

AGENDA: 5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Correspondence
 - a. Joshua Weresch re: Military Co-Op Placements
 - b. Student Senate re: Westmount
4. Westmount Secondary School – Equity of Access Report – follow up report
5. Coding Initiatives at HWDSB - follow up report
6. Adjournment – next meeting is scheduled for Monday January 9, 2017

Heather Miller [Staff]

From: Joshua [REDACTED]
Sent: October-15-16 11:39 AM
To: Heather Miller [Staff]
Subject: For Mon Oct 17th's Board meeting: letter re: military co-op programme &c. at HWDSB secondary schools

Dear Mrs Miller:

Good afternoon. I hope this finds you well. My name is Joshua Weresch; I'm a life-long Hamiltonian.

I'm writing to you as a parent in regards to the military co-op programme at secondary schools within the HWDSB. As a person who believes strongly that diplomacy, dialogue, and democracy ought to solve issues, as a registered conscientious objector to military taxation with the federal government, I object strongly that the military co-op programme be offered with the Hamilton-Wentworth District School Board and would ask that it be removed from the list of possible co-op programmes offered by the Board. I would like this letter to be placed on the agenda for discussion at the next Board meeting on Monday, October 17th, 2016, to be distributed to each trustee of the HWDSB at the meeting, and to be posted on the Board's website.

According to its own policy on a respectful working and learning environment, 'the Board strives to maintain a working and learning environment that is free from unwelcome or intimidating behaviour that could create an unsafe and/or unhealthy environment and could interfere with job performance and the ability to learn. It is the responsibility of every person to create and contribute to a climate of understanding and mutual respect for the rights and dignity of each individual'

(<http://www.hwdsb.on.ca/about/respectful-working-and-learning-environment/>;

accessed 30 Sep 2016). Though the Board is not responsible for the behaviours exhibited within the work-places associated with its co-op programmes, reports within the Canadian Forces themselves testify to the rampant abuses, especially sexual, hazings, and general belittling that occurs within a programme of study that is designed to create soldiers.

The culture of silence surrounding sexual abuses and the obstruction of justice that occurs when investigations are launched into those abuses is well-known. Unwelcome and intimidating behaviour abounds and it would be interesting to note how military co-op programmes affect student performance on assessments within the school as well as its affect on general mental health of students. How does the participation of the Board in this programme contribute to a climate of understanding and mutual respect for the rights and dignity of each individual?

In Policy 1.3, the Equity and Inclusive Education policy, one of the guiding principles states that the Board is committed to 'ensuring that harassment towards diverse communities by trustees, employees, parents, volunteers, students, and the community at large will not be tolerated'.

Reports of abuse by Canadian soldiers of the inhabitants of the places where they are deployed continue to surface and the long-standing request of many Canadians to investigate the abuses of Afghan detainees by those Canadian soldiers continues to be denied. If harassment is not tolerated within the school's precincts, how can it be tolerated by its students when off-site? The procedure for Policy 5.3, Harassment, the Conflict Prevention and Resolution procedure, further clarifies that objectionable behaviour is 'a course of conduct or communication in any form of attitudes, beliefs or actions directed at a specific individual which is known or ought reasonably be known to be unwelcome, serves no legitimate work and/or academic purpose and renders the working or learning environment intolerable for that individual. Objectionable behaviour occurs when an individual is singled out for serious mistreatment, which may include threats, intimidation, bullying, isolation, harassment, verbal assault, taunting, ostracizing, violent gestures, slander or libel. Such behaviour will not be tolerated at any board location or at any time during which one is fulfilling his/her working or learning responsibilities'

(<http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Respectful-Working-and-Learning-Environments-Conflict-Prevention-and-Resolution-Directive.pdf>; accessed 30 Sep 2016). Under this definition, objectionable behaviour occurs often within a military co-op programme.

In sum, the military co-op programme should not be offered within the HWDSB's co-operative education programme. It contributes to a method of resolving conflict that is inimical to the policies of the Board and to harassment within its ranks and toward others. I would like the programme to be removed from the Board and an alternative programme, based on restorative justice, to be installed in its stead. An excellent step forward would be for the HWDSB to endorse PeaceQuest.ca, as the senior administrators at Algonquin and Lakeshore Catholic District School Board and the Limestone District School Board have done (<http://peacequest.ca/category/education/>; accessed 30 Sep 2016).

