



Program Committee

Tuesday, January 25, 2022

Virtual Meeting – will be posted online the following day
Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:30-8:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. 21st Century Learning Report
4. Elementary Focus Programs Review Update
5. Adjournment



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, January 25th, 2022

PREPARED BY: Sue Dunlop, Associate Director of Education, Learning Services
Bill Torrens, Superintendent of Student Achievement, Program

RE: 21st Century Learning Report

Action X Monitoring

Recommendation

- 1) *The board standard student device will be tablets in kindergarten to grade 3 and laptops in grades 4 to 12.*
- 2) *Board standard devices will be deployed as follows:*
 - *Kindergarten: Classroom kits of 3 devices in High Priority Schools only.*
 - *Grades 1-3: Classroom kits of 6 devices in High Priority Schools only.*
 - *Grades 4-8: Classroom kits of 6 devices in all schools.*
 - *Grades 9-12: 1:1 provisioning of devices with a keyboard (tablet or laptop) to students.*
- 3) *Secondary students may choose to use their own device rather than accept the board provisioned device.*
- 4) *The transition to laptops as a board standard device from grades 4 to 12 will occur over 5 years.*

Please see *Appendix A: Learning for Tomorrow* for the current HWDSB 21st Century Learning Strategy and *Appendix B: Supporting Information* for additional information on the HWDSB 21st Century Learning Strategy.

Rationale

The recommendation meets three key requirements:

1. It provides equity of access to digital tools for students and supports inclusive learning environments.
2. It responds to staff and student voice regarding device usage in schools and supports the development of the modern learning environments outlined in the HWDSB 21st Century Learning Strategy: *Learning for Tomorrow*.
3. It reflects the logistical and operational challenges in changing the board standard device and provides some preparedness for future remote learning scenarios.

Equity of Access and Inclusion

The recommendation provides equity of access to digital tools for students and supports inclusive learning environments where students feel welcome and able to use the tools they need to be successful in school. Provisioning of devices 1:1 ensures that all secondary students have access to a device and enables all students to fully participate in a modern learning environment. Students who do not have access to a device for learning, at home, will be able to use their HWDSB provisioned device, which removes a barrier to earning the two eLearning credits now required to graduate for some students.

The provisioning of device kits to kindergarten to grade 3 classrooms in High Priority Schools acknowledges that some schools have greater access to technology. Providing additional devices to these schools provides students with greater access to digital learning tools and learning opportunities in a digital space.

Having digital tools with assistive features available in classrooms is an equity measure that enables students to demonstrate their learning in ways that may have been challenging in the past. Text to speech software, for example, provides access to texts that may have been challenging to students to read and supports greater reading comprehension. Voice to text software assists students in demonstrating their learning as it enables students to write their answers or complete assignments.

Modern Learning Environments

The recommendation responds to staff and student voice regarding device usage in schools, and it supports the development of the modern learning environments outlined in the HWDSB 21st Century Learning Strategy: *Learning for Tomorrow*. During the fall of 2021, the HWDSB asked staff and student how devices are used as learning tools and what type of device (tablet or laptop) was preferred. Most kindergarten to grade three educators preferred tablets to laptops while most educators teaching grades 4 to 12 preferred students to have access to a laptop. Student voice indicated that a minority of students (29% of students in grades 4 to 6 and 25% of grades 7 to 12) preferred a tablet. Many students either preferred a laptop (36% for 4-6 and 47% for 7-12) or did not signal a preference at all.

As well, the recommendation reflects and supports how students and educators are using digital tools in the classroom. The staff survey indicated that there were 4 primary uses for digital devices in classrooms: 1) On-line research (e.g., internet search); 2) completing assignments; 3) as a reader/textbook; and 4) as assistive technology. All these tasks could be completed on either a tablet or laptop. Availability and preference often determine which device is used rather than one device being more effective.

A theme that emerged in the anecdotal comments from staff is that learning tools needs to match the task. Many educators indicated that a full-size keyboard was essential for older students who will write longer texts and lengthier assignments. Moving to a laptop provides a tool that meets most tasks asked in classrooms; however, the HWDSB vision of a modern learning environment requires students to have access to different digital tools in the classroom: tablet, laptops, and sometimes desktops. Tablets will continue have a place as learning tools for younger students and for specific learning tasks such as video creation. They also provide access to assistive apps and features that some students require. Desktops play a role in some Technological Studies and Computer Studies classrooms for tasks such as programming. For further detail, please see *Appendix B: Supporting Information* for a comparison between tablets and laptops.

Please see *Appendix C: Staff, Student, and Parent Voice Data* for more detail on the results of the Middle School Development Index survey and Staff Voice survey, as parent/guardian voice from ThoughtExchanges and research jointing conducted with McMaster Child and Youth University (accessible at <https://theconversation.com/bullying-racism-and-being-different-why-some-families-are-opting-for-remote-learning-regardless-of-covid-19-165063>).

Logistics and Operations

Needing 5 years to shift fully to a new board standard device reflects logistical and operational realities, including budgeting and procurement. Staff projects that this recommendation fits within amount allocated in the 2020-21 budget for technology. Based on current Grants for Student Needs funding and budget allocations, the 5-year roll out is sustainable, but increases in costs or needs may require additional budget outlays in future years.

