PROGRAM COMMITTEE

May 19, 2016

Education Centre, Room 308

AGENDA

5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Feedback from Student Senate re: 2016-17 Action Plan - Student Engagement Report (discussion item)
4. Transforming Learning Everywhere Report
5. Update on Transitions
    A. Student Achievement Data of Transitioned Parkview Students (2014-2015 School Year)
    B. Post Transitions Feedback 2015-2016
6. Next Program Committee Meeting: June 2, 2016 – *discuss change in start time
    - Elementary Program Strategy (draft for consultation)
7. Adjournment

EXECUTIVE SUMMARY

21st Century Learning/Transforming Learning Everywhere Report – May 2016

HWDSB's vision for 21st Century Learning, Transforming Learning Everywhere (TLE), challenges us to create a culture of engaged learners (staff and students) by focusing on instructional practices being used in our classrooms, accelerated by digital tools. Our goal is to improve the essential skills of problem solving, critical literacy, higher order thinking, in addition to foundational knowledge and skills that are required in the 21st century.

Along with all other school boards in Ontario, HWDSB undertaking this important work to support educators and students in "a world where approaches to learning and teaching increasingly incorporate the richness offered by the digital age" (Ontario Public School Boards' Association, 2013). We are being recognized provincially for our innovative approach to this work (Ministry of Education, 2016), through the implementation of TLE, as we are focusing on instructional practices and are providing equitable access to digital tools across all elementary schools, and soon all secondary schools.

As stated in the 21st Century Learning Board report (March, 2014 & May, 2015), our theory is that the use of evidence based pedagogy, accelerated by digital tools will lead to increases in student engagement and student achievement. Further, by providing teachers with appropriate support and resources, their engagement will increase as well. These goals are in alignment with two of HWDSB's new priorities, Positive Culture and Well-being and Student Learning and Achievement.

The main goals of the project include:

1) Focus on instructional practices that increase:
    - Teacher engagement
    - Student engagement
    - Student achievement
2) Implementation and sustainability of one-to-one technology on a larger scale in HWDSB

The attached report outlines the actions the HWDSB has taken in over the past year to implement year 2 of TLE across the system. The report provides details on implementation for the learning approach in our schools, the professional development that we offer, tools and infrastructure and technical supports. The report includes an updated 5 year implementation plan, an updated deployment schedule and updated business plan. A high level overview of data and feedback that has been collected to date is also provided.

Within the report, the recommended action is to approve the 2015-2016 implementation plan (p.14) as year three of the five year Transforming Learning Everywhere plan.

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **PROGRAM COMMITTEE**

FROM: **Manny Figueriedo, Director**

DATE: **May 19, 2016**

PREPARED BY: Executive Council, E-BEST, Corporate Communications, 21st Century Learning, Information and Instructional Technology (IIT)

RE: **21st Century Learning/Transforming Learning Everywhere Report**

Action X **Monitoring** ❑

Recommended Action:

That the 2016-2017 implementation plan be approved as year three of the five year Transforming Learning Everywhere.

Rationale/Benefits:

As a school board we must fulfill the promise in our new Mission statement (We empower students to learn and grow to their full potential in a diverse world) by preparing our students with 21st century competencies that will enable them to face and solve complex challenges now and in the future. These 21st century competencies (e.g., problem solving, higher-order thinking and critical literacy) are "additional to the important foundational skills of literacy and mathematics, and to the core learning of other subjects" (Ministry of Education, 2016).

Our educators and students are able to access information and a global community of fellow learners as we now live in a world of "anytime, anywhere". Access to this information enables educators and students to design learning opportunities that are engaging and foster both foundational and 21st century skills. As success in the future, for individuals, companies and communities, will "depend on the ability to come up with innovative solutions to new and unexpected problems" (Schmidt, Resnick, & Ito, 2016), we must continue to engage in this work.

"We need to help students develop the creative thinking skills that are needed in a rapidly changing workplace, preparing them for jobs that will be enhanced, not replaced, by new technologies."
-Schmidt et al., 2016

HWDSB's vision for 21st Century Learning, Transforming Learning Everywhere (TLE), challenges us to create a culture of engaged learners (staff and students) by focusing on instructional practices being used in our classrooms, accelerated by digital tools. Our goal is to improve the essential skills of problem solving, critical literacy, higher order thinking, in addition to foundational knowledge and skills that are required in the 21st century (see Appendix X for model).

Along with all other school boards in Ontario, HWDSB undertaking this important work to support educators and students in "a world where approaches to learning and teaching increasingly incorporate the richness offered by the digital age" (Ontario Public School Boards' Association, 2013). We are being recognized provincially for our innovative approach to this work (Ministry of Education, 2016), through the implementation of TLE, as we are focusing on instructional practices and are providing equitable access to digital tools across all elementary schools, and soon all secondary schools.

Towards Defining 21st Century Competencies for Ontario

In its first foundation document on 21st Century Competencies, the Ministry of Education has highlighted that the implementation of a 21st century vision to guide teaching and learning will require innovative thinking and/or action in the following areas:

- **Curriculum:** Significant views of curricula to embed 21st century competencies are required.
- **Teaching Strategies:** A broad repertoire of pedagogical strategies is required to support the emphasis on deep (rich) learning and new learning partnerships.
- **The role of technology:** In addition to developing students' technological skills, technology-enabled teaching and learning practices play a significant role in supporting the development of the full range of 21st century competencies.
- **The role of informal and experiential learning:** Life-wide informal learning and experiential learning play an important role in the development of 21st century competencies.
- **Assessment Practices:** Transformative pedagogical approaches will necessitate changes to assessment practices.
- **Physical Space:** Research supports the notion that *where* we learn affects the quality of *how* we learn.

> *"A culture of innovation, risk-taking, and continuous learning together with capacity building guided by knowledge of the approaches and practices most likely to prove effective are key…"*
>
> *– Ministry of Education, 2016*

The implementation of Transforming Learning Everywhere has resulted in action in all of the above mentioned areas.

Overall Goals for Transforming Learning Everywhere:

As stated in the 21st Century Learning Board report (March, 2014 & May, 2015), our theory is that the use of evidence based pedagogy, accelerated by digital tools will lead to increases in student engagement and student achievement. Further, by providing teachers with appropriate support and resources, their engagement will increase as well. These goals are in alignment with two of HWDSB's new priorities, Positive Culture and Well-being and Student Learning and Achievement.

Video: What is Transforming Learning Everywhere?

The main goals of the project include:

3) Focus on instructional practices that increase:
    - Teacher engagement
    - Student engagement
    - Student achievement
4) Implementation and sustainability of one-to-one technology on a larger scale in HWDSB

What changes do we expect to see and when?

The challenges faced by HWDSB and other schools boards in the province include the recognition that this transformation in practice in classrooms takes time. As noted in last year's report, there is literature that suggests that, in order to achieve desired student outcomes (i.e., enhanced student achievement and well-being), system, school and classroom strategies must be implemented according to research-based benchmarks. Further, this literature indicates that there are predictable stages of implementation, and that it takes several years to introduce a strategy and bring it to scale in a school district (National Implementation Research Network, 2009). School systems first needs to recognize that this shift in classroom practices, including adapting to and also adopting technology, will take 3 to 5 years to implement. As such, this report includes an updated 5-year implementation plan was developed (see Appendix B).

Timeline	Levels of Implementation	Expectations Related to Instructional Goals
2014-2016	**① Exploration & ② Installation**	• Increase in awareness and understanding of the vision for senior administration
	③ Initial Implementation	• Increase in awareness of the vision for teachers and other staff
2016-2019	**④ Partial Implementation**	• Changes in teachers behaviors and teacher engagement • Changes in student engagement
	⑤ Full Implementation	• Changes in student achievement
2019 and beyond	**⑥ Sustainability**	• Ongoing increases in teacher and student engagement and student achievement

In consultation with Dr. Carol Campbell, an expert in whole system reform and large-scale change strategies, we developed the following framework to describe changes we expect to see as we move from initial implementation of TLE to sustainability.

