (TIER 3) PROGRAMS</b>	10,11,12	Artsmart									X				
	11,12	Construction - BCFTGU													X (TBD)
	9-12	Cosmetology				X (From MTN SS) upon opening of New NFH SS)		X				X (From Delta) with opening of New North SS	X		
	9-12	ESL/ELD			X	X	X (from SJAM)							X* New - with opening of new North SS	
	9	French Immersion								X				X	
	11	International Baccalaureate	X		X									X	
	11,12	Ontario Public Service Program					X (Delta)								
	9-12	Performing Arts			X Sept 2016										
	9	Strings			X										
	10,11,12	EXYTE													X (TBD)
<b>SPECIALIST HIGH SKILLS MAJOR PROGRAMS</b>	11	Arts & Culture: Arts			X						X			X	
	11	Arts & Culture: Digital Media		X			X New Appl'n with school opening	X New Appl'n for 2016/17							
	11	Aviation & Aerospace	X									X New Appl'n for 2016/17			
	11	Business			X										
	11	Construction							X					X	
	11	Energy					X (from SJAM)								
	11	Environment											X		
	11	Horticulture							X						
	11	Health & Wellness					X (from Delta)			X	X	X			
	11	Hospitality/Tourism (Food Services)					X (from Delta)	X			X (From MTN SS upon closure)		X New Appl'n for 2016/17		
	11	Information & Communication	X New Appl'n for 2016/17				X								
	11	Justice, Community Safety, & Emergency Services				X									
	11	Manufacturing		X						X* (From NFH SS upon closure)		X			
11	Non-Profit							X							

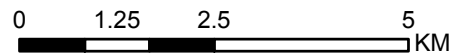
**APPENDIX A: HWDSB Specialized (Tier 3) Programs & Specialist High Skills (Major Programs Placements)**

	ENTRY GRADE	PROGRAMS	Ancaster	Dundas VSS	Glendale	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan MacNab	Sir Winston Churchill	Waterdown	Westdale	Off Site Location
		11	Transportation		X New Appl'n for 2016/17	X New Appl'n for 2016/17	X New Appl'n with school opening								
INTERVENTION & SUPPORT	9-12	ALPHA				X	X (from SJAM)								
	9-12	NYA:WEH				X Sept 2017	X (from Delta)					X			
	9-12	Graduated Support Program				X	X	X	X Sept 2016	X		X	X	X	
	9-12	Extended Support Program	X	X	X		X				X				
	9-12	Personalized Learning Support Program		X	X	X									X
<b>CURRENT SCHOOL ENROLMENT (October 31, 2015 Count)</b>			1200	1047	848	700	0	992	1190	1023	1103	848	1213	1403	
<b>ANTICIPATED SCHOOL ENROLMENT WITH FULL IMPLEMENTATION</b>			1334	966	809	845	1193	969	1333	1048	1098	915	1240	1472	
<b>SCHOOL UTILIZATION WITH FULL IMPLEMENTATION</b>			98%	101%	68%	77%	95%	73%	114%	76%	81%	78%	75%	101%	

# FI Student Distributions (October 2015 Student Data)



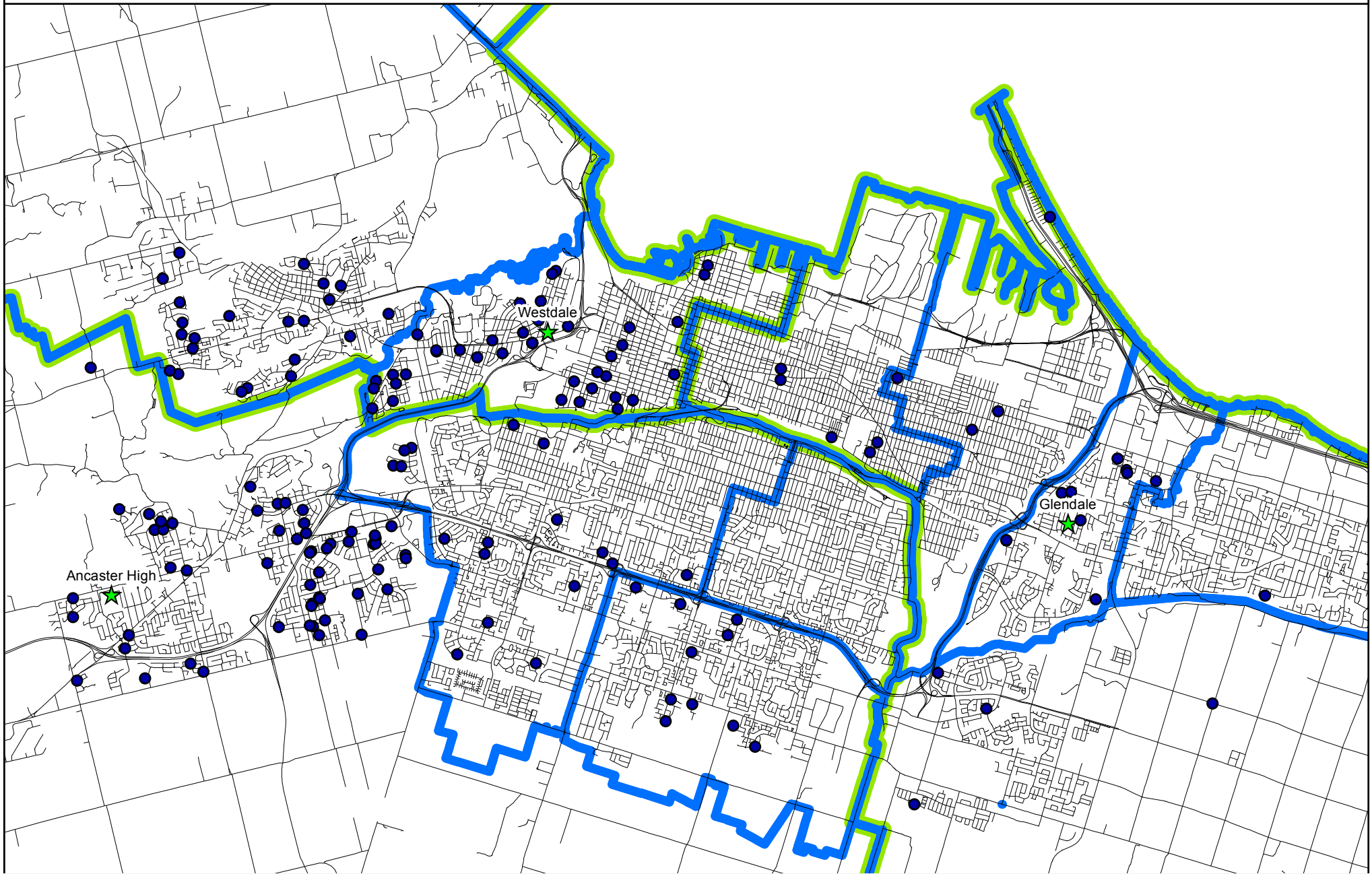
-  Proposed English Secondary Boundaries
-  2015\_Secondary\_FI\_9\_Boundary





Jan 2016

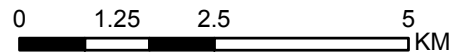
Planning and Accommodation

# IB Student Distributions (October 2015 Student data)



-  Proposed\_Secondary\_Boundaries
-  Proposed\_IB Boundaries

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Jan 2016

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