As older technology requires replacement, laptops will replace tablets in grades 4 to 12. Tablets will be repurposed for kindergarten to grade three classroom kits and will be available to staff and students for tasks where a tablet's functionality is preferred from grades 4-12, such as creating videos or using creative apps. The table below outlines a proposed transition timeline, based on completing a procurement process for a board standard laptop. Procurement and supply-chain delays may require staff to delay full implementation of the transition timelines outlined below.

Proposed Transition Timelines

	2022-23	2023-24	2024-25	2025-26	2026-27
Laptop Deployment	Grade 9	Grades 9 & 10	Grades 9-11	Grades 9-12	Grade 4-8 Kits and Grades 9-12
Tablet Deployment	Kindergarten to Grade 8 Kits Grades 10-12 (with keyboard)	Kindergarten to Grade 8 Kits Grades 11-12 (with keyboard)	Kindergarten to Grade 8 Kits Grades 12 (with keyboard)	Kindergarten to Grade 8 Kits (with keyboard)	Kindergarten to Grade 3 Kits

Appendix A



HWDSB 21st Century Learning Strategy

Vision

HWDSB graduates acquire the 21st century competencies and digital skills needed to successfully pursue a post-secondary pathway (apprenticeship, college, community, university, or the workplace) and find success in an ever-changing economy and society.

Goal

Learning for Tomorrow provides guidance on the development of modern learning environments where educators support students to develop 21st century competencies and digital skills. The strategy complements and enhances existing HWDSB strategic directions and strategies (e.g. The Early Reading Strategy, The Math Strategy, and Graduation Strategy).

Learning for Tomorrow is primarily modeled after the [International Society for Technology \(ISTE\) 2016 Standards for Students](#), which is currently the gold standard for “learning, teaching, and leading in the digital age”¹. The standards are updated approximately every ten years and are based on extensive research and consultation.

According to the ISTE:

At their core, the ISTE Standards are about pedagogy, not tools. Which is to say, they emphasize the ways that technology amplifies and even transforms learning and teaching. The field of education now realizes the insufficiency of throwing digital tools into classrooms without further support and expecting valid changes in teaching and, more importantly, improved student outcomes.¹

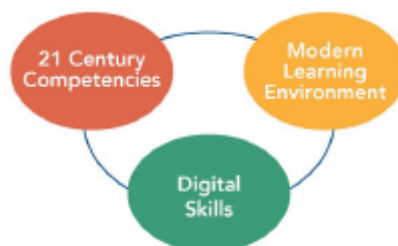
Implementation

Students will begin to develop 21st century competencies and digital skills from the first day of kindergarten through to secondary school graduation. To accomplish this, educators will provide students with developmentally appropriate learning experiences in virtual and physical environments from kindergarten to grade 12 that intentionally fosters 21st century competencies and digital skills. Learning for Tomorrow will be embedded in the framework of the Ontario Curriculum, with learning experiences reframed to better incorporate the development of 21st Century competencies and digital skills.

Core Components

Learning for Tomorrow consists of three core components:

1. 21st century competencies,ⁱⁱ
2. Digital skills,^{iv} and
3. Modern learning environments.^v



Modern Learning Environment

Students will acquire competencies and skills in learning environments that are:

- **Blended:** where learning can be in person, on-line, or a blend of the two;
- **Modern:** where schools are equipped with a variety of developmentally appropriate learning tools and resources, including digital devices;
- **Experiential:** where students learn from experiences (e.g., excursions, experiments, and cooperative education placements);
- **Local and Global:** where learning occurs both in and out of the classroom and in and out of the school; and, considers local and global issues and problems;
- **Personalized:** where student interests, identities, and abilities are valued and considered in the classroom;
- **Success Oriented:** where the process (assessment) rather than the product of learning (evaluation) is the focus;
- **Intentional:** where global competencies are explicitly taught, named and noticed when being developed or demonstrated.

Learning for TOMORROW



21st Century Competencies^{vi}

Students will acquire the competencies outlined in the *HWDSB 21st Century Learning Policy*:

- **Creativity, Innovation, and Entrepreneurship:** Students are creative thinkers who construct knowledge and develop innovative products and processes;
- **Communication:** Students communicate, in the physical and virtual worlds, effectively to support their learning and contribute to the learning of others;
- **Collaboration:** Students collaborate with to learn, advance ideas, co-create new knowledge, and achieve learning goals
- **Learning to Learn:** Students are aware of their learning strengths and needs, and how to learn most effectively in virtual and physical spaces;
- **Critical Thinking:** Students use critical thinking skills to plan and conduct inquiry-based research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources;
- **Global and Digital Citizenship:** Students understand human, cultural, and societal issues related to citizenship, appropriate use of technology, as well as practicing legal and ethical behavior.