National Implementation Research Network Levels of Implementation	
Level	**Description**
① Exploration	Needs assessment, mapping of resources and current practices, review of practices in other jurisdictions, literature review, assessment of organizational/school capacity…**resulting in decisions about an evidence-informed course of action.**
② Installation	Ensuring infrastructure (organizational processes, funding streams, human resources, technology), policy development, consultation…**resulting in settings that are prepared for implementation.**
③Initial Implementation	Awareness-building, preparation for change, training, small scale piloting of strategies…**resulting in introductory use of the evidence-informed strategy.**
④ Partial Implementation	Introductory use of a strategy into school/district practices, staff are developing skills for implementing the strategy with fidelity. Different parts of the organization may be more advanced than other parts **...resulting in some use of evidence-informed strategy.**
⑤Full Implementation	Integration of strategy into school/district practices, alignment with policies and procedures, strategy carried out with proficiency, ongoing coaching to ensure implementation fidelity…**resulting in the strategy becoming a regular part of school/district life.**
⑥Sustainability	Skillful adaptations to new circumstances, succession planning and training to ensure continuity, maintenance of supportive infrastructure…**resulting in long-term survival and continued effectiveness of the evidence-informed strategy.**

2015-2016 Action Plan

TLE: Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Learning Approach	• Focus on changing the "learning partner" relationship between teachers and students, students and students and students and community. • Support Blended Learning in all classrooms through a common virtual learning platform (D2L). • Focus on use of inquiry based learning guided by the voices and students teachers. • Focus on introducing New Pedagogies for Deep Learning in all Clusters.	• Throughout all schools, teachers will engage students by making material personally relevant. • Increases in teacher and student engagement in phase one schools. • Increase in use of D2L across HWDSB. • Creation of blended learning environment in all Grade 4 and 5 classrooms. • Students learning made visible through variety of means.
Professional Development	For Administrators: • Increase understanding of Inquiry Based Learning, Blended Learning, changing role of teachers as activators of learning, development of rich learning tasks and supporting students to develop skills such as higher-order thinking, problem solving and critical literacy. Leadership and Learning: • Increase capacity to support and promote inquiry based learning, blended learning and New Pedagogies for Deep Learning. Educators: • Provide collaborative learning with Instructional Coaches for support. • Provide inquiry-based learning opportunities that facilitate collaboration and critical thinking between educators. • Provide school-based Professional Development and Teacher-Learning Critical Pathway planning.	• Professional Development opportunities that are varied in format and content to meet the needs of our staff. • Ongoing collaboration with external partners to ensure the needs of our learners (staff and students are met). • Increased awareness of the TLE among teachers and the community. • Teachers and students take leadership roles. • Teachers in more schools have increased knowledge about taking an inquiry based approach, how this can be supported by technology and change the way students learn.
Tools and Infrastructures	• Provide wireless internet in every instructional space. • Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and teacher device where necessary. • Maintain current 1:1 in the nine schools. • Deploy 1:1 devices in Grade 6 at Glen Brae. • Deploy 1:1 devices in Grade 9 at SJAM and Delta. • Deploy shared kits in all Grade 4 and 5 classrooms. • Install the standard set of software on iPads by the Information and Instructional Technology Department (IIT).	• Wireless access within all our learning spaces will provide all students and staff with connectivity. • We will increase the number of classrooms with mobile devices and projectors and reduce the number of computer labs. • The deployment of 1:1 devices and the shared kits will be completed by October. • All iPads within the system will have the standard set of software and will be managed in our MDM environment.
Technical Supports	• Implement Student Technical Assistance Team (STAT) program at all 9 project schools and at Delta, SJAM and Glen Brae. • Provide opportunities for parents to engage with staff to discuss issues related to digital devices to accelerate learning.	• The STAT teams will be implemented to transform the relationships between teachers and students. • Increase in parent engagement opportunities regarding TLE, with a focus on student learning, security, and digital citizenship.

1. Learning Approach

What we did:

Our emphasis has been on educators using effective teaching strategies in their classroom to address problem solving, higher order thinking and critical literacy. Classrooms in elementary and secondary schools have been engaged in inquiry based learning guided by the voices of students and teachers. Educators are providing students with the opportunity to ask questions and explore ideas based on their needs, interests, lived experiences, and strengths while ensuring the learning is strongly linked to curriculum expectations. Learning is a blend of face-to-face interactions and using technology through a common digital toolkit including the HWDSB virtual learning platform (the HUB) and Google Applications. Schools have been emphasizing the importance digital citizenship as an integral part of the positive culture and climate throughout. Students are focused on making their learning visible through the use of video creation apps like "Explain Everything" and we are providing more opportunities for them to connect with external experts, community partners, and authentic resources such as Virtual Researcher on Call, Skype with Authors, Hamilton Code Club, and Twitter, to make learning more connected to the real world. These collaborations have helped to improve communication and thinking skills. Anecdotal evidence from teachers suggests higher engagement and achievement, especially with lower performing students. Educators have been using digital resources and applications to support the assessment for, as and of learning, to provide immediate feedback to students, and to create more effective communication and to build stronger relationships between students, with staff and families. In our special education classrooms, technology is used to support authentic learning and communication through a multi-disciplinary approach for students with significant communication needs. These iPads are issued to students with personalized apps to meet their individual needs. We have used student profiles and learning styles to inform the selection of apps for specific programs such as our Autism, Developmental, and Character Network classrooms.

Impact of what we did:

Educators are becoming more responsive to student voice and material is more relevant to student interests and curiosities. They are exploring tools that better fits their teaching style, their technological readiness, and the learning needs of their students. Our students are able to learn and demonstrate effective thinking strategies in areas of personal interest, and they are taking more ownership for their own learning. Video creation apps are allowing students to document their own learning processes as they complete a variety of tasks, allowing educators to provide better assessment of the process of learning rather than merely assessing the final product. Through the digital window of the classroom, parents and community partners can see opportunities to offer support; through digital sharing, the system can identify champions, and leverage their expertise in system professional development. Students are also using technology within their Coop placements to capture and share their learning. Educators are posting resources in the HUB and Google Docs to ensure resources are accessible to students within and outside of the classroom. Our students' ability to use technology to communicate basic needs and as a social exchange has increased within and outside of the classroom. App bundles have been established for specific Special Class Programs that align with evidence based approaches to instruction for students with specific strengths and needs.

What we learned:

We need to explicitly teach collaborative skills with students. Offering choice for both educators and students increases ownership, collaboration and participation. When this happens, students are more engaged in learning and regulate their behaviour more effectively. The use of the applications mentioned above changes the educator's approach to assessment, resulting in a focus on the process of learning as opposed to just the outcome. Connecting with experts outside the classroom empowers educators to be activators of learning. Students become more engaged and when staff and students are familiar with the use of technology, the learning environment is extended beyond the school and school day. Students are able to access resources across environments. Staff have an opportunity to understand students' experiences and demonstration of skills beyond the classroom. Technology can be a powerful tool to facilitate student voice, empowering them to engage in diverse and authentic ways.

[Video: Transforming Learning Everywhere in HWDSB]

2. Professional Development

What we did:

Professional learning with elementary and secondary educators came in a variety of forms, leveraging the expertise of lead teachers, consultants and technicians to support the work. In our secondary schools such as Nora Henderson, Delta and Sir John A. Macdonald, teachers and educational assistants engaged in a number of learning opportunities with a specific focus on teaching strategies that would most effectively address problem solving, higher order thinking and critical literacy. This included "Lunch and Learns", 1:1 and small group coaching, large group workshops, specific learning sessions, etc. As we allocated shared kits of iPads to all elementary grade 4 and 5 classrooms, we integrated our Professional Development plans with our Math Strategy, to ensure that technological knowledge, content knowledge, and knowledge of effective instruction were all equally represented in our learning sessions. We also focused on the capacity of our instructional coaches and consultants from the program, special education, equity and positive climate teams to support and promote effective teaching practices such as inquiry based learning, through a blended physical and digital approach. Accessibility tools and resources were made available for everyone (rather than just a subset of students), and we trained educators on how to access those tools for all learners, providing a more inclusive environment. Explicit Professional Development was provided to address Digital Citizenship, managing the digital classroom, and the role of all stakeholders in raising responsible citizens in a digital world. The use of strategies and assessment tools provided through Michael Fullan's work "New Pedagogies for Deep Learning" is moving beyond the original schools in the west end of the district to a number of elementary and secondary schools across the system. Educators are exploring other effective approaches such as "Integrative Thinking" which focuses on how to teach students to be problem solvers and innovative thinkers. Educators and school administrators are also providing engaging opportunities for parents and school councils to experience what inquiry based learning looks like and how they can be partners with our students as they expand their learning beyond the classroom. Collaborative planning between 21st Century Learning, Specialized Services and Information and Instructional Technology teams occurred to ensure Special Class Teachers and Educational Assistants received Professional Learning that brings the perspective of each department while addressing the diverse learning needs of staff through whole group and self-select learning opportunities.