Please do not hesitate to contact me by e-mail or by land telephone at [REDACTED] if you have any questions. I look forward to your conversation regarding this matter.

Take care,

Joshua Weresch

November 17, 2016

Dear Program Committee,

Re: Westmount Self-Paced Self-Directed Learning Strategy

Providing student voice is an imperative role of Hamilton-Wentworth District School Board's Student Senate. Members of this group meet on a bi-weekly basis to discuss issues that affect students in grades 7-12. We are pleased to submit the following document containing feedback in regards to the aforementioned consultation.

Discussion Topic #1: Transportation

The following comments are provided based on feedback:

- Senators expressed concern that the lack of bus passes provided to Westmount students is an equity issue, particularly in regards to low-income families.
- Several senators stated that they had previously transferred out of Westmount and are currently attending their home schools due to the aforementioned point.
- Student Senate overwhelmingly believes that transportation accommodations should be made for Westmount students.

Discussion Topic #2: Participation

The following comments are provide based on feedback:

- Student Senate had a very polarized perspective of what Self-Paced Self-Directed learning is. However, the majority of senators thought that this learning approach should be expanded upon and implemented within other secondary schools.
- Senators thought that Self-Paced Self-Directed learning offered clear advantages to students who have significant commitments outside of school or participate in programs such as English as a Second Language (ESL).
- Student Senate expressed concerns in regards to the type of students that the Self-Paced Self-Directed learning style attracts. They encouraged staff to find a method of ensuring that the students enrolled in this program are adept to this style of learning.
- Senators acknowledged that implementing Self-Paced Self-Directed learning at other schools would be difficult however, they stated that this learning style is very helpful for students in regards to their preparations for post-secondary.

Discussion Topic #3: Implementation

The following comments are provide based on feedback:

- Student Senate believes that to a certain extent Self-Paced Self-Directed learning should be implemented within every secondary school.
- Senators stated that Self-Paced Self-Directed learning should initially be implemented in a school within the lower east end of Hamilton. The rationale behind this recommendation was simply the geographical distance between Westmount and this area.
- In regards to implementation, senators thought that a dual track program would be the most advantageous for students. It was recommended that this learning style be initially implemented with ninth graders, similar to the approach taken with transforming learning everywhere.
- Student Senate believes that the success of a Self-Paced Self-Directed learning approach is directly correlated to teachers' ability to adapt their teaching style. Senators recommend, should Self-Paced Self-Directed learning be expanded, that sufficient training be provided to staff to ensure that everyone is well versed in this unique learning style.

Respectfully submitted by

Tory Dockree and Elizabeth Wong, Student Trustees

On Behalf of Student Senate

HWDSB Program Committee

Topic: Westmount Secondary School – Equity of Access Report

The recommendation from staff continues to be that HWDSB continue offering the Self-Directed Self-Paced Approach (SDSP) to learning as a whole school approach in one location at Westmount Secondary School.

The report will address the following topics:

- (1) Definition of equity of access: how are we ensuring alignment with our HWDSB Program Strategy within Westmount Secondary and providing equity of access to flexible programming opportunities in all other secondary schools;
- (2) How do we move forward with the SDSP learning approach at Westmount while balancing the needs of our students at all secondary schools.

Rationale:

1. Westmount is not a program. It is a whole school approach to SDSP learning.
2. The approach cannot be operated as partially run within an existing school where some students are on an SDSP timetable and others are on a traditional timetable. This would limit the number of courses available to those in SDSP and those in traditionally delivered courses.
3. Opening of this approach as a whole school in another location would force some within that school community to move to another location if they were not interested in SDSP learning. (i.e. those wanting traditional school model).
4. The goal is to maintain the vision of our Secondary Program Strategy as we move forward with balanced resources, enrollments, pathways, course offerings, and programs across all Secondary Schools.