Digital Skills (ISTE Technology Scope)^{vii}

Students will have opportunities to acquire the following digital skills:

- **Basic Operations and Concepts.** Example: Turn on/off a computer.
- **Logins/File Management.** Example: Use login credentials
- **Personal Data Management.** Example: Protect accounts by logging out
- **Online Safety.** Example: Understand how to practice safe Internet searches.
- **Digital Identity.** Example: Build a positive digital footprint.
- **Keyboarding.** Example: Learn to use special characters as needed.
- **Painting and Drawing Programs.** Example: Use basic design principles
- **Communication and Collaboration Tools.** Example: Utilize collaborative workspaces and documents.
- **Word Processing.** Example: Create, format, edit, and print a document.
- **Problem solving and Computational Thinking.** Example: Use a block-based visual programming interface to build a game, tell a story, or solve a problem.
- **Spreadsheets and Databases.** Example: Create spreadsheets to manage data.
- **Multimedia and Presentation Tools.** Example: Create a series of slides and organize them to present research.
- **Internet Searching and Online Databases.** Example: Locate the URL of a website and make a distinction between the suffixes .org, .ca, .EDU, .net, and international domains.
- **Acceptable Use, Copyright, and Plagiarism.** Example: Transfer the information learned from online sources into your own words.
- **Organizational and Project Tools.** Example: Use a calendar, task manager, or other tools to organize one's self as well as manage projects.

curiosity.

creativity.

possibility.

HWDSB

Learning for TOMORROW



Endnotes

ⁱ International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology. Page xii

ⁱⁱ Ibid, page 3

ⁱⁱⁱ Competency is defined as “the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). A competency is not limited to cognitive elements (involving the use of theory, concepts, or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g., social or organizational skills) and ethical values. A competency is therefore a broader concept that may actually comprise skills (as well as attitudes, knowledge, etc.) (Cedefop, 2014).

^{iv} A skill “is seen as the ability to perform tasks and solve problems” (Cedefop, 2014).

^v Learning environments are the experiences, spaces, and tools available to students through their educators.

^{vi} 21st Century Competencies: Foundation Document for Discussion, (2006) retrieved from http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

^{vii} International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology.

References

1. Cedefop (2014). Terminology of European education and training policy (Second Edition) – A selection of 130 key terms. Luxembourg: Publications Office. Retrieved from: www.cedefop.europa.eu/EN/Files/4117_en.pdf.
2. International Society for Technology. Essential Conditions. Retrieved from <https://www.iste.org/standards/essential-conditions>
3. International Society for Technology (2016). ISTE standards for students: A practical guide for learning with technology.
4. International Society for Technology (2016). Redefining learning in a technology driven world: A report to support adoption of the ISTE standards for students.

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Appendix B: Supporting Information

The HWDSB 21st Century Learning Strategy, *Learning for Tomorrow*, provides guidance on how schools and classroom are modern learning environments where students acquire 21st century competencies and digital skills. Modern learning environments require staff and students to have access to digital devices. *Learning for Tomorrow* replaced Transforming Learning Everywhere (TLE), an earlier 21st Century Learning strategy that introduced 1:1 device deployment and classroom kits. That work began in 2014-15 when 7 elementary schools and Nora Frances Henderson piloted 1:1 devices. By 2019-20, HWDSB elementary schools had classroom kits in grades 4-8 and 1:1 device deployment from grades 9-12 and self-contained special classes. At that time, 1:1 deployment in elementary ended for budgetary reasons.