Professional Development funding in the amount of **$**216,956.00 was allocated to support a variety of system delivered opportunities including large group, small group and after school sessions focused on supporting educators with how to use technology to enhance new approaches to teaching and learning in our elementary and secondary classrooms. Schools also receive professional development funds to support school based initiatives focused on what they have identified as their needs for continuous learning and improvement including early reading, math instruction and the individual learning needs of all students. This funding totals $1.8 million and through the support of consultants and instructional coaches, we have encouraged all professional learning to be delivered through a TLE lens.

Impact of what we did:
Educators are learning in a variety of ways, including self-learning, which has provided tangible strategies that are used effectively in classrooms. Networking and collaboration are starting within and between schools, but educators need more time to meet, plan and reflect with their colleagues. In our elementary schools, instructional coaches are the first point of support for educators and strong co-learning relationships have developed. Classrooms are more inclusive and students are able to demonstrate learning within the classroom. Classroom and schools norms are consistently created across the system. We continue to take small steps, understanding each person's entry point and meet them where they are as they change their teaching practice. We are also learning that when parents are engaged alongside students, meaningful discussions and connections can be made at home and on family outings. Staff's ability to incorporated new teaching strategies such as inquiry based learning varies across schools. By providing educators an opportunity to communicate their learning, capacity builders are able to effectively target their support to address the individual learning needs of staff. Educators are sharing their learning with other educators through formal opportunities such as Professional Learning Days and Staff meetings, and informally. Collaborative professional development opportunities have been planned that will assist with the launch of Special Education-TLE initiative specific to Special Classes.

What we learned:
Varied entry points for professional learning engages a greater number of educators and ensures greater learning. Having a more diverse group involved in the planning led to richer Professional Development. Job-embedded, site based support is essential. Educators feel supported in their learning by personalizing the learning to their individual needs and context. When administrators are familiar with the practices of their educators and create the conditions for staff to share, educators who have embraced learning are accessible resources to continue to move learning forward within a school. Assessment and Evaluation is still an area where educators and capacity builders struggle. We therefore need to provide more opportunities for educators to learn how to measure the impact of their new instructional strategies using ongoing assessments, report card data and the results of provincial assessments. In order to support our staff and student learning within the Special Classes to effectively utilize technology as an activator of learning, staffing resources specific to Special Education – TLE will be necessary. By having Special Assignment Teachers specific to supporting technology, educators within these classes will have the opportunity to receive job-embedded professional learning unique to their learning needs, based on the students they are supporting. Collaborative planning processes allow for an integrated approach to building capacity; rich learning opportunities; problem solving across departments to occur proactively; and a team approach to moving the work forward.
We need to view parents as co-learners (include them in learning opportunities from start to finish), keeping parents informed of what classes are working on to draw upon their expertise and contacts, and inviting them into the classrooms to be a part of the learning environment (not as a volunteer but as a contributor and co-learner).

Video: Deep Learning

3. Tools and Infrastructures

What we did:
We have now provided wireless internet in every instructional space in our elementary and secondary schools. Our elementary schools have shifted from computer labs to pods in all classrooms; student mobile devices, and a projector and educator device are provided where necessary. We have maintained the current 1:1 deployment for grades 4 to 8 in the original 7 elementary schools and 2 secondary schools. In 2015-2016, we expanded to deploying 1:1 devices in Grade 6 at Glen Brae, and in grade 9 at Delta and Sir John A. Macdonald. All other secondary schools are providing shared kits of devices in a variety of ways. We have also deployed shared kits in all Grade 4 and 5 classrooms. Our Information and Instructional Technology Department (IIT) has installed a standard set of software on iPads, and migrated all iOS devices in the board from "MAA360 and Configurator to Airwatch". We have also implemented better controls and security so that only apps from a board standard app catalogue are available; and we have implemented a vetting process for apps to: ensure consistency; ensure age appropriateness; ensure they conform to the 21st Century Learning and Technology Policy; align with our Equity Policy; do not include advertising; and protect privacy. iPads have been issued to teachers of Special Education Classes and an iPad has been issued to each Special Education Class that is supported by educational assistants to assist in their learning. Through the Special Equipment Amount (SEA) Claim process we are now providing coloured printers specific to a few students who communicate through alternative measure such as Picture Exchange Communication to allow for visuals that present as visual appealing and more authentic.

Impact of what we did:
Wireless everywhere ensures equitable access to digital and web resources in every school in HWDSB, and accelerates students' adoption of using digital collaboration and submission of work with educators. We have increased access for students to a digital world within each classroom. We have seen a shift in staff and student attitudes towards digital tools as supports for learning rather than for entertainment or as a reward. We have created a secure, safe, and stable platform that provides uniformity: easing support burdens, and reducing the amount of troubleshooting on the part of educators and students. Standardizing the software being used across the system makes adoption easier, colleague to colleague support easier, and ensured educators don't need to worry about security and privacy concerns, or terms of service, because these things have already been identified as safe. Ensuring student devices are locked down eliminated virus issues, malware and security concerns, and ensured privacy for our students. This also ensured less time lost while devices were being serviced. Due to the significant and complex needs of our students within system Special classes, educators are appreciative of the opportunity to familiarize themselves with the technology and applications prior to students receiving the technology. Educators are able to immediately produce resources that support the inclusion and instruction of student with significant communication needs.

What we learned:
Infrastructure matters. Ensuring all our learning environments are properly outfitted will change the learning environment. You can't do the work if you don't have the tools necessary to do the work. Baseline skill-levels with digital tools is increasing across the organization as access becomes more ubiquitous. We have learned that we need to have controls on how the devices can be used. We can be optimistic about how the devices will be used, but also need to establish limits within that freedom to ensure safety. Establishing consistent tools that work increased confidence, and eliminates the need for the educator to play the role of the technician. Replacing open Google searches with pre-loaded resources and regular use of the virtual library will help to ensure that students are accessing developmentally appropriate materials especially when dealing with controversial issues. It was essential to develop an approach to issuing the technology that allowed us to continue to keep timelines for SEA equipment at a minimum. Finding a balance between maintaining SEA supports and channeling resources to TLE - Special Education was established by distributing to classes over a period of a few months. It is essential to diversify our tools specific to the individualized learning needs of some students. An interdisciplinary approach to problem solving is critical to find solutions that work for the student, the professionals determining the student programming needs, and the professionals supporting the tools and infrastructures. Through collaboration amazing things happen for kids by problem solving barriers.

Along with the deployment of devices, we have learned that it is essential to establish a culture of responsibility among our students so that they see the value of this tool to support their learning in and outside the classroom. The following chart outlines the percentage of devices deployed that have been damaged over the past two years of deployment:

	# of Student iPads	Damaged iPads	Percent Damaged
Sep 2014 through Aug 2015	2755	250	9.1
Sep 2015 through Apr 2016	5418	102	1.9

This data indicates that we are seeing a positive shift towards more responsibility among our students. This shift can be attributed to the focus our schools had in year two on establishing clear school and classroom norms for the responsible use of devices and clear communication with parents through a permission form outlining expectations. Our next steps will include a review of our permission form and communication plan with parents and students so that they clearly understand the responsibility they have to maintain a board issued device.

4. Technical Supports

What we did:
Some Secondary Schools such as Delta and Sir John A. Macdonald along with a few of our elementary schools have provided their own support by creating Student Technical Assistance Teams. There is also varied supports for schools depending on the nature of the project. We increased technical support dedicated to special education, Special Equipment Amount (SEA) Claims and TLE – Special Education and we ensured a team approach has been taken to supporting the work.

Impact of what we did:
We are learning what level of support is necessary for each school involved and who can best provide that support. There is a reduced wait times for students' access to essential individualized equipment. This has increased the ability of SEA Educational assistants to focus on supporting students with learning to use their technology rather than spending their time working on technical components preparing to take equipment out to students. The 21st Century SEA Consultant, SEA Technicians and SEA Educational Assistants work collaboratively to support the recommendations of other professionals (Psychoeducational Consultants & Speech Pathologists) to support student learning.