Equity of Access:

A. Westmount and the HWDSB Secondary Program Strategy:

While Westmount Secondary School does offer a variety of choices to students who attend, it does not align with the Secondary Program Strategy Guiding Principles in the following ways:

- With 85-90% of the students in academic programming, the school is not able to offer all pathways - apprenticeship, college, the community, university and the workplace to meet the needs of a diverse group of learners
- The limited number of pathways also limits the diversity within the school community
- Students attending Westmount instead of their home school may impact the home school's overall enrolment, reducing it to below 1,000 students and consequently reducing the school's ability to offer a wide range of courses and/or programs; furthermore, reduced enrolment in the home school may also result in a reduction in the availability of some human and material resources

B. Personalized Learning Opportunities in other Secondary Schools:

All other secondary schools in the system offer opportunities for personalized, flexible programming to meet the individual learning needs of their students through the following:

- eLearning courses
- personalized timetables
- reach ahead summer programs
- school based alternative education courses
- literacy and math intervention programs
- grade 9 and 10 enrichment programs as preparation for IB



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: December 15, 2016

PREPARED BY: Executive Council

RE: Westmount Secondary School – Equity of Access Report

Action

Monitoring

The recommendation from staff continues to be that HWDSB continue offering the Self-Directed Self-Paced Approach (SDSP) to learning as a whole school approach in one location at Westmount Secondary School.

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Background:

Finance and Facilities Committee – February 4, 2016 RESOLUTION #16-18: Trustee Van Geffen, seconded by Trustee Beattie, moved: That the report of the Finance and Facilities Committee – February 4, 2016 be approved, including:

- a) That this report be referred to the Program Committee to review the equity of access of the current self-directed self-paced, approach at Westmount and the viability of expanding the approach; and
- b) That staff bring back a report to initiate the planned boundary review for the secondary mountain schools & that staff identify secondary schools across the rest of the system that could accommodate a satellite self-paced option.

A. What is Self-Directed Self-Paced Learning?

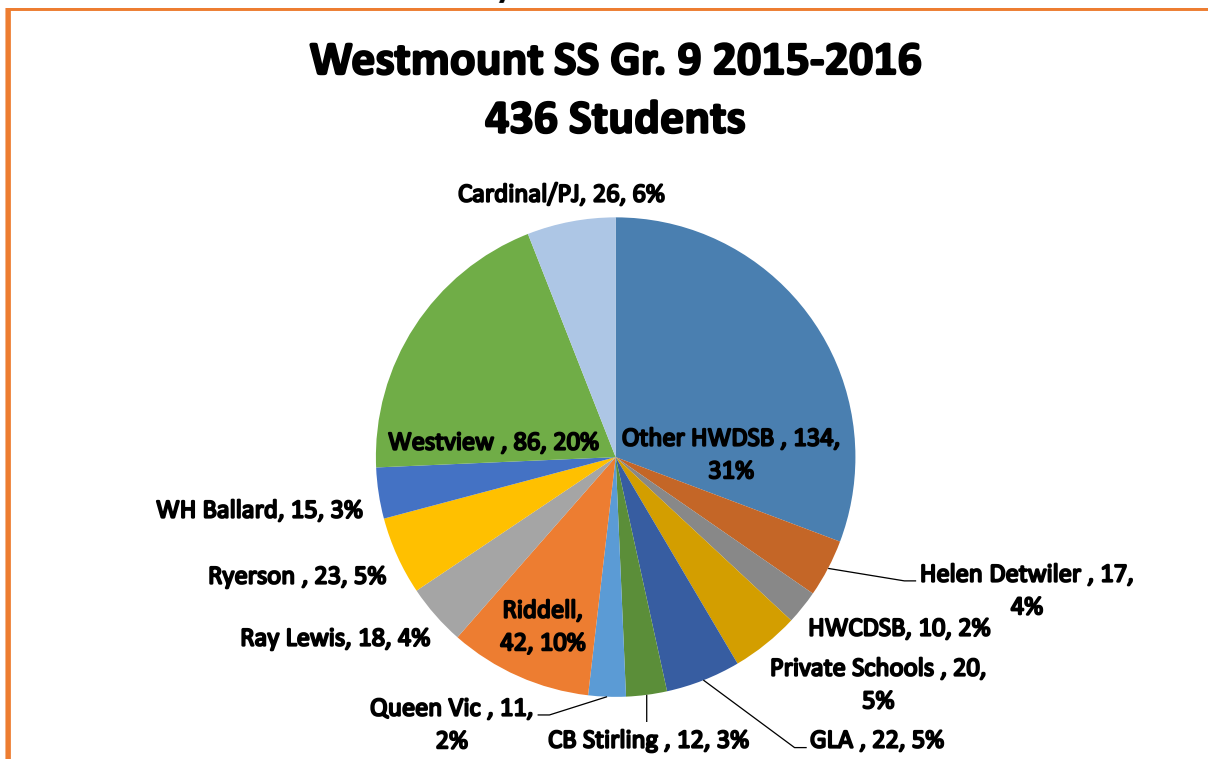
As a system school, Westmount Secondary School (WSS) students strive to develop skills in the areas of goal-setting, effective time management, and independent learning skills in a self-directed, self-paced learning environment. These students attend from schools across the HWDSB. The graduation requirements and courses offered are consistent with all of our secondary schools.