Device Comparison

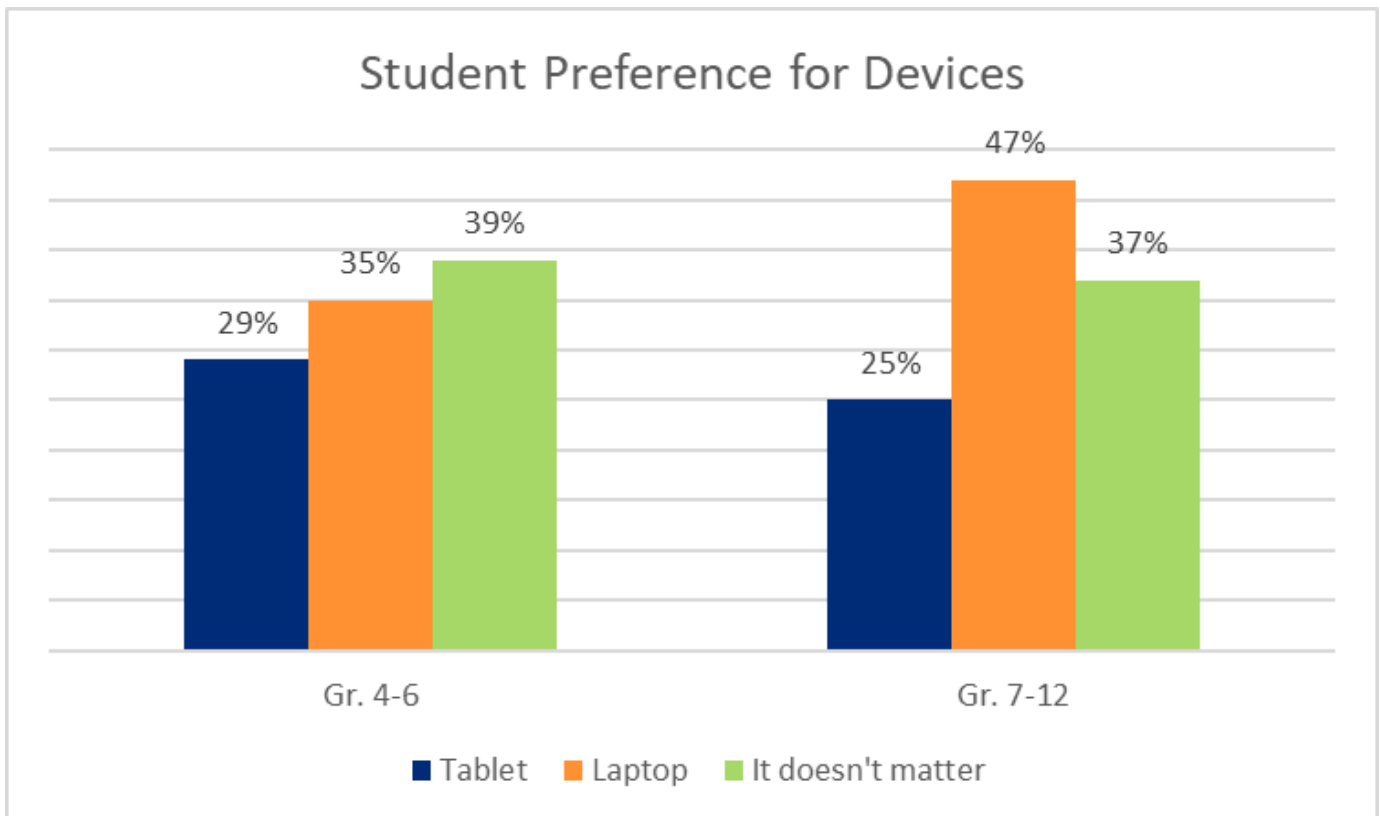
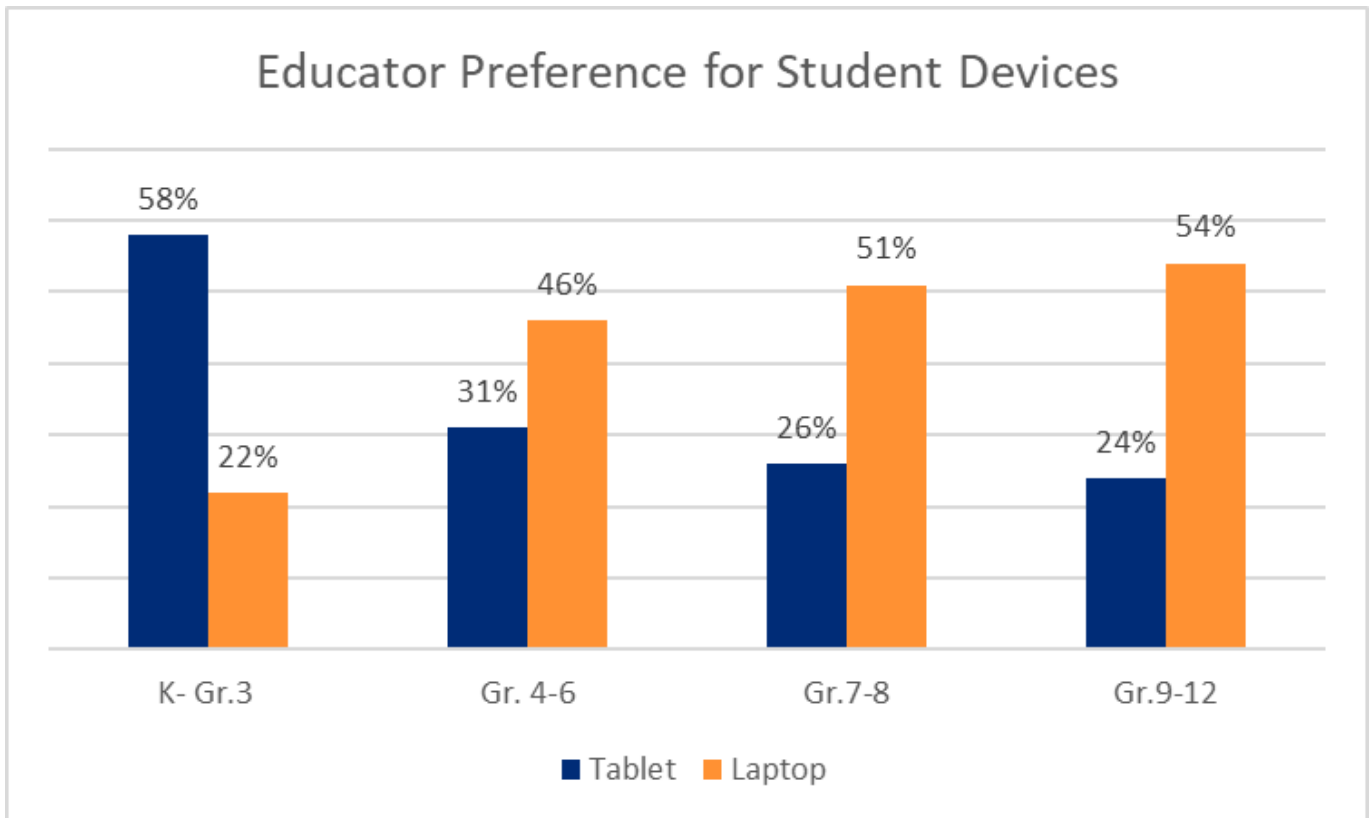
The chart below illustrates that different tasks may require different devices. A modern learning environment requires access to both tablets and laptops to support student learning and the development of digital skills and 21st century competencies.