What we learned:
By having Technicians specific to the SEA department, the Specialized Services Department is able to provide a more responsive service delivery model. As members of an integrated team we are able to take a solution focused approach to our work as everyone is working toward a common goal. Internal protocols for the allocation of SEA equipment need to be reviewed and revised to increase access to equipment. Stringent criteria had previously been established due to limit human resource supports to distribute and maintain equipment. Recommendations of professionals have been limited by the criteria. There is a need to clearly define who within the school is going to take the role to support the technical aspects of the technology. Staff taking on this role require time, training and resources to ensure effectiveness.

General Notes:
* SEA = Special Equipment Amount: Funding provided by the Ministry designated to ensuring students who require Specialized Equipment receive what they need. A specific amounts of funds are designated each year specifically to Assistive Technology, including the human resources required necessary to distribute and maintain the equipment.

2016-2017 Work Plan

TLE: Essential Component	Strategies (What we will do)	Evidence (Anticipated Outcomes)
Learning Approach	• Focus on collaboration - changing the "learning partner" relationship between teachers and students, students and students, students and community and teachers and parents. • Focus on effective teaching (e.g., inquiry, problem based, experiential learning) and assessment (for, as and of learning) guided by the voices of students and educators. • Focus on introducing New Pedagogies for Deep Learning in all Families of Schools and engaging students by making material personally relevant. • Support Blended Learning in all classrooms through a common virtual learning platform (the HUB).	• Increases in educator and student engagement in schools as measured by responses on student and staff surveys, participation in focus group and student attendance. • Demonstration of foundational and 21st century skills from students through achievement on report cards, EQAO, assessments, educators' reflections, students' work, and students' reflections through e-Portfolios (e.g. All About Me and the Individual Pathways Plan – IPP) . • Increase use of New Pedagogies for Deep Learning tools in schools. • Increase in use of the HUB across HWDSB.
Professional Development	For Administrators: • Increase understanding of how to support educators to use effective teaching strategies (e.g., inquiry, problem based, experiential learning), assessment (for, as and of learning) and nurture a culture of collaborative learning. Leadership and Learning: • Increase capacity to support and promote effective teaching strategies and blended learning. Educators: • Provide collaborative learning and opportunities to think critically with colleagues and through the support of Instructional Coaches • Provide school-based Professional Development and support for educator learning teams • Provide opportunities for parents to engage with staff to discuss issues related to digital devices to accelerate learning (e.g., student learning, security, and digital citizenship).	• Increases in administrator engagement in schools as measured by focus group feedback. • Increase in administrator awareness as measured by ongoing conversations with Superintendent s • Measure attendance of educators and administrators in volunteer professional learning opportunities that are varied in format and content to meet the needs of our staff. • Increase in parent engagement and understanding of TLE as measured by responses on surveys, focus groups and feedback through the HUB.
Tools and Infrastructures	• Shift from computer labs to pods in all classrooms; student mobile devices, and a projector and teacher device where necessary. • Maintain current 1:1 in the twelve phase one schools. • Deploy 1:1 devices in Grade 7 at Glen Brae, and in Grade 10 at SJAM and Delta. • Deploy 1:1 devices in all grade 9 and special classes • Continue shared kits in all Grade 4 and 5 classrooms and deploy shared kits in grade 6 classrooms across the system. • Install the standard set of software on iPads by the Information and Instructional Technology Department (IIT).	• Increase in the number of classrooms with mobile devices and projectors and reduction in the number of computer labs. • The deployment of 1:1 devices and the shared kits will be completed by December 2016. • All iPads within the system will have the standard set of software and will be managed in our MDM environment.

Technical Supports	• Support the Implementation of a Student Technical Assistance Team (STAT) program across the system.	• The STAT teams will be implemented in 50% of our secondary and elementary schools to transform the relationships between teachers and students.

Appendices

Appendix A: Transforming Learning Everywhere (TLE) Model

Appendix B: 5 Year Implementation Plan

Appendix C: Updated Business Plan

Appendix D: Updated Deployment Schedule

Appendix E: Glossary of Terms

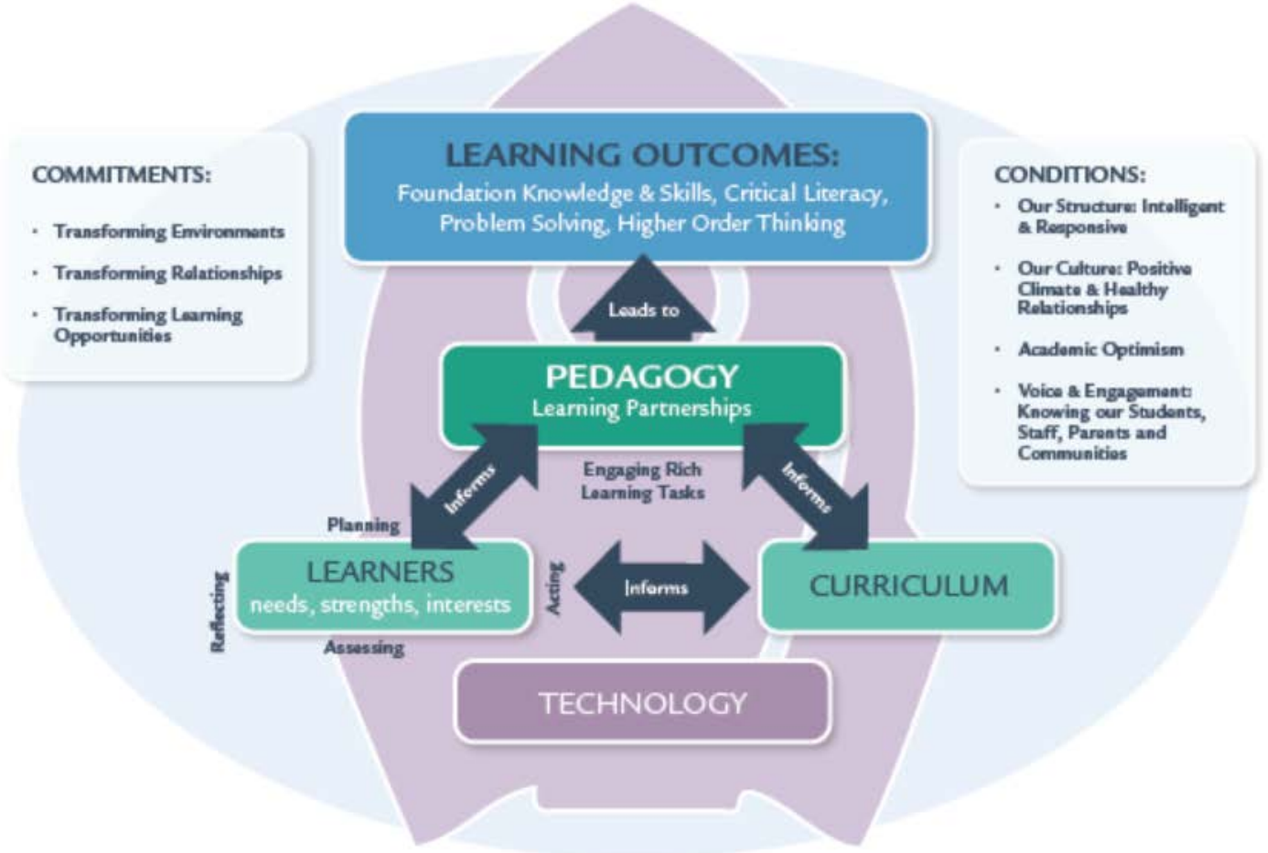
Appendix F: Report on TLE from 2014-2015

Appendix A

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Transforming Learning Everywhere (TLE) Model