This SDSP concept began in 1990 at a time when enrolment in our other secondary schools was relatively high and a variety of course options were available in all locations. Students were provided the option to attend Westmount to experience a new approach to learning in a self-paced, self-directed model being used in Edmonton, Alberta. This was an alternative to the approach being offered in other secondary school in the board.

B. Westmount Enrolment

Westmount does not have a catchment area; all students in HWDSB can access the school if interested in this model. Like all schools we can only accommodate the number of students for whom we have the space and resources to meet their needs. The enrollment is 1451 in September 2016 for school that has a on the ground capacity of 1155. There are currently 9 portables on site. Provincially, it is not unrealistic to have school enrolments 20% or more above the on the ground capacity.

Westmount Intake from Elementary into Grade 9



Note: schools with fewer than 10 students enrolled do not appear in this chart. They are represented in "Other HWDSB" schools.

Grade 9 Enrolment at Westmount from Grade 8 Gifted Classes across HWDSB

| Year | Dalewood | Westview | Ballard | Total # of students in grade 9 at Westmount |
|----------|----------|----------|---------|---|
| 2015-16* | 8/18 | 12/15 | 12/12 | 436 |
| 2016-17 | 8/19 | 10/13 | 9/13 | 309 |

* In 2015-16, students from Gifted Classes were provided transportation if they qualified. This was not the case in 2016-17.

Students with Gifted Identification in 2016-17

| | Number of Students with Gifted Identification |
|-----------------------------|---|
| Westmount Secondary School | 119 (35 in grade 9, 39 in grade 10, 18 in grade 11, 27 in grade 12) |
| All HWDSB Secondary Schools | 343 |

C. Student Achievement Results

The graduation rate at WSS has consistently been at or above the Board average over the past 5 years. The 2014-15 Board Graduation Rate is 80%. Along with 2014-15, the WSS graduation rate annually sits among the top 6 in the Board.

D. Positive Culture and Student Well-being:

At WSS all students have chosen to participate in the model and attend this system school. Each fall, some students in Grade 9 leave Westmount and return to their home school. These numbers fluctuate yearly but it is not uncommon to see a decline of 30 to 40 students in a cohort that begins in Grade 10 from the previous school year. Some students register in the spring and do not attend or find the SDSF approach challenging and opt to return to a composite secondary program in their home school. The students who are successful at Westmount have strong learning skills and are well organised. Students demonstrate initiative, have an interest in asking questions and collaborating with teachers, are self-starters and have strong time management skills. Students must also be able to set individual goals and monitor their own progress in achieving them. This whole school philosophy has led to a positive culture where the majority of students report feeling that they enjoy being at the school, are accepted by peers and adults and see Westmount as a friendly and welcoming place to learn. A recent 2016 survey shows that of 756 students who responded, 95% of students were feeling safe at school.

E. Westmount Application Process:

Through a variety of information nights and working closely with elementary schools, Westmount has been improving their process so that parents and students are well informed about the learning approach. The goal is to ensure students are suited to the self-directed, self-paced approach if they have the demonstrated learning skills that will lead to success throughout secondary school. Decisions to accept students are based on their student learning profile and not on academics. In the past year, all students who submitted a letter of intent successfully enrolled at Westmount.

| | |
|-------------------|--|
| October 26, 2016 | Full display and promotion at “My Path My Way” Pathways Information Night |
| November 24, 2016 | Grade 7-8 Parent Information Night Flyer , Grade 8 Parents Night Presentation |
| January 19, 2017 | Grade 8 Option Sheet night, check out the Grade 9 Course Calendar/Handbook |
| January 27, 2017 | Letter of Intent is due to the school with a copy of the student’s Dec. 2016 report card attached |
| February 1, 2017 | Parents/Students informed of acceptance into school |
| Month of February | Students will enter options into <i>Career Cruising</i> . Welcome package sent to students with instructions for option process along with outline of transition events. |

Appendix – Letter of Intent – parents to complete form and include December 2016 Report Card – “Please note decisions are based on the student learning profile and not on academics.”