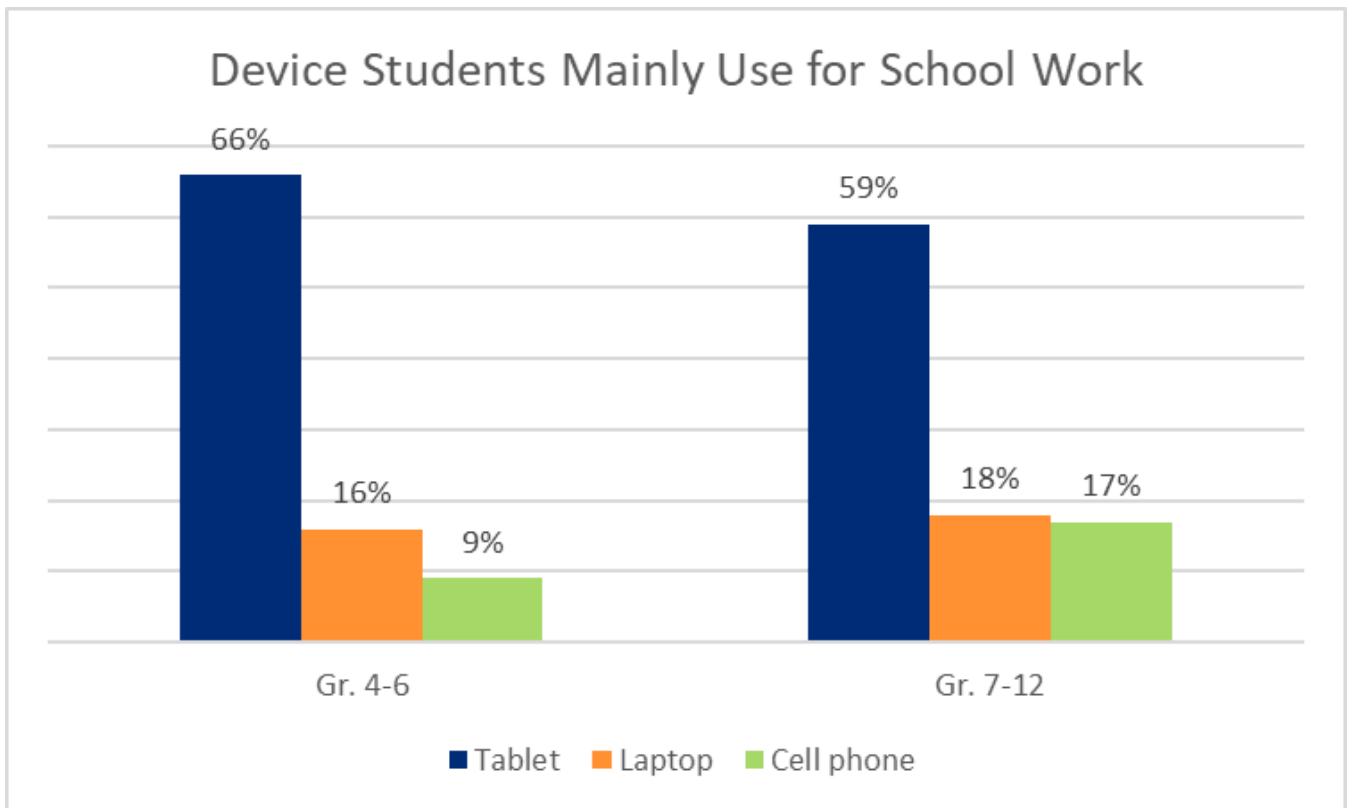
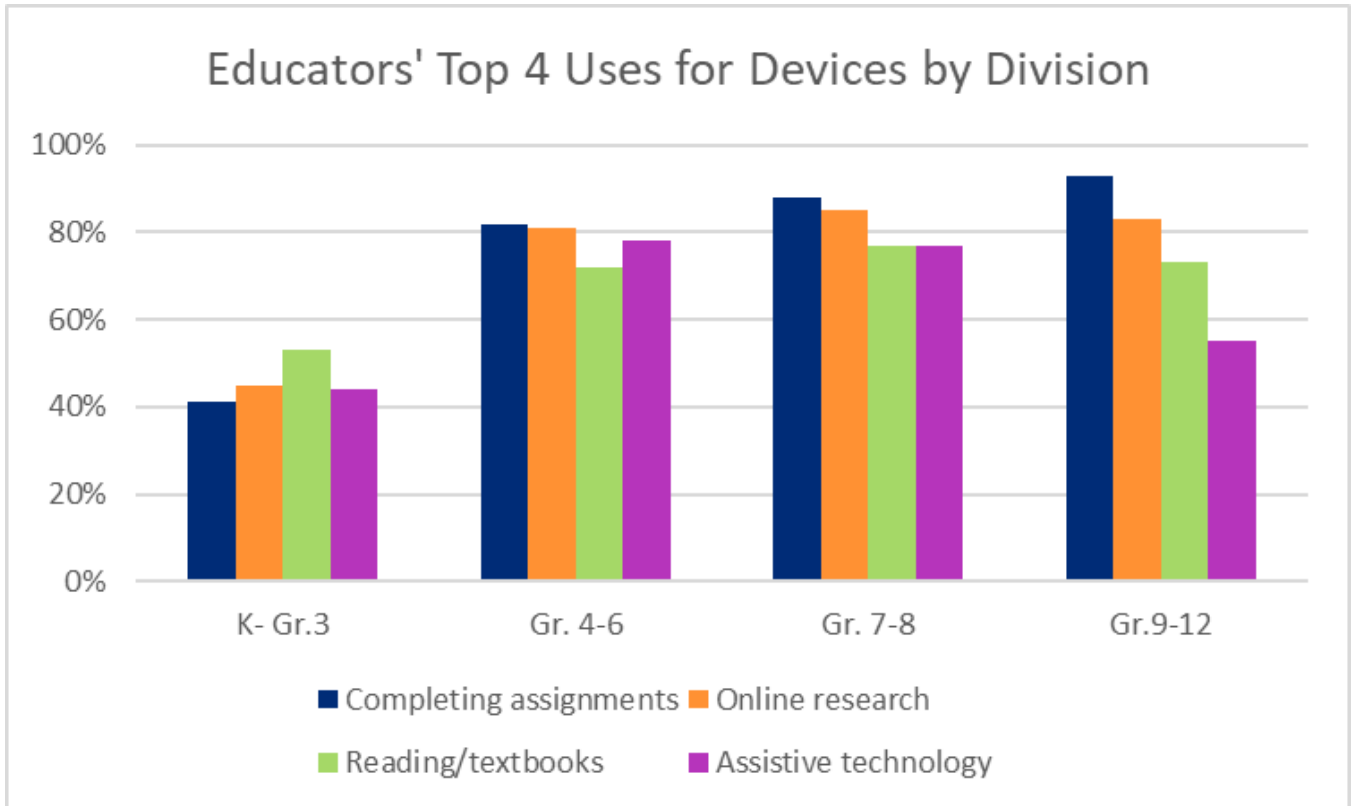
Matching Task and Tools Tablet and Laptop Comparison