Driven by Instruction - Accelerated by Technology - Learning for Success



1. All students reading by the end of Grade 1
2. Improvement in Mathematics
3. All students graduating

Last Revision: May 11, 2016

Appendix B

UPDATED FIVE YEAR IMPLEMENTATION PLAN

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)
Level of Implementation	Exploration	Exploration & Installation	Initial Implementation	Partial Implementation	Full Implementation
Learning Approach	**Moving towards Blended Learning in all classrooms through a common virtual learning platform (D2L):** - Access to interactive, digital tools, resources and supporting on-line and face-to-face collaborations - staff/student and student/student and student/community - A virtual space to post student work – sharing with staff, classmates, parents/guardians/caregivers				
	Focus on blended learning at the **teacher point of learning** and instruction (teacher device)	Focus on blended learning at the **teacher point of learning and instruction shifting to student point of learning**	Focus on blended learning - **teacher and student directed**	Focus on blended learning – **moving towards teacher and student directed across the system**	Focus on blended learning at the **teacher and student point of learning** - all grades, all subject areas everywhere
		Focus on use of inquiry based learning			
	Student Voice Forums - from system to school level to classroom level discussions where student voices are captured and inform our practice				
		Focus on introducing New Pedagogies for Deep Learning in some classrooms in the West Cluster.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all Clusters.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all Clusters.	Focus on introducing and maintaining New Pedagogies for Deep Learning in all schools.
Professional Development – System and School Level	**Administrators** • Provide meaningful understanding of what Inquiry Based Learning and Blended Learning looks like, and how to create a classroom to facilitate this learning (workshops, in-services and summer institute learning) • Provide meaningful understanding of the changing role of teachers to support inquiry based learning, develop rich tasks and help students develop skills such as higher-order thinking, problem solving and critical literacy **Leadership and Learning** • 21st Century Learning Consultants and system leaders building the capacity of Leadership and Learning Consultants and Instructional Coaches to support and promote inquiry based learning and blended learning as part of effective instruction in all classrooms • Leadership and Learning Consultants along with 21st Century Learning Consultant building the capacity of Instructional Coaches in New Pedagogies for Deep Learning **Educators** • Provide collaborative learning with Instructional Coaches for support • Provide inquiry-based learning opportunities that facilitate collaboration and critical thinking between educators • Coach educators on ways to integrate blended learning into their Annual Learning Plan • Provide school-based Professional Development , and Teacher-Learning Critical Pathway planning to include elements of Blended Learning where appropriate				

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (Sept. 2019)
Tools and Infrastructure	**Wireless Rollout continues** **System Level (i.e., shifting technology to the point of learning - from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom Projector and Teacher Device):** Begin replacement of Computer Labs with some pods in classrooms **7 North Family of Schools:** September 2013 – **1:1 Devices for all Teachers** (gr. 4-6) January 2014 – **Pods – classroom set of devices** **Nora Henderson Secondary:** Test Wireless connectivity **Assistive Technology:** Assess/provide assistive technology to support inclusion of students transitioning from Parkview to Delta or Mountain; Assess/provide assistive technology to support inclusion of students with identified needs moving from Grade 8 to 9 **Support Team:** Devices for all instructional coaches and consultants	**Wireless Internet in Every Instructional Space** (projected completion by December 2014) **System Level:** Complete shift from computer labs to pods in some schools **7 North Family of Schools:** September 2014 – **1:1 Devices for all Students and Teachers** (gr. 4-8) **Nora Henderson Secondary:** September 2014 – **1:1 Devices for all Students and Teachers (gr 9-12)** **Assistive Technology:** Support, monitor and learn from implementation in order to support other staff and an increasing number of students with specific needs across the system to support Learning For All	**System Level:** Complete review of computer labs across all schools; providing student mobile devices, and a projector and teacher device where necessary. **North Schools:** Continue with providing **1:1 Devices for all Students and Teachers at 7 North** (gr. 4-8), **1:1 Devices for all Students and Teachers** in Grade 6 at Glen Brae, Grade 9 at Delta and SJAM. **Elementary schools:** shared tablet deployment begins with grade 4 & 5 teachers and students across the system **Nora Henderson Secondary:** Continue to support and learn to prepare for New Secondary Schools implementation and implementation in other schools	**System Level:** Continue reassessment of existing hardware and software in schools to shift technology to the point of learning (from Computer Labs to Pods in Classrooms, Mobile Devices, Classroom Projector and Teacher Device) **System Tablet Technology Rollout Continues:** **Elementary schools:** Shared tablet deployment continues with grade 4&5 and begins with grade 6 teachers and students across the system; Continue with providing **1:1 Devices for all Students and Teachers at 7 North** (gr. 4-8), **1:1 Devices for all Students and Teachers** in Grade 6 & 7 at Glen Brae. **Secondary Schools:** 1:1 tablet deployment in grades 9 & 10 at Delta and SJAM, grades 9-12 at Henderson, and all students at Mountain Secondary; 1:1 tablet deployment begins with grade 9 teachers and students across the system	**System Tablet Technology Rollout Continues** (see Deployment Schedule)
		Installing the standard set of software on iPads by the Information and Instructional Technology Department (IIT)			
			Assistive Technology: Continue to provide assistive technology as required to support Learning For All		
Technical Supports	Explore how to train students as in-school **Student Technical Assistance Team**- to be a first line of support for technical issues with student and teacher devices (interested students will gain valuable experiential learning towards a potential future career pathway).	Implement **Student Technical Assistance Team** program at the 7 North Schools, Nora Henderson Secondary and Mountain Secondary.	Continue growth of the **Student Technical Assistance Team** programs at the North Schools, Nora Henderson Secondary and Mountain Secondary. IIT technical support model to be reviewed	Expand **Student Technical Assistance Team** programs and teams to other secondary and elementary schools.	Continue with **Student Technical Assistance Support Team** programs and teams in all secondary and elementary schools.

Appendix C

Updated Business Plan

This schedule has been updated to incorporate leasing the technology and to incorporate the increase in funding for the Ministry for technology.

Summary	**Actual 2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21 and beyond**
Costs*							
Technology	$ 636,000	$ 685,000	$ 1,500,000	$ 2,200,000	$ 2,800,000	$ 3,500,000	$ 3,500,000
Temporary Assistance	$ 111,000	$ 122,000					
Additional Licensing	$ -	$ 100,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000
	$ 747,000	$ 907,000	$ 1,750,000	$ 2,450,000	$ 3,050,000	$ 3,750,000	$ 3,750,000
Revenue Sources							
School Budgets	$ 90,000	$ 90,000	$ 632,000	$ 917,000	$ 1,204,000	$ 1,483,000	$ 1,500,000
Ministry Technology EPO **	$ 437,000	$ 536,000	$ 745,053	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000
Operating Savings	$ 220,000	$ 281,000	$ 368,000	$ 533,000	$ 846,000	$ 1,267,000	$ 1,250,000
	$ 747,000	$ 907,000	$ 1,750,000	$ 2,450,000	$ 3,050,000	$ 3,750,000	$ 3,750,000
Surplus/Deficit	$ -	$ -	$ -	$ -	$ -	$ -	$ -

NOTE:

* Does not include Professional Development. Professional Development related to TLE is incorporated into the Board's Professional Development Budget.

** Assumption that this grant will continue into the future.

Appendix D

Digital Device Deployment Schedule

	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	Grade 10	Grade 11	Grade 12
	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets	1 to 1	Teachers and Classroom Sets				
2014-15	Pilot Project – one-to-one at 7 North Elementary Schools										Pilot Projects – Nora Henderson Secondary School and Assistive Technology at Mountain and Delta			
2015-16[SE]	7 North (FOS 4)	X[c]	7 North (FOS 4)	X[c]	7 North (FOS 4) & Glen Brae		7 North (FOS 4)		7 North (FOS 4)		Pilot Projects – Nora Henderson Secondary, Mountain, Assistive Technology, Grade 9 Classes at Delta and SJAM			
2016-17	7 North (FOS 4)	X[c]	7 North (FOS 4)	X[c]	7 North (FOS 4) & Glen Brae	X[c]	Glen Brae				X	Delta, SJAM, Henderson	Henderson	Henderson
2017-18	X		X		X			X			X	X		
2018-19	X		X		X		X			X	X	X	X	
September 2019	X		X		X		X		X		X	X	X	X

X = all schools

[c] = includes combined grade classes (e.g., 4/5 classes, 5/6 classes, 6/7 classes)

[SE]= we are providing iPads to students in the following Special Education classrooms, both elementary and secondary across the system:
Autism, Character Networks, Comprehensive, Deaf and Hard of Hearing, Developmental, Graduated Support and Primary Speech and Language classrooms.

Appendix E

Glossary of Terms

Blended Learning[1]: Blended learning uses technology tools and resources to teach and support learning face-to-face.