Equity of Access:

A. Westmount and the HWDSB Secondary Program Strategy:

The HWDSB Secondary Program Strategy has the following vision and guiding principles:

- All secondary schools will be great schools
- Students will have choice within their local schools
- Expanded access for students looking for specialized programs
- All students achieving and graduating in HWDSB

- This is made possible by stabilizing our secondary enrolment across the system
- An underlying purpose of this strategy is to diversify our secondary school communities by providing all pathways at each schools; we aim to ensure that every HWDSB secondary school offers engaging programs for a diverse group of learners, regardless of whether they will head to an apprenticeship, college, the community, university or the workplace.
- We are reducing the number of secondary schools from 18 to 13. HWDSB’s decision to close secondary schools will allow funds to be redirected from the maintenance of underused schools to school renewal.
- The remaining secondary schools are strategically located throughout the City of Hamilton, most with enrolments of over 1,000 students to ensure a wide range of program offerings.

- Where possible, school boundaries are designed to include a wide range of students from diverse socio-economic backgrounds.

While Westmount Secondary School does offer a variety of choices to students who attend, it does not align with the Secondary Program Strategy Guiding Principles in the following ways:

- With 85-90% of the students in academic programming, the school is not able to offer all pathways - apprenticeship, college, the community, university and the workplace to meet the needs of a diverse group of learners
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B. Personalized Learning Opportunities in other Secondary Schools:

All other secondary schools in the system offer opportunities for personalized, flexible programming to meet the individual learning needs of their students through the following:

- eLearning courses
- personalized timetables
- reach ahead summer programs
- school based alternative education courses
- supervised self-directed learning in "learning commons" spaces in all schools
- literacy and math intervention programs
- grade 9 and 10 enrichment programs as preparation for IB

