

HWDSB

Program Committee

Monday, February 4, 2019

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

AGENDA: 5:30 pm

1. Call to Order
2. Delegation: Jason Allen re: Transforming Learning Everywhere (10 minutes)
3. Approval of the Agenda
4. Transforming Learning Everywhere (TLE) Report
5. Positive Culture and Well-Being Report – Safe Schools Monitoring Report
6. International Education Overview
7. Summer Learning Program 2018-19 Report
8. Adjournment



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: February 4th, 2019

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

RE: Transforming Learning Everywhere Report

Action Monitoring

Recommended Action:

That the following be approved:

- 1) Develop a new “21st Century Learning” strategy focused on developing competencies that prepare HWDSB graduates to “learn and grow to their full potential in a diverse world”.
- 2) Finalize the integration of Transforming Learning Everywhere (TLE) into the current Strategic Directions and Annual Plan goals by supporting student achievement and well-being through access to digital technology through 1:1 devices in all secondary schools and device kits from grades four to eight.

Rationale/Benefits:

Vision

Overall, the two recommendations above strive to:

- Respond to the reality that students and staff live, work, and learn in physical and digital worlds and, therefore, digital devices are essential tools for learning in the 21st Century and should be provisioned to provide equity of access;
- Focus on the development of competencies connected to actualizing our mission statement “*We empower students to learn and grow to their full potential in a diverse world*”;
- Engage our students, staff, parents, partners, and employers to ensure that the new 21st Century Learning strategy is connected and responsive to our community needs.

Context

2018-19 is year five of the Transforming Learning Everywhere (TLE) initiative, a multi-year HWDSB project focused on preparing HWDSB students to be “future ready” through the development of the skills and competencies needed to be successful in our changing economy and society. TLE sought to provide evidence that “*If evidence based pedagogy, accelerated by digital tools, is utilized, then there will be increases in teacher and student engagement, student achievement and well-being, which will result in positive changes in teacher practice and student outcomes.*”

At the end of 2017-18, there was evidence to support the following conclusions regarding TLE:

- Staff can be engaged in the use of technology with the proper supports and professional learning;

- Students are engaged by technology but there is no direct or consistent evident impact on their achievement, positive or negative, due to the number of other factors that may impact their achievement;
- There is a correlation or positive relationship in engagement and use of technology, but we can not infer that technology is the cause of engagement;
- It is difficult to directly connect student learning outcomes, measured through report cards and EQAO, to the use of digital technology;
- Secondary students, while indicating that the use of technology is engaging, voice more criticism than support for iPads.

Please see the October 23rd, 2018, *Transforming Learning Everywhere Report* to the Program Committee for more information.

In December 2018, a brief staff survey on iPad use was conducted, at the direction of the Board. Through the survey, overall, educators indicated a preference for students having 1:1 devices over kits. Educators also indicated an interest in having laptops and/or iPads with keyboards available as teaching and learning tools. Please see *Appendix A: TLE iPad Survey Analysis* for the full survey report. The current iPad deployment plan is attached as *Appendix B: Current Five Year Device Implementation Plan*.

Development of the 2019-20 budget is underway. It is estimated that the costs for the recommendations outlined above will be approximately \$2.5 million due to the need to replace older iPads coming off of lease at the end of 2018-19 for students in grades 6 and 12, as well as the provisioning of devices for in-coming grade nine students in 2019-20. The TLE Budget included in the June 2018 *Transforming Learning Everywhere Report* is attached as *Appendix C: TLE Budget Estimates June 2018*.

Future Directions

With TLE's five-year mandate concluding this academic year and the provisioning of iPads to all secondary students being completed in 2019-20, consolidating the learning from TLE and analyzing the costs related to the provisioning of iPads has resulted in two recommendations for next steps:

1. Develop a new "21st Century Learning" strategy focused on developing competencies that prepare HWDSB graduates to "learn and grow to their full potential in a diverse world".
2. Finalize the integration of Transforming Learning Everywhere (TLE) into the current Strategic Directions and Annual Plan goals by supporting student achievement and well-being through access to digital technology through 1:1 devices in all secondary schools and device kits in every classroom from grades four to eight.

Rationale:

Recommendation One: Develop a new "21st Century Learning" strategy focused on developing competencies that prepare HWDSB graduates to "learn and grow to their full potential in a diverse world".