Continuous Learning and Improvement: A collaborative process that school communities engage in to support school improvement and student achievement by identifying student and staff needs.

Digital Citizenship[2]: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Foundational knowledge and skills: The essential knowledge and skills in reading, writing and mathematics.

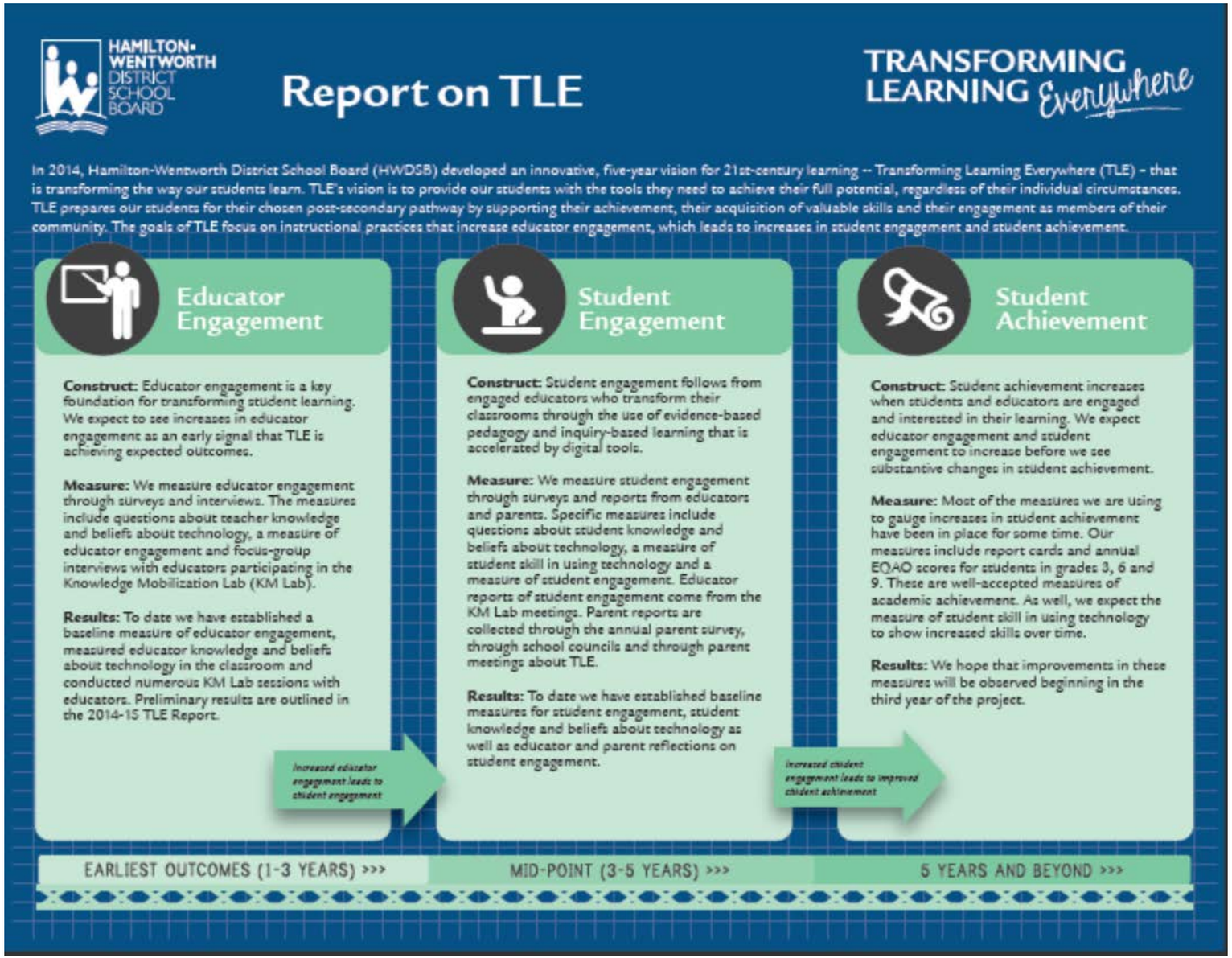
Inquiry Based Learning[3]: An approach to teaching and learning that places students' questions, ideas, and observations at the centre of the learning experience.

Learning Resources[4]: Refers to any person(s) or any material that is acquired for instruction and/or evaluation.

Deep Learning[5]: This involves using new knowledge to solve real-life problems and incorporates a range of skills and attributes. These skills include citizenship, communication, critical thinking, collaboration, creativity, character.

[1] From the HWDSB 21st Century Learning and Technology Policy (2013).
[2] From the HWDSB 21st Century Learning and Technology Policy (2013).
[3] Capacity Building Series
[4] From the HWDSB Selection of Learning Resources Directive (2013).
[5] Fullan, M., & Quinn, J. (2016). Coherence.

Appendix F:


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
Report on TLE
TRANSFORMING LEARNING Everywhere
In 2014, Hamilton-Wentworth District School Board (HWDSB) developed an innovative, five-year vision for 21st-century learning -- Transforming Learning Everywhere (TLE) - that is transforming the way our students learn. TLE's vision is to provide our students with the tools they need to achieve their full potential, regardless of their individual circumstances. TLE prepares our students for their chosen post-secondary pathway by supporting their achievement, their acquisition of valuable skills and their engagement as members of their community. The goals of TLE focus on instructional practices that increase educator engagement, which leads to increases in student engagement and student achievement.
Educator Engagement
Construct: Educator engagement is a key foundation for transforming student learning. We expect to see increases in educator engagement as an early signal that TLE is achieving expected outcomes.
Measure: We measure educator engagement through surveys and interviews. The measures include questions about teacher knowledge and beliefs about technology, a measure of educator engagement and focus-group interviews with educators participating in the Knowledge Mobilization Lab (KM Lab).
Results: To date we have established a baseline measure of educator engagement, measured educator knowledge and beliefs about technology in the classroom and conducted numerous KM Lab sessions with educators. Preliminary results are outlined in the 2014-15 TLE Report.
Increased educator engagement leads to student engagement
Student Engagement
Construct: Student engagement follows from engaged educators who transform their classrooms through the use of evidence-based pedagogy and inquiry-based learning that is accelerated by digital tools.
Measure: We measure student engagement through surveys and reports from educators and parents. Specific measures include questions about student knowledge and beliefs about technology, a measure of student skill in using technology and a measure of student engagement. Educator reports of student engagement come from the KM Lab meetings. Parent reports are collected through the annual parent survey, through school councils and through parent meetings about TLE.
Results: To date we have established baseline measures for student engagement, student knowledge and beliefs about technology as well as educator and parent reflections on student engagement.
Increased student engagement leads to improved student achievement
Student Achievement
Construct: Student achievement increases when students and educators are engaged and interested in their learning. We expect educator engagement and student engagement to increase before we see substantive changes in student achievement.
Measure: Most of the measures we are using to gauge increases in student achievement have been in place for some time. Our measures include report cards and annual EQAO scores for students in grades 3, 6 and 9. These are well-accepted measures of academic achievement. As well, we expect the measure of student skill in using technology to show increased skills over time.
Results: We hope that improvements in these measures will be observed beginning in the third year of the project.
EARLIEST OUTCOMES (1-3 YEARS) >>>
MID-POINT (3-5 YEARS) >>>
5 YEARS AND BEYOND >>>

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **Program Committee**

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

DATE: **May 19, 2016**

PREPARED BY: **Peter Joshua, Executive Superintendent, Leadership and Learning**
Pam Reinholdt, Superintendent - Transitions

RE: **Student Achievement Data of Transitioned Parkview Students (2014-2015 School Year)**

Action **Monitoring X**

Background:

A report summarizing the first and second semester achievement data of the students who transitioned from Parkview Secondary School (163) to other schools for September, 2014 was presented to Program Committee on December 3, 2015, and to SEAC on February 24, 2016. SEAC asked if staff could return in May with a report that would address some questions they had related to the success of the students. Staff indicated that they would bring back a report with more specific data related to their questions. The data that has been collected enables us to address the following items: process used to determine how programs were offered to this cohort of students, how the programs were chosen, attendance, the students' academic achievement, and the students' adjustment to their new schools.