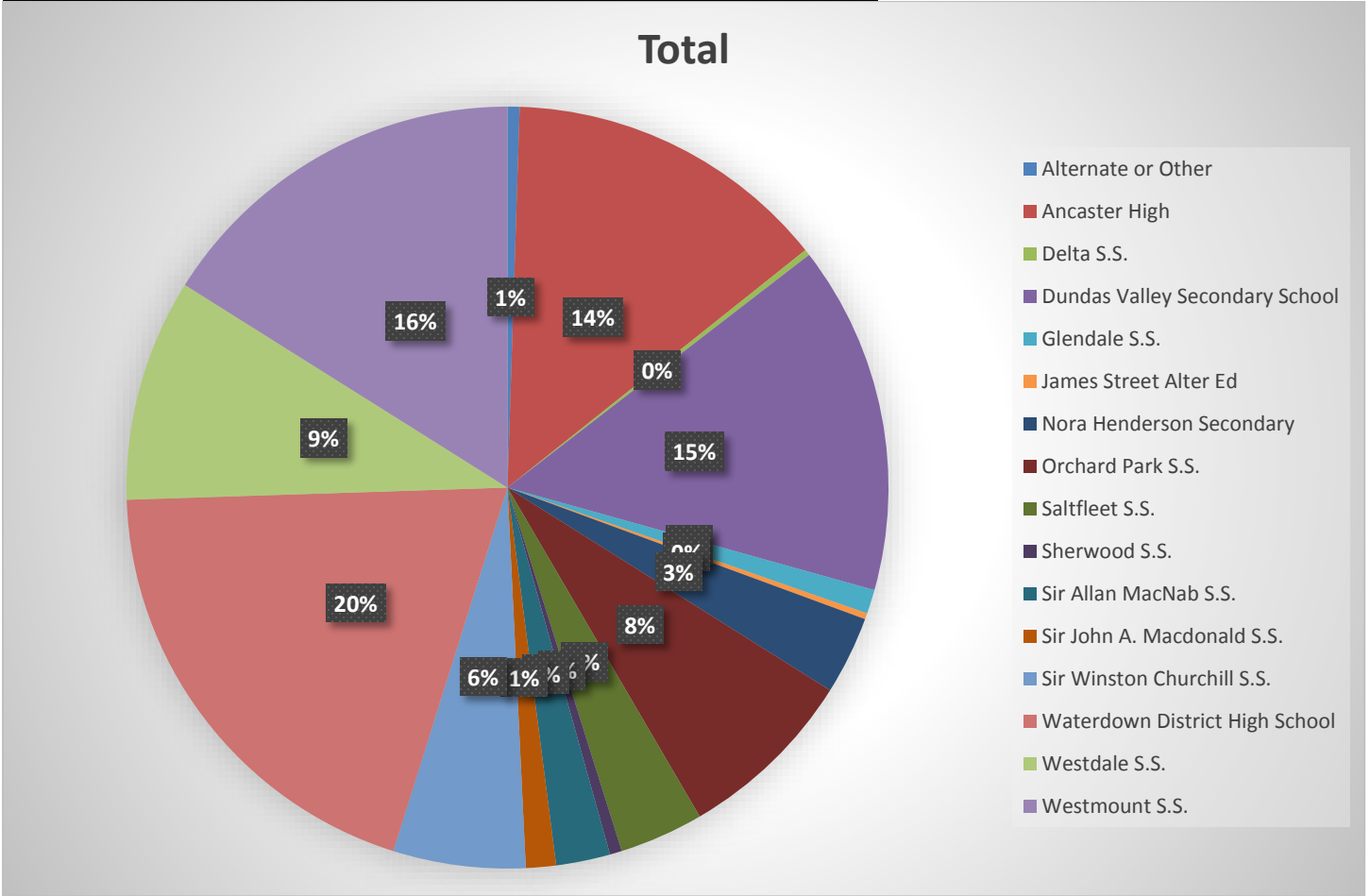
We have many examples where our secondary schools across the system have designed personalized timetables for students who are in need of flexible programming. For example, we have students who have elite athlete status attending schools other than Westmount. These students have flexible timetables which include E-Learning, summer reach ahead, and alternative education courses so that they can maintain their academic success while following a vigorous training schedule. We have also designed school based alternative education programs in our secondary schools to allow students the flexibility of 2-3 course interdisciplinary programming where they are able to learn in a self-directed, self-paced manner. A number of students have personalized learning options provided through self-directed learning courses provided through student success and learning resource departments in all secondary schools. This demonstrates equity of access to personalized learning opportunities across HWDSB.

E-Learning offers a flexible program offering. HWDSB provides E-Learning options in a variety of pathways including academic, applied, college and university bound courses. Students in all secondary schools are able to include these courses as part of their timetable, and can work online in optional supervised spaces – learning resource, student success and school based alternative education rooms, library learning commons, at home, etc. This is flexible programming, but not considered self-paced as there are set timelines for completing these courses.

Secondary Schools: E-Learning Semester I 2016/17

| School | # of E-Learning Students |
|-----------------------------------|---------------------------------|
| Alternate or Other | 2 |
| Ancaster High School | 54 |
| Delta Secondary School | 1 |
| Dundas Valley Secondary School | 58 |
| Glendale Secondary School | 4 |
| James Street Alter Ed | 1 |
| Nora Henderson Secondary School | 13 |
| Orchard Park Secondary School | 30 |
| Saltfleet District High School | 14 |
| Sherwood Secondary School | 2 |
| Sir Allan MacNab Secondary School | 9 |

| | |
|--|------------|
| Sir John A. Macdonald Secondary School | 5 |
| Sir Winston Churchill Secondary School | 22 |
| Waterdown District High School | 77 |
| Westdale Secondary School | 37 |
| Westmount Secondary School | 63 |
| Grand Total | 392 |





EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: December 15, 2016

PREPARED BY: P. Joshua, Executive Superintendent of Leadership and Learning

RE: Coding Initiatives at the Hamilton Wentworth District School Board

Action

Monitoring

Hamilton Code Club

In partnership with Industry Education Council of Hamilton (IEC), Mentors from McMaster University, Mohawk College, and the local software development industry work within our schools delivering a 6-week introduction to coding through in-class visits and extracurricular code clubs, with the goal of helping students develop transferable skills to successfully continue their learning in the classroom with their teacher as the guide. Their focus for the past two years has been with grade 4, 5, and 6 students within our Lower City schools, along with a push across the district for Girls Code Clubs funded through a Hamilton Community Foundation Abacus grant. They recently secured additional funding through the City of Hamilton's Future Fund initiative. This means that they will be in a position to expand the clubs, in the New Year, to schools outside of the current 18 sites.