This recommendation:

- Aligns with the HWDSB mission, Strategic Directions, and 21st Century Learning Policy;
- Places the Student Learning and Achievement Annual Goals into a Kindergarten to grade 12 framework of competency development (reading-math-graduation);
- Becomes the basis for a vision for a "future-ready graduate";
- Includes an engagement process with staff, students, parents/caregivers, partners, and employers to provide voice into the new strategy.

Recommendation Two: Finalize the integration of Transforming Learning Everywhere (TLE) into the current Strategic Directions and Annual Plan goals by supporting student achievement and well-being through access to digital technology through 1:1 devices in all secondary schools and device kits in every classroom from grades four to eight (budget dependent).

This recommendation:

- Finalizes TLE's current device roll-out plan for 1:1 iPads and provides an opportunity to explore options for which device(s) become board standard for deployment in kits or 1:1;
- Responds to staff and student voice;
- Continues to provide equity of access to digital devices for all students;
- Acknowledges that digital devices are key learning tools in schools and should be provisioned centrally as other learning resources are provisioned.

Next Steps

If approved, next steps include:

- Development of an implementation plan for the development of a 21st Century Learning Strategy;
- Development of a five-year implementation plan for device kits and 1:1 devices;
- An update to the Program Committee with the implementation plans.

Appendix A: TLE iPad Survey Analysis

TLE Teacher Practice: December 2018 iPad Survey

Research Rationale

During the fall of 2018, HWDSB administered an electronic survey to elementary and secondary school teachers, which consisted of five questions:

- Whether they were an elementary or secondary teacher,
- The grade/subject they teach,
- Whether they prefer 1:1 or a kit of iPads,
- What is the optimal size for a kit if they prefer kits,
- A request for specific examples of how they use iPads in the everyday teaching practice.

This report is based on the analysis of all the questions with an analysis of the open-ended question “Please share with us how you use iPads in your practice. Specific examples highlighting how they enhance learning experiences for the students would be especially appreciated.” Findings will be outlined, discussed, and a conclusion will be drawn to summarize the findings.

Findings

The following tables show the breakdown of responses received for both elementary and secondary teachers.

Table 1. Elementary Teacher Responses Summary

Elementary Grade	Percentage of respondents who answered the question “Elementary: What grade do you teach?” (n = 282)	Number of responses to open-ended question “Please share with us how you use iPads in your practice...” (n = 243) *
Primary Grades (K to Grade 3)	34% (n = 97)	86
Grade 8 (combined 7/8)	17% (n = 49)	41
Grade 6 (combined 5/6)	14% (n = 38)	33
Grade 5 (combined 4/5)	14% (n = 38)	28
Grade 7 (combined 6/7)	9% (n = 26)	24
Grade 4 (combined 3/4)	7% (n = 20)	17
Other (e.g., French, itinerant, LRT, phys-ed...)	5% (n = 14)	14

*Note that individual comments were broken down and separated as comments touched on several factors, which fit into different themes.

Table 2. Secondary Teacher Responses Summary

Secondary Grade	Percentage of respondents who answered the question “If you teach secondary, can you tell us what subject you teach by selecting your department?” (n = 307)	Number of responses to open-ended question “Please share with us how you use iPads in your practice...” (n = 268) *
English	16% (n = 50)	45
Science	13% (n = 41)	36
Math	11% (n = 35)	31
Technological Studies	10% (n = 30)	25
Canada and World Studies	8% (n = 26)	23

Learning Resource	8% (<i>n</i> = 25)	22
Humanities	8% (<i>n</i> = 24)	19
Student Services	7% (<i>n</i> = 21)	18
Arts	6% (<i>n</i> = 18)	16
Health and Physical Education	5% (<i>n</i> = 14)	13
ESL/ELD	4% (<i>n</i> = 12)	10
Modern Languages	4% (<i>n</i> = 11)	10

*Note that individual comments were broken down and separated as comments touched on several factors, which fit into different themes. When teachers were asked whether they preferred to have individual iPads or kits of 6 iPads, 78% (*n* = 307) said they prefer individual iPads and 22% (*n* = 87) said they prefer kits.