Program Offerings and Student Choices :

Most of the program offerings from the former Parkview Secondary School continued to be offered in schools that students chose to attend. Mountain continues to focus programs very similar to what Parkview had, with modifications based on student need and interest. Nora Henderson and Delta had a program that offered 2 periods a day in core subjects in one half of the day. Bump It Up Math and Wilson/Empower programs were offered in this half day schedule, along with 2 optional subjects chosen by the students. All secondary schools offered Wilson/Empower reading and Bump it Up Math for students who needed it. Students who had Wilson Reading in their previous school were able to continue it as they needed it. Students who were beginning a reading intervention had the Empower Program, which is the Board's intervention program in secondary schools. Supports for Numeracy and Literacy continue in all secondary schools, depending on student need.

In preparation for September, 2014, parents were invited to conversations with their student(s) and school staff to discuss their school of choice. Visits were made to schools to assist in their decision-making. If a student /parent determined that they had not chosen the right program, they were allowed to transfer during September, 2014. Of the 163 students who made a transition, approximately 10 asked

for a move to a different school with a different structure. All requests were accommodated.

Attendance: Attendance in the first month of the transition (September, 2014) dipped slightly and absences were somewhat higher than other secondary schools in the district. Students who went to their home school showed regular attendance with only a few exceptions. Mountain saw a large influx of new students, who were facing new challenges (a large new peer group, bussing, some new teachers, and new routines,) and attendance became a challenge for some. The students' caring adult, student success teachers, guidance counsellors, and administration followed up on the absences. At the same time, school staff were working to get to know the students, planning and implementing strategies to bring the two groups of students (Mountain and Parkview) together, and to work with student representatives to consider ways to engage all students. As well, some changes that were planned were not ready for school opening (direction signs for students to use to find their way around the school, etc.) which proved to be obstacles for students. With the combined efforts outlined above, and some immediate responses from facilities, today more than 80% of the students that we are still tracking have 'good' to 'excellent' attendance, which is in line with most secondary schools.

All secondary schools except Delta and Mountain registered less than 20 students in each of their schools ranging from 3 to 19 students from the Parkview transition. From this group of students, originally estimated to be 60-70 students, 12 students went to other schools, boards, or alternative programs. Four (4) students from Delta did not attend at all, and 3 were early leavers for personnel reasons or non-attendance. This reflects similar attendance that occurred at Parkview. Those who have remained have made a good transition overall, attendance has been good to excellent, most have made friends, and academically they are doing well with the proper supports in place for them, such as Wilson or Empower, Bump It Up Math, or Learning Resource assistance. Supports are on-going as needed for those attending.

All schools had some` transfers out`` due to moves, entering the workforce, going to programs other than regular school, and a few were no shows. These numbers were proportionately the same as most high schools.

Course Levels Offered and Extra Curricular

Students who made the transition to their home schools have access to the full range of programs offered at academic, applied, or essential level. Some students who transitioned have taken applied level programs and done well in them. As well, when students attended their home school they found many opportunities (due to a larger student population) to take programs and become involved in extra-curricular that they had not explored before. Extra-curricular involvement that proved popular were football, choir, band, and clubs.

Students who transitioned are now in grade 11 or 12, and as such, more specific program pathways are being planned with them. All schools have effective planning and tracking strategies to ensure the students have what they need for their 'next steps'. As well, all schools involve parents, students, staff, administration, the Superintendent, and Community partners in this work. Depending on their pathway students are planning post-secondary education, some will enter the workplace, some will enter community living opportunities, and some will return for further schooling in the form of co-op opportunities or Ontario Youth Apprenticeship Programs. Both of last two programs help students to prepare for the workplace.

Option Sheets

HWDSB has moved to more student-informed option sheets in all secondary schools. Through surveys, students identify courses that are of interest to them and or those that they require to pursue their post-secondary choices. If there is enough interest in the course, the staff can work it into the course planning process for the upcoming year or the year thereafter. Students who transitioned in 2014 follow the same process and their plans are highly individualized. Planning includes parents/guardians, community partners, and resource staff.

Supports

All students who transitioned continue to have a caring adult who is in regular contact with the student, acts as a mentor for the student, and monitors the student's progress. Most are the same caring adult that they had since the transition, however, there are a few cases where staffing moves/promotions have caused a change. Administrators in the secondary schools are involved in the tracking and pathway planning for the students as well.

At Mountain, where the majority of the students chose to attend and where the school is planned for closure in June, 2017, they have a very detailed plan in place for each individual student. A team approach, including Superintendent Prendergast, Principal Lennox, Guidance Counsellors, and Student Success Teachers met with each student and parent/guardian last spring to consider pathway planning and goals for each individual student. The plan also includes 'next steps following June 2016, and 'next steps' for June 2017, depending on the student's grade/age.

The plan also includes whether the student qualifies for government supports and if so, the school has worked with community partners to come to the school to assist with application processes.

In all secondary schools, students who have not yet turned 21 and have not earned 34 credits are able to continue with their secondary education. For students who are turning 21 years old and not returning, plans are developed that may include employment, Mohawk College, or apprenticeships.

School Culture and Relationships

All schools reported that the majority of students have adapted well to their new school environments. Students who attended Mountain had many friends move with them, students who remained at Mountain had friends who remained also. For students who went to their home schools, having students make friends was something that staff monitored. Although there are very few students that did not initially make friends, this was mostly due to anxiety which is not specific to transitions only. The majority of students were able to make friends by joining clubs, the football team or other team sports, band, intramural sports, and through some option choices which resulted in being in classes where they met new people with the same interests.

Change can be difficult for many people, and in anticipation of this, school tours, outdoor games, time at their new school etc., were planned prior to the moves. In many cases, when school opened in Sept. 2014, students recognized some of the staff from their former schools. A peer mentor approach was used to help with the visits prior to the student moves, and mentors were usually grade 11 students who would still be a familiar face during the transition year.

However, some challenges did arise, and with the involvement of the school teams and the School Superintendent, these were addressed. In a few cases, some students were overwhelmed with the change, and

working with the parents, students, school, and board personnel, appropriate alternative programs were offered.

Academic Achievement

The students who transitioned from Parkview are exceptional students who have an individual education plan. Timetables can be carefully planned to allow for year-long courses in math and language (not semesters) where appropriate, with an opportunity for students to choose options in other areas. Courses were and continue to be offered at the essential, applied, and academic level.

Some of the students have pursued courses available to them on a 1 semester basis in another school, such as ArtSmart (SAM) or Horticulture (Saltfleet). One student from one such experience is now completing a co-op placement related to his course work and it has good potential to lead to a summer job.

Mountain and Delta Secondary School

In 2014-2015, 33 students at Mountain earned a Diploma and 6 students earned an Ontario Secondary School Certificate (OSSC). Five students wert to Mohawk in the Careers Pathway Program, five students returned to do an in school Co-op Program, and 5 students returned to do the Ontario Youth Apprenticeship Program (OYAP). For the 2015-2016 year, 37 students are potential graduates, with 2 SHSM designations in Hospitality and Tourism. Three(3) students should earn OSSC, and 4 students should earn Certificates of Accomplishment.

At Delta 8 students earned an Ontario Secondary School Diploma in 2014-2015. There are 5 students on track to obtain their Ontario Secondary School Diploma at the end of June, 2016.

2016-2017 School Year

The 2016-2017 school year will be the last year for reporting on this transition. Students who remain in the school system who were part of the transition will continue to be monitored by school staff, and each will have a plan developed for them prior to the end of the 2016-2017 school year. It is expected that the students who are in their home school will most likely want to attend that school as they are familiar with the staff and building, and they have friends there. For students who are at Mountain, these plans are already being drafted and will be reviewed next year as the students make progress over the remainder of this year and next.

EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: **Program Committee**

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

DATE: **May 19, 2016**

PREPARED BY: **Pam Reinholdt, Superintendent - Transitions**
Superintendents of Student Achievement

RE: **Post Transitions Feedback 2015-2016**

Action **Monitoring X**

Background:
The Board of Trustees has directed staff to conduct post-transition committees following the implementation of Accommodation Review processes that result in students moving from one to school to another. The purpose of post transition committees is to gather feedback from students, staff, and parents who have been impacted by a move to a new school. This information can be used to determine areas where improvement may be needed to ease transition in the future and also to determine what went well that can be applied to future transitions.

Trustees for each of the areas attended the meetings, as well as Superintendents Principals.