	Tablet	Laptop
Support for Students Requiring Special Education Services	<ul style="list-style-type: none"> • Voice to text • Text to speech • Predictive text • Touch screen capabilities • Optical character recognition app for converting PDFs to readable texts • Built in OCR capabilities in 8th Generation iPads • Audio recording capabilities 	<ul style="list-style-type: none"> • Graphic organizer • Immersive features in Microsoft tools (Read to me, text size, font type, page colour, grammar and syllables, line focus, picture dictionary, translate, draw tools, closed captioning, subtitles, math tool) • Access to MS Teams and the HUB
Kindergarten to Grade Three	<ul style="list-style-type: none"> • Writing short stories • Coding • Adding learning artefacts to a portfolio • Capturing learning via photo, video, audio recording • Math tools such as digital manipulatives • Share work with class on projector in real-time 	<ul style="list-style-type: none"> • Accessing the HUB for resources
Grades Four to Six	<ul style="list-style-type: none"> • Adding learning artefacts to a portfolio • Capturing learning via photo, video, audio recording • Math tools such as digital manipulatives • Share work with class on projector in real-time • Split screen capabilities 	<ul style="list-style-type: none"> • Accessing the HUB for resources • Writing short stories • Coding
Grades Seven to Twelve	<ul style="list-style-type: none"> • Adding learning artefacts to a portfolio • Capturing learning via photo, video, audio recording • Share work with class on projector in real-time • Filming/recording songs/short films 	<ul style="list-style-type: none"> • Accessing Teams for meetings • Accessing the HUB for resources • Actively using Teams and the HUB for submitting assignments, participating in discussion boards, using external learning tools • Writing paragraphs/essays • Coding • Researching • Math tools such as graphing calculators, digital manipulatives • Creating Presentations

Appendix C: Staff, Student, and Parent Voice Data

The following charts depict key findings from the 21st Century Learning Devices Educator Survey launched in December 2021, and specific questions on student devices embedded in the Middle Development Instrument survey launched also in December 2021.





Themes

A compilation of statements representing themes from across several platforms is highlighted below. Specifically, content from themes pertaining to school devices was selected to provide an overall understanding of educator, parent/guardian and student sentiment regarding devices for student use in schools. When developing themes from data, we follow an emergent or grounded theory approach which means that we look for similarities across

multiple statements and categorize them. The theme is, thus, emergent in that we let the data speak and describe itself rather than using preconceived categories. Each statement below represents many comments all similar enough to be characterized by these statements. The means through which we collected this data include the secondary climate survey from 2019, the TLE iPad teacher survey in 2019, 5 different ThoughtExchanges throughout 2020, and a report released by McMaster Child and Youth University (MCYU) based on their research in HWDSB on the impact of remote learning.

Staff on iPads:

- Students are mostly using the iPads to access specific applications and software for specific purposes (photographs, film, presentations, visuals, sharing their work peers).
- Students are not using iPads for extended pieces of writing as there is no keyboard.
- 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.
- iPads are crucial for student learning and their teaching practice.
- There are iPad difficulties and challenges to do with versatility, reliability and usability which leads to negative effects on student learning and skills acquisition.

Parents/guardians on Board Provisioned Devices:

- Slow or malfunctioning technology and digital platforms is a concern.
- During remote learning, teachers are having to spend a lot of time helping children with technological issues.
- Parents/guardians voiced frustration over glitching iPads and asked for better and more efficient learning tools.
- Parents consistently reported issues with the quality and compatibility of board-provided devices.