A deeper analysis has also been completed to show use and preferences at both elementary:

Table 3. iPads Preferences

	Elementary	Secondary
Number of teachers who said they prefer 1:1 iPads	152	153
Number of teachers who said they prefer Kits	52	35
Preferences	<ul style="list-style-type: none"> • 10 requests for 1:1 iPads, 20-25 per classroom. • 2 requests for kits of 10-15. 	<ul style="list-style-type: none"> • 6 requests for 1:1 iPads, 15-25 per classroom. • 7 requests for kits of 6-15.

Discussion of Elementary 1:1 and Kits Use and Preferences

The data indicates 1:1 iPads and kits are most used at K-3, followed by 1:1 use mostly at grades 5, 6 and 8. There does not appear to be a particular pattern in use across the grades in Elementary. Interestingly, teachers across all grades voiced preference first and foremost for Chrome Books or laptops, followed by 1:1 iPads. Where teachers asked for kits, four respondents wanted 6-10 iPads and two wanted 10-15.

Discussion of Secondary 1:1 and Kits Use and Preferences

Teachers who responded to the preferences question indicate they have a preference for laptops (*n* = 13), followed by teachers would said they would like a set of iPads (*n* = 12). Only seven teachers said they would like their students to have an iPad each.

As opposed to Elementary teachers, Secondary teachers discussed the functionality of iPads for the subjects they teach, highlighting difficulties students are having using iPads to complete the work required. It would seem that although iPads are practical at the early Elementary years, as students progress through high school, teachers and students prefer technology such as laptops and cell phones to iPads. This is confirmed in the qualitative student and teacher iPad use (Tables 5 and 6). Where teachers stated preference for kit numbers, three said they would like 6-10, and five said they would like 15-25 iPads.

Open-Ended Question Findings

The open-ended question (“Please share with us how you use iPads in your practice. Specific examples highlighting how they enhance learning experiences for the students would be especially appreciated”) garnered 526 responses and revealed several themes under two main categories; Student iPad use and Teacher iPad use. The following sections show each of the two categories, the corresponding themes and examples of teacher comments.

Student iPad Use Discussion

Teachers suggested students use iPads to mostly access applications for their learning in specific subjects and to acquire specific skills ($n = 312$). For example, there was mention of students using literacy applications for writing, note taking, reading and listening to articles and numeracy applications are used for graphing, manipulatives, calculators, Air Play problem solving, and coding. In music, art and media, teachers said students access recording, editing applications, composition, sketching applications and programs that help them create portfolios of their work which they are then submitting to their teachers for assessment on The Hub.

In science and physical education, students are using iPads to document/record their processes and lab work or to record their sporting techniques for teacher feedback and in French, students are reading and listening to French articles and accessing translation and grammar resources. Further, there were 185 comments suggesting that students are using iPads to conduct research for example for their history and social science projects and to find answers to their wonderings/interests.

Teachers also provided particular examples of how students are using iPads to showcase and share their thinking ($n = 94$). Teachers report students show their work using Book Creator, presentations, videos, animations, infographics, photographs/pictures which they are then sharing via Apple TV with their teachers and peers.

Other student use of iPads includes accessing The Hub/D2L/Google Classroom, using online software/applications to collaborate on projects with their peers and using the iPad to organize, store, access and submit their work.

Teacher iPad Use Discussion

Many comments ($n = 109$) indicated that teachers are using iPads mostly for accommodating student needs and differentiation. For example, teachers are using iPad speech-to-text and text-to-speech features for students who find writing and reading challenging and are subsequently saying they are seeing more engagement and confidence in their students. Other teachers are using iPads to work on a one-to-one basis to with ELL, ESL and un-diagnosed students as the rest of the class is working on materials posted on The Hub.

For their own practice, teachers are reporting they are using iPads to connect to other classroom technology such as Apple TV or the Smart Board to share or demonstrate material to students ($n = 98$). Further, they are using iPads to collect, assess and document student progress ($n = 90$), and to provide students and parents with feedback ($n = 16$). Teachers are also using iPads to access updated resources, conduct research, track attendance, take short notes, and communicate via social media ($n = 97$).

Discussion of Themes Emerging from Positive Comments

There were 28 positive comments in favour of students and teachers using iPads. For example, some teachers were pleased with how the iPad allowed them to supplement the curriculum with other resources such as videos and articles and to allow them to teach their subjects in creative, engaging and interesting ways. Other comments pertained to the iPad allowing teachers to differentiate their lessons whereby different students are working on different tasks, which they are accessing through The Hub.