In June of 2015, the following schools were involved in transitions due to accommodation review decisions:

Glancaster:	Mount Hope, Bellstone*
West Hamilton:	Cootes Paradise, Prince Philip*
East Hamilton:	Woodward*, Hillcrest, Parkdale, Viscount Montgomery, Rosedale, Roxborough Park*
Dundas:	Dundas Valley, Parkside*
Central Mountain:	GL Armstrong, Eastmount Park*, Ridgemount, Pauline Johnson, Cardinal Heights*, Franklin Road, Queensdale, Linden Park*

**Eight Schools were closed in June, 2015*

Generally HWDSB would hold post-transition meetings within 3-4 months of school closures. However, due to job action in the fall of 2015, transition meetings were not held until the spring of 2016. This may have been a factor in the low attendance for the feedback meetings and for student, staff, and parent responses.

More detail is provided below from each Post Transition Committee meeting that was held this Spring. This information is being considered as we move forward with future Pupil Accommodation Reviews. However, from the data below there are some key themes that emerge.

Continue to:

- refine communication about the PARs, including multiple newspapers when multiple communities are involved
- invest in pre-planning activities for students and parents to make visits to their new schools, attend functions or activities planned to help students get to know other students and staff, diminish anxiety, etc
- support our Principals/Vice-Principals and Staff as they have the most positive impact on students and parents during these consolidations
- act on feedback that will have a positive impact on students (choice of schools for students in grade 7 and 8)
- support on-going meetings of transition committees to ensure the parent/community voice is heard as implementation takes place
- provide funding for closing school ceremonies; it brought closure through positive actions

Address the following challenges:

- In the area of facilities, be transparent about what will be done, timelines, etc, and communicate the information (the Board has taken action on this item with the 'pause' and on-going planning)
- Further support Principals with communication for students and parents regarding changes coming to their school and with communication to the feeder schools; most of these changes take place at the busiest time of year for Principals
- Ensure transportation has necessary information to allow them to continue to improve on these large scale changes due to accommodation reviews
- Communicate any changes that have taken place over the summer to the school community early on in each school year

GLANCASTER: MOUNT HOPE/BELLSTONE:

Two ***parents*** (Chair and Co-Chair) provided feedback at the parent meeting. They also took the questions to other parents and provided some further feedback via the Principal. These two schools have always worked closely together, so they did not feel there were any transition issues.

Successes:

- Academic achievement appears to be better in the new school.
- Staff and administration were very supportive preparing for and during the move.

Challenges:

- A portable was projected for 2018, however it arrived this year; was confusing for everyone.

- A concern that the gym expansion will eliminate the stage; parents want a stage and larger gym as there is equal importance on the arts and sports.
- The naming in part process (re: the library) was not launched.

Staff and Student Feedback
None provided

WEST HAMILTON:
One ***parent*** attended the parent evening. There was no feedback from staff or students.

Successes:
- Staff and administration worked very hard to reduce parent and student anxiety prior to the move, and also to complete the move.
- Once the move took place, things went well.

Challenges:
- None presented

EAST HAMILTON
Four parents and 1 student attended the meeting.
Successes:
- Bringing the students together before the moves
- Opportunities for parents to learn about the new schools
- Receiving school had all of the students visit so they would know the school; helped the first day of school go well
- Regular ongoing meetings over the year are helpful
- Students have made new friends; also met students from their new location while at Camp Power
- Some schools had indoor or outdoor modifications which were improvements
- Play dates were successful
- Open houses for parents at new schools were good
- Information was really well shared

Challenges:
- Quiet room and exercise room were not able to continue in the new location; used as classrooms
- New faces can be difficult; are building relationships with teachers
- Keep options and flexibility open for OOC when closing schools

Transportation
- Some issues at the beginning but they were slowly sorted out.
- Number of buses at some schools poses an issues for parking

DUNDAS

Seven ***parents*** provided feedback at this meeting.

Successes:

- Administrative team's leadership and personality, and who were open and available, made the process work
- Sufficient number of meetings with student voice from both campuses
- Worked in the best interest of students
- Communication and updates were timely
- Social media, using photos, was helpful
- Naming process went well
- Students are meeting with academic success
- Combining some activities (eg. athletics) before closure promoted student relationships and created new friendships
- Keeping traditions from both schools

Challenges:

- Incomplete renovations(science labs); impacted instruction during the fall
- Contractors in the building were not always respectful
- Items were missing after the move
- Transportation issues (continue)
- Shuttle, due to neither building being able to accommodate all students, caused a split in peer group and was inconvenient
- Parents not always able to meet teachers when requested
- Transportation was the norm, and it went well, however, the late bus did not serve all locations
- More help in understanding the staffing process; parents felt helpless and didn't always understand why things changed
- Keeping current staff and less new staff; staff are the heart of the school and provide 'psychological safety' for students
- Transition Committee should have continued instead of shifting to Parent Council;
- Perception of lack of co-operation between City and Board re: Governor's Road
- Not enough direct communication to all feeder schools; not all newspapers service all areas

Other

- Best situation given the circumstances
- Communication is key- use multiple forms
- Discussion on how funds from sale of Parkside (or other schools) will be dispersed
- Revitalization strategy outlined: $15 million but $17.2 million spent
- As changes were made, School Council would like to be informed with monies spent, including changes to what will or will not be done.

Staff or Student Feedback

None provided

CENTRAL MOUNTAIN

Five ***parents*** attended the meeting to provide feedback.

Successes:

- Communication between Principals and schools was well done
- Prior to moves, activities to bring students together and become familiar with new schools, shows, tours, etc)
- Older students had opportunity to meet younger students to get used to younger students in the building
- JK/SK students in middle school has been good, and is still an ongoing adjustment
- Kept students at Cardinal together so they could be with their peers (consistent with student responses)
- Having a Transition Committee moved the focus to everyone coming together: students, school councils; this made bringing the communities together easier
- Closing ceremonies were amazing
- Teachers were welcoming
- Students are making new friends and retaining old friends; however, a few are still struggling or have only one friend
- Staff wore same colour T-shirts on the first day which made them easily identifiable
- Appreciated seeing Trustees and Superintendents at events

Challenges

- A few children are still sad when they drive by the former school or see cars in the parking lots
- New teachers caused anxiety for some students
- Closed schools are still there and are still closing, so why close it so quickly?
- Needed to have more discussions with students re: significant upcoming changes (eg. JK/SK to Cardinal, new teachers) to prepare them to handle it- parent supported it, just have students prepared
- All the changes caused some anxiety at first, and students not focused as much on their studies, but improved in a couple of months
- Need more variety across grades in extra-curricular, not just focus on sports
- Transportation posed a few issues at the beginning
- First day of school was unorganized in some schools; students didn't know their class or room number, etc; also too many people and strollers and it was chaos; new teachers couldn't help as much
- Not all parents can attend 4-6 p.m; some later meetings/functions would be helpful
- Recommend not have ARCs (now PARs) during an election year.

Student Feedback

One hundred and forty two responses were received from Grade 5,6,7, and 8 students at Pauline Johnson. Not all students responded to all questions. The data was analyzed by E-Best and the following themes emerged.

Successes:

- 70% of respondents (76) feel they are doing better in their academics
- 19% (27) have had success making friends and getting to know new people
- 71% of respondents (70) have been able to join after school activities (music, sports, clubs), or believe there are more (14)or the same (17)opportunities to do so as their previous school

Challenges

- 69% of the respondents (98) continue to have relationship challenges, mostly with the change of age groups and/or getting to know new teachers
- 62% of respondents feel they are doing well or better at Pauline Johnson than they did last year

- 71% of respondents (70) have been able to join after school activities (music, sports, clubs), or believe there are more (14)or the same (17)opportunities to do so as their previous school

- 71% of respondents (70) have been able to join after school activities (music, sports, clubs), or believe there are more (14)or the same (17)opportunities to do so as their previous school

What Could We Have Done Better?

Responses varied greatly, however, the following themes/comments occurred several times:

- Some students still wear Cardinal Heights T-shirts, we should all have Pauline Johnson T-shirts
- Share the playgrounds
- A bigger gym
- Build the new school when you say you are going to build it
- Keep more of the 'old ' teachers

Can you tell us something we did well in the transition?

- The school is welcoming
- The gym is bigger here
- The teachers and Principals are good
- You tried the make the school good; it is clean
- The teachers helped the kids get settled