Students:

- 61% of secondary students participating in the Secondary Positive Climate Survey in November of 2019 felt that money is wasted on iPads and should be used for more beneficial purposes.
- 12% suggested that HWDSB should have invested in other, more user friendly and multifunctional technology such as chrome books and laptops because typing on iPads is difficult and limits their use.
- 9% disliked iPads because they are slow, glitch often, run out of charge quickly, the chargers break easily.
- 6% stated that they prefer pen, paper and textbooks to iPads.
- 3% found the iPad enjoyable and felt that it had a positive impact on their learning.
- During the December 2020 ThoughtExchange, students raised concerns about the lack of versatility of iPads; they found the lack of a keyboard, stylus and compatible apps made it an inefficient tool for work they need to do in secondary school.



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: Tuesday, January 25, 2022

PREPARED BY: Sue Dunlop, Associate Director of Education, Learning Services
Bill Torrens, Superintendent of Student Achievement, Program

RE: Elementary Focus Programs Review Update

Action Monitoring X

Background

At the October 18th, 2021, Board Meeting, the Board initiated a review of its six Elementary Focus Programs. June 2022 is the target date for providing recommendations to the Program Committee. The following report provides an update on the review's progress.

Once known as Specialized Learning Programs or Programs of Choice, Elementary Focus Programs refers to the six programs developed to meet specific interests within the parent¹ community for a focused learning experience. The Elementary Program Strategy limits the programs to their existing size and provides viability criteria for the continuing operation of the programs. Each program has an application process, open to students across the board, with specific acceptance criteria due to limited enrollment. Transportation is not provided for out-of-catchment students attending a Focus Program.

The programs may be relocated if space in the host school is needed for in-catchment students. The six programs are:

- The Hockey Program at Tapleystown Elementary School.
- Mandarin Transitional Language Program at Cootes Paradise Elementary School.
- Scholastic Arts and Global Education (SAGE) Program at Strathcona Elementary School.
- Scholastic Arts and Global Education Quest (SAGE Quest) at Ryerson Elementary School.
- Sports Academy-Basketball Program at R.A. Riddell Elementary School.
- Sports Academy-High Potential Program at R.A. Riddell Elementary School.

Progress Update

A steering committee is leading the work of the review. Membership includes Paul Denomme, Superintendent of Student Achievement-Equity and Student Engagement, Sally Landon, Manager, Research and Analytics, Yohana Otite, Human Rights and Equity Officer, David Schroeder, Principal, Viscount Montgomery Elementary School, and Bill Torrens, Superintendent of Student Achievement-Program. This group provides a wide variety of perspectives and expertise in equity and human rights, pedagogy, research methodology, and school operations.

Since October 2021, the steering committee has:

1. Created a program profile for each Focus Program (Please see *Appendix A: Focus Program Profiles*) to provides an overview of each program's location, staffing, enrollment, application/admissions process, vision, and goals.
2. Determined the evaluation framework required to evaluate each program (Please see *Appendix B: Evaluation Framework*) that HWDSB Research and Analytics Department will use to evaluate each program using these three guiding questions as a lens:

¹ Please note that the term parent used in the document refers to parents and guardians.

- How do Focus Programs accommodate diverse students from across the board?
 - How are Focus Programs making a difference in students' lives?
 - To what extent are Focus Programs sustainable and feasible?
3. Begun to collect the data required for the program evaluation including:
- Program data (e.g., application processes, instructional model, goals, etc.)
 - Demographic data (e.g., current and historical enrollment data, including students in and out of catchment),
 - Student learning and achievement data (e.g., grades),
 - Projected Transportation costs from Hamilton-Wentworth Student Transportation Services (HWSTS) due in March 2022, and,
 - Stakeholder voice data (student, staff, and parent surveys and/or interviews).

Next Steps

The review's immediate next steps in February and March are continuing to collect key data sets and conducting stakeholder engagement activities. Through April and May, a program evaluation will occur. Based on the evaluation and the data collected in the review, staff will prepare a recommendation for the June Program Committee meeting.

Data Collection

Over the course of February and into March, Research and Analytics will add to the current demographic picture of each program by matching current enrollment data with the HWDSB's Student Census and the Middle Years Development Instrument (MDI). This data will help to determine to what extent each program includes a diversity of student identities (e.g., Black, Indigenous, Racialized LGBTQA2+, and students requiring special education supports and services). As well, Research and Analytics will provide student learning and achievement data for each program. Student achievement data will also assist in determining how well the program serves students.

Another key data set is transportation data. Currently, students in Focus Programs receive transportation if they are eligible as per the Transportation Policy. Students who attend a Focus Program but live Out-of-Catchment must provide their own transportation. The cost to the Board if it was to provide transportation to all students who attend a Focus Program will assist in forming recommendations for the final report in June 2022.

Stakeholder and Community Engagement and Voice

With the support of Research and Analytics and the Human Rights and Equity Departments, the review team will engage students, parents and Focus Program educators in February and March 2022 to gather stakeholder voice—students, staff, and parents. Focus group sessions with students will be used to gather student voice from students in a Focus Program. All elementary educators will be invited to participate in a survey and educators at Focus Program Schools will be offered an opportunity to share their experiences. Surveys will be used to capture voice from parents across the HWDSB, not just parents with students attending a Focus Program.