Discussion of the Themes Emerging from Comments Voicing Concerns

There were 159 comments that indicated teachers were experiencing difficulties and challenges around student misuse of technology, lack of care of iPads and lack of student preparation to use iPads in lessons ($n = 119$). Further, 120 comments indicated that iPad usability and technical issues are common which are affecting student learning, lesson flow and teacher's willingness to use iPads in lessons. Indeed, 26 teachers said they do not use an iPad in their practice and 27 indicated that their students either do not use or do not bring their iPad to lessons as they prefer to use their phones or laptops.

Research limitations

The preferences analysis was somewhat inconclusive for both Elementary and Secondary due to the small sample of teachers who answered this question. The data and corresponding discussion should therefore be considered with caution.

During qualitative data analysis, a lot of comments did not clearly pertain to student or teacher use of iPads. Careful judgement and categorization needed to take place to discern what respondents meant and this required a further research into the different tools, applications and software teachers mentioned.

Conclusion

There were a total of 609 responses to the survey of which 51% ($n = 309$) were Secondary teachers and 49% ($n = 300$) were Elementary teachers. K-3 teachers were the most to use 1:1 iPads and kits following by grades 5, 6 and 8 in Elementary schools. At Secondary, 1:1 iPads were used mostly by English, science and math teachers and kits were used mostly by technology and learning resources teachers. In terms of preferences at Elementary, there were ten preferences for 1:1 iPads of 20-25 per classroom and two preferences for kits of 10-15 iPads. At Secondary, there were six preferences for 1:1 iPads of 15-25 per classroom and seven preferences for kits of 6-15 iPads.

The qualitative analysis suggests students are mostly using the iPads to access specific applications and software for specific subjects. Interestingly, students are not using iPads for extended pieces of writing as there is no keyboard. They are however using iPads to take photographs, film, create presentations and other visuals and sharing their work with their peers for collaborative work and with their teachers for assessment. This suggests that whilst the iPads are useful in engaging learners, promoting creativity and allowing them to access information and resources, students are using multiple technologies to complete their work. Indeed, several teachers suggested that iPads are an addition to print and other technological resources, rather than a singular tool for students and teachers to depend on. The analysis also showed that teachers are mostly using iPads to accommodate learning needs and to differentiate for a variety of students in their classes. They are also using iPads for tracking attendance and progress, offering student feedback, communicating with students and parents and searching for resources.

A review of the positive comments and the concerns teachers had suggests that although teachers deem iPads to be crucial for student learning and their teaching practice, there are difficulties and challenges around the iPad versatility, reliability and usability and the negative effects iPads on student learning and skills acquisition.

Appendix B: Current Five Year Device Implementation Plan

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 4	<ul style="list-style-type: none"> 7 North I:I 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits
Grade 5		<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North I:I All other HWDSB Classroom Kits
Grade 6		<ul style="list-style-type: none"> 7 North and Glen Brae I:I 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits
Grade 7		<ul style="list-style-type: none"> 7 North and Glen Brae I:I 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits
Grade 8		<ul style="list-style-type: none"> 7 North and Glen Brae I:I 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits 	<ul style="list-style-type: none"> 7 North and Glen Brae I:I All other HWDSB Classroom Kits
Grade 9		<ul style="list-style-type: none"> I:I SJAM I:I Delta I:I Nora Frances Henderson Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> All HWDSB I:I Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> All HWDSB I:I 	<ul style="list-style-type: none"> All HWDSB I:I 	<ul style="list-style-type: none"> All HWDSB I:I
Grade 10		<ul style="list-style-type: none"> I:I Nora Frances Henderson Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> I:I SJAM I:I Delta I:I Nora Frances Henderson Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> All HWDSB I:I 	<ul style="list-style-type: none"> All HWDSB I:I 	<ul style="list-style-type: none"> All HWDSB I:I