<http://www.hamiltoncodeclub.com/>

McMaster CAS Outreach

Dr. Christopher Anand and his student mentors are not only supporting in our classrooms, but they also provide opportunities for students to visit the McMaster Campus. Their mandate is to reach students to add coding to their skill set. They build a variety of apps and lesson experiences to help reach that goal, with transferrable skills aligned to curriculum expectations. They have reached 2760 students so far this year, with a goal of connecting with 7000 students by the end of the 2016-2017 school year.

Highlights from last year:

- A Science Odyssey supplement allowed us to run full-day “hackathons” at Cathy Wever, Chedoke (x2), Riddell, and at the Central Library. Yes, they worked all day programming! We followed up with weekly visits to Chedoke. We will be developing better game templates for this activity.
- Our Hall of Fame got too big, and we had to create a searchable database (with only newer submissions). (<http://outreach.mcmaster.ca/menu/fame.html>)
- With the SAGE class at Strathcona, we pioneered a new follow-up activity: animated self-portraits!

(<http://outreach.schankula.ca/trees/strathcona.html>)

Plans for next year:

- iPad coding environment integrated into “MacVenture”
- shared code environment over the network so teachers can pipe McMaster-based instructors into their classrooms
- Math apps exploiting social constructivism, (observation of methods used in a primary classroom at Chedoke Elementary School, and the thesis from a Master of Science student).

<http://outreach.mcmaster.ca/>

Robotics at HWDSB

Leveraging the work coming out of the internationally recognized robotics program at Orchard Park Secondary School, 150 Vex Robotics kits were distributed around the school board, with a focus on code-based instruction (focussed in Math and Science programming, with small pockets exploring integration into other subjects and departments). This year we will continue to support the use of this standard equipment with the goal of enabling collaboration and sharing around the district on best practices. A tentatively planned Robotics competition is scheduled for the spring 2017.

HOURLY OF CODE

The 2015-2016 school year saw over 1000 students participate in the Hour of Code. We will be working on messaging and promotion to help increase that number. The Hour of Code provides an entry-point for Teachers to begin considering running Code Clubs within their schools, and shows the value of integrating code into their classroom planning.

Educational Computing Organization of Ontario (ECOO) Programming Contest

This is an annual programming contest for secondary students. Nine teams from five secondary schools participated last year, with three teams going on to compete at the Regional competition at York University.

Apple Everyone Can Code

Leveraging their Swift Playgrounds application, 25 teacher representatives from across the board participated in sessions on how to integrate the Swift Programming language into their curriculum. The Swift Programming Language is used to program apps for iOS devices. Future exploration of student-developed apps for HWDSB devices is a logical next step in this learning.

Learning Partnership Coding Quest

15 junior division (grades 4, 5, 6) teachers (two from each Family of Schools) travelled to a full day training session on integrating coding into their curriculum in the second half of the 2016-2017 school year.

<http://www.thelearningpartnership.ca/what-we-do/student-programs/coding-quest>

rewirED

RewirED is an HWDSB Conference focused on the integration of technology to accelerate strong pedagogy. Sessions during this conference included presentations by Dr. Anand, Don McNamee from Apple (Swift Playgrounds), Stan Hunter (Prime Minister's Award for Teaching Excellence Award winner, Orchard Park Robotics Teacher for team 2056), and Enzo Ciardelli (Curriculum Writer for the Learning Partnership Coding Quest)

Robotics in the Discovery Centre

The Discovery Centre (formerly Kit Services) provides a variety of robotics kits for schools to integrate into classroom instruction: Ozobot, Dash, Sphero, Bloxels, Lego Mindstorms are just some of the resources we make available at a district level.

Resource Sharing

Students and teachers from around the board have access to collaborate and share resources at <https://code.commonshwdsb.on.ca/resources/>