Grade 11		<ul style="list-style-type: none"> • I:I Nora Frances Henderson • Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> • I:I Nora Frances Henderson • Assistive Technology at Mountain SS • 	<ul style="list-style-type: none"> • I:I SJAM • I:I Delta • I:I Nora Frances Henderson 	<ul style="list-style-type: none"> • All HWDSB I:I 	<ul style="list-style-type: none"> • All HWDSB I:I
Grade 12	•	<ul style="list-style-type: none"> • I:I Nora Frances Henderson • Assistive Technology at Mountain SS 	<ul style="list-style-type: none"> • I:I Nora Frances Henderson • Assistive Technology at Mountain SS • 	<ul style="list-style-type: none"> • I:I Nora Frances Henderson 	<ul style="list-style-type: none"> • I:I SJAM • I:I Delta • I:I Nora Frances Henderson 	<ul style="list-style-type: none"> • All HWDSB I:I

X = all schools - includes combined grade classes (e.g., 4/5 classes, 5/6 classes, 6/7 classes, 7/8 classes)

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
- Primary Speech and Language classrooms.

Appendix C: TLE Budget Estimates June 2018

Updated Business Plan								
This schedule has been updated to incorporate leasing the technology and to incorporate the increase in funding from the Ministry for technology.								
Summary	Actual 2014-15	Actual 2015-16	Actual 2016-17	2017-18	2018-19	2019-20	2020-21 and beyond	
Costs*								
Technology	\$ 636,000	\$ 783,000	\$ 1,255,000	\$ 2,000,000	\$ 2,200,000	\$ 2,400,000	\$ 2,400,000	
Temporary Assistance	\$ 111,000	\$ 130,000	\$ 134,000	\$ -	\$ -	\$ -	\$ -	
Additional Licencing		\$ 100,000	\$ 110,000	\$ 200,000	\$ 210,000	\$ 300,000	\$ 300,000	
	\$ 747,000	\$ 1,013,000	\$ 1,499,000	\$ 2,200,000	\$ 2,410,000	\$ 2,700,000	\$ 2,700,000	
Revenue Sources								
School Budgets	\$ 90,000	\$ 100,000	\$ 200,000	\$ 530,000	\$ 650,000	\$ 650,000	\$ 650,000	
Ministry Technology EPO**	\$ 437,000	\$ 536,000	\$ 538,000	\$ 330,000	\$ 110,000	\$ 110,000	\$ 110,000	
Operating Savings	\$ 220,000	\$ 377,000	\$ 761,000	\$ 1,340,000	\$ 1,650,000	\$ 1,940,000	\$ 1,940,000	
	\$ 747,000	\$ 1,013,000	\$ 1,499,000	\$ 2,200,000	\$ 2,410,000	\$ 2,700,000	\$ 2,700,000	
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.								



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo

DATE: February 4, 2019

PREPARED BY: Sharon Stephanian

RE: Positive Culture and Well-Being Report – Safe Schools Monitoring Report

Action

Monitoring

Background:

In November, 2018 the HWDSB Annual Report on *Positive Culture and Well-Being* was presented to Human Resources Advisory Committee. In previous years, this report has also included a summary of suspension and expulsion data. Suspension and Expulsion data is based on Ministry reports submitted by late December (OnSIS October 31 Report). This represents the first *Positive Culture and Well-Being – Safe Schools Monitoring Report* presented to the Program Committee, as an update on suspensions and expulsions for the 2017-18 school year. Details about the strategies being implemented to support students in feeling safe, supported and accepted are outlined in the November, 2018 Positive Culture and Well-Being Report.

2017-18 Suspension and Expulsion Data

1. Suspensions

School Year	Total	Number Students Identified as Exceptional
2015-2016	3210	360
2016-2017	3573	221
2017-2018	4127	268

Note: Suspension data from OnSIS Ministry Report (October 31)

Category	2015-2016	2016-2017	2017-2018
Suspension must be considered (Ed Act, 306)			
Utter Threat to inflict bodily harm	127	136	151
Possess Alcohol/Drugs	96	90	86
Influence of Alcohol	20	14	14
Swearing	181	245	301
Vandalism	37	49	73
Bullying	89	140	129
Code of Conduct (e.g. vaping, smoking)	NA	881	1030
Fighting/Violence	593	772	1132
Other - Board-Set Infraction*	1632	1188	1165
Other – Sharing of Images	Breakdown Not Available in 2015/16	<10	<10
Other - Board Policy (e.g. throwing items, pulling alarm)		117	92
Other – Equity Policy (e.g. racist, sexist, hate, derogatory)		61	75
Other –Using Social Media negatively		51	61
Other – Inappropriate Behaviour (e.g. biting, spitting, kicking)		248	298
Other – Act Harmful to Physical/ mental well being (e.g. throwing, shoving, pushing)		683	602
Other – Influence of Drugs		26	36
Other – Making a Bomb Threat		NA	0
Opposition to Authority (Sept.2017-Jan.2018)		295	<10
Habitual Neglect of Duty (deleted 2017/18)	20	<10	NA
Expulsion must be considered (Ed Act, 310) – suspension imposed after Principal’s Inquiry			
Possession of Weapon	35	17	19
Threaten/ Cause Bodily Harm – Weapons	<10	<10	<10
Physical Assault requiring medical	13	17	17
Sexual Assault	<10	<10	<10
Trafficking in weapons or illegal drugs	<10	<10	0
Robbery	0	<10	<10
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	<10	0
Alcohol to a Minor	0	0	0

*Note: Other sub-category data from HWDSB Student Information System

Shading Legend

Incidents identified in the Education Act with a corresponding Ministry Code for data collection
Incidents identified by the board as per the Education Act with a corresponding Ministry Code for data collection
Breakdown of “Other – Board-Set Infraction”
Incidents identified in the Education Act as possible expulsion but a suspension is imposed after Principal’s Inquiry

2. Expulsions

School Year	Total	Number Students Identified as Exceptional
2015-2016	18	0
2016-2017	22	<10
2017-2018	24	<10

Note: Expulsion data from OnSIS Ministry Report (October 31)

Category	2015-2016	2016-2017	2017-2018
Possession of a Weapon	<10	<10	<10
Threaten/Cause Bodily Harm-Weapons	<10	<10	0
Physical Assault requiring medical	<10	<10	11
Sexual Assault	0	0	<10
Trafficking in weapons or in illegal drugs	0	<10	<10
Robbery	0	<10	<10
Bullying	0	<10	0
Ed Act 306 Motivated by Prejudice, Hate, Bias	0	0	0
Alcohol to a Minor	0	0	0
Board/School Code of Conduct	<10	10	<10

- Membership on provincial and national committees, such as the Canadian Association of Public Schools International (CAPS-I), Ontario Association of School Business Officials, and CESBA (international) Continuing Education School Boards Administrators Association to discuss strategy and best practices;
- The establishment of international relationships and friendship agreements in mainland China;
- Establishment of procedures, protocols within the Admissions Department.

Benefits of International Students in HWDSB:

- Students' horizons and scope of possibilities are broadened;
- Our students have a better appreciation of Canada's place in the world, in part, by interacting with students from other countries;
- Global competencies that are critical for success in the international integrated economy are built. Among these, establishing personal relationships is a key competency.
- International fee-paying students bring revenue to the Board, City of Hamilton and communities;
- Programming and staff support for all students is enhanced;
- The HWDSB is recognized as a leader in the province for its adherence to the vision of global education, its enhanced programming, and its commitment to all students.

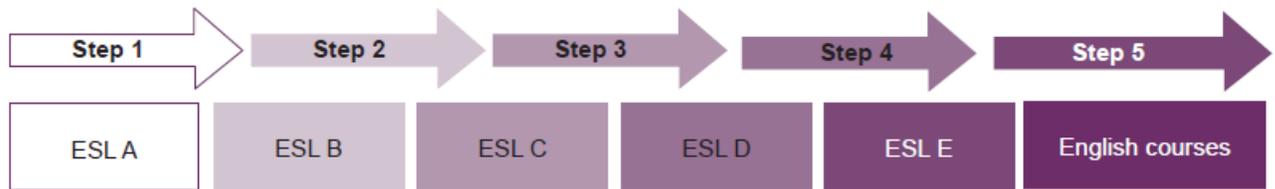
Application Process for Students:

International parents and students begin [the application process](#) by choosing a few school districts to apply to usually in a region of Canada they are familiar with through an agent or their own school district. Families complete an application and wait for their acceptance. Families are responsible to apply for a Valid Study Permit for Canada. Our Marketing and Recruitment Supervisor is instrumental through this process to keep contact with the family and support them through the process. The supervisor also assists families to work with Home Stay and a custodian to find a place to live in Hamilton. The custodian has responsibility for the student while they are studying in Canada.

Upon arrival to Canada, students come to the Assessment Centre where they have a 1:1 meeting with an ESL teacher assessor. The interview includes: an assessment or oral communication, reading comprehension, writing and mathematical knowledge and skills. The teacher uses the Ministry of Education STEP tool (Steps to English Proficiency) to assess the student's language skills.

Elementary students attend their in-catchment school in regular class based on their homestay address in Hamilton. An Itinerant or special assignment ESL teacher can support the student and the classroom teacher as needed. Secondary students are granted equivalency credits for any previous education through the assessment. If they require ESL support they can attend one of our three secondary schools that offer ESL classes (Glendale, Nora Frances Henderson, and Sir John A. Macdonald). They take one ESL class and three other classes of their choice during the semester. Those not requiring ESL programming attend their home in-catchment school according to their homestay address.

The Principal of International Education also tracks student achievement through PowerSchool at each reporting period. Students who need additional supports are identified and then International Education staff work with school staff to make a plan for that student.



Support for International Students by International Education and School Staff:

- Communicate with agents, parents in home country and students regarding their academic and social emotional well-being.
- Monitor student attendance with the school staff responsible and communicate concerns to the parents in home country.
- Offer mandatory student orientation session each semester for new secondary students where they meet other new International students and peer mentors, Guidance counsellors from their school, and School Police Resource Officer. They also review general safety information and school expectations.
- Offer social activities including holiday events and a year-end celebration dinner.
- Liaise with YMCA for “NOW” program—Newcomer Orientation Week,
- Access Assessment Centre settlement worker and settlement workers in schools for support.
- Communicate through WeChat with Marketing and Recruitment Supervisor and between students.
- Provide interpreters to schools when necessary.
- Offer follow-up orientation at schools for students.
- Engage in monthly visits with home stay custodians.
- Help to arrange tutoring.
- Organize volunteer opportunities for students.

Professional Learning and Support for Staff:

Elementary and secondary administrators, ESL Itinerant, special assignment and classroom teachers, ESL heads of department have participated in:

- Understanding language learning and acquisition.
- Differentiating program for learners to meet diverse needs.
- Effective ESL/ELD pedagogy including use of first language, student voice, oral language, cultural considerations, access to visuals, building vocabulary.
- Acculturation process.

HWDSB Teaching Abroad

Summer 2012: Four HWDSB teachers taught ESL and Physical Education in China. They also participated in training Chinese teachers in Canadian pedagogy and educational methods.

Summer 2017: Ten HWDSB teachers and one superintendent worked in China to teach a Canadian summer program including ESL, Canadian Culture, Geography, History, Math, and Science.

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EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Monday, February 4th, 2019

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

RE: Summer Learning Program 2018-19 Report

Action

Monitoring X

Background:

In the 2017-18 academic year, the HWDSB provided a Summer Learning Program, called Camp Power, for students in several High Priority Schools with funding from the Council of Ontario Directors of Education (CODE). The enclosed report is provided to the Program Committee as a condition of the project contract.

From July 27th to August 17th, 2018, Camp Power operated at Hillcrest, Queen Mary, and Queen Victoria Elementary Schools. The ten day program engaged 220 kindergarten and primary aged students in experiential and literacy learning designed to mitigate the impact of being out of school for two months (often referred to as "summer learning loss"). 9 Educational assistants, 20 teachers and three site-leads supported the 18 classes in the program.

Camp Power supports both the HWDSB High Priority Schools strategy and the Annual Plan goal of All Students Reading by providing literacy learning activities that support the continued acquisition of reading skills. Teachers in the program use key learning and assessment tools and strategies from the regular classroom in Camp Power. For example, the Phonological Screener was used to assess acquisition of oral language and to plan programming to address student need.

As well, community partnerships and involvement is a key component of Camp Power. The Boys and Girls Club of Hamilton Partners with the HWDSB to provide health and physical education activities to the students. Indigenous perspectives and teachings were provided through Indigenous educators and Knowledge Keepers, as well as through Indigenous themed learning materials such as the text *Hiawatha the Peace Maker*. The Hamilton Bulldogs Foundation supported with a nutrition program for students in the program.

Another key component of Camp Power is parent engagement. Parents were invited to join each Friday to participate in the activities with their children. The program staff shared updates on learning with parents throughout the program and encouraged parents to continue the learning at home.

Camp Power is intended to be run in the summer of 2019, dependent on continued funding from CODE.