Appendix A: Focus Program Profiles

The HWDSB provides a description and application information each Focus Program at [List of Programs | Hamilton-Wentworth District School Board \(hwdsb.on.ca\)](#). The charts below provide a profile of each program:

- The Hockey Program at Tapleystown Elementary School.
- Mandarin Transitional Language Program at Cootes Paradise Elementary School.
- Scholastic Arts and Global Education (SAGE) Program at Strathcona Elementary School.
- Scholastic Arts and Global Education Quest (SAGE Quest) at Ryerson Elementary School.
- Sports Academy-Basketball Program at R.A. Riddell Elementary School.
- Sports Academy-High Potential Program at R.A. Riddell Elementary School.

Hockey Program at Tapleystown Elementary School

Staffing	Student Profile	Application Details	Program Vision and Goals
1.0 FTE Elementary Teacher	24 grade 7-8 students <ul style="list-style-type: none"> • 6 In-catchment • 18 Out-of-catchment 	<p><u>Application Timelines</u> February 1st to March 31st</p> <p><u>Application Requirements</u></p> <ul style="list-style-type: none"> • Application form including student and parent responses • Report Card • IEP • Deposit <p><u>Program Promotion</u> The school develops promotional materials and holds an information night</p> <p><u>Application criteria</u> Admissions considerations include:</p> <ul style="list-style-type: none"> • Student applicants must be registered and enrolled in Grade 6 or 7. • Students require a 70 per cent academic standing with no failures and continual demonstrated growth towards Ministry standards and acceptable learning skills with a focus on co-operation with others, independent work habits and the willingness to set goals for improvement. • The program strives for a balance of male and female participants as well as a balance of Grade 7 and 8 students in the program. • If the number of applicants exceeds available spaces a waitlist will be maintained. Applications will be processed in the order that they are received, and acceptance granted pending a successful entrance interview. • The school Principal will give applicants final approval of acceptance into the program. 	<p><u>Program Vision</u> The Hockey Academy provides an opportunity for students to participate in the Grade 7-8 Hockey Canada Skills Curriculum, which will improve and develop overall fitness and hockey skills during the school day.</p> <p><u>Program Goals</u></p> <ul style="list-style-type: none"> • To develop hockey skills through a Hockey Canada curriculum and 60 on-ice session a year • To engage students in school through a hockey focused learning experience • To promote lifelong activity and fitness

		<ul style="list-style-type: none"> Students accepted into the HWDSB Hockey Canada Skills Academy will complete a HWDSB Hockey Academy Contract in each year they attend the program. <p><u>Student fees</u> \$750</p> <p><u>Parent role</u> Parents provide transportation to school and arena</p>	
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Mandarin Language Transition Program at Cootes Paradise Elementary School

Staffing	Student Profile	Application Details	Program Goals
3.0 Elementary Teachers	47 grade Kindergarten to grade 5 students <ul style="list-style-type: none"> 16 In-catchment 28 Out-of-catchment 3 Out-of-district 	<p><u>Application Timelines</u> January to March</p> <p><u>Application Requirements</u> Out-of-catchment Request if needed</p> <p><u>Application Criteria</u> Mandarin is the student's first language</p> <p><u>Program Promotion</u> No formal promotion occurs Applications come from "word of mouth"</p> <p><u>Fees</u> No fees</p> <p><u>Parent Role</u> Parents provide transportation to school if out-of-catchment</p>	<p><u>Program Vision</u> The Mandarin Transition Language Program offers students in Junior Kindergarten to Grade 5 programming using their first language. Students access curriculum content effectively by using Mandarin to clarify concepts and develop increased proficiency in English.</p> <p><u>Program Goals</u></p> <ul style="list-style-type: none"> To use their first language to access learning To transition learning in English To be prepared to learn in English exclusively in grade 6

SAGE Program at Strathcona Elementary School

Staffing	Student Profile	Application Details	Program Vision and Goals
4.0 FTE Elementary Teachers	80 Kindergarten to grade 5 students <ul style="list-style-type: none"> 29 In-catchment 51 Out-of-catchment 	<p><u>Application Timelines</u> Application process from January to March</p> <p><u>Application Requirements</u></p> <ul style="list-style-type: none"> Application form (3 pages) Communication of Learning/Report Cards Anecdotal comments from parents Whether siblings are in the program <p><u>Application Criteria</u></p> <ul style="list-style-type: none"> Siblings Learning Skills Interest in Arts Parental involvement 	<p><u>Program Vision</u> SAGE Visioning Statement To spark in each child a passion for learning, a creative spirit and a commitment to community and the environment, in a child centered classroom that is enriched by the arts, enhanced by innovative teaching, supported by strong home and school collaboration, and rooted in appreciation for the differences around us.</p> <p><u>Program Goals:</u></p> <ul style="list-style-type: none"> Arts: exploring creativity in the learning process Global Education: Fostering an appreciation of the world around us

		<p><u>Program Promotion:</u></p> <ul style="list-style-type: none"> Information night in February <p><u>Fees</u> No fees</p> <p><u>Parent Role:</u></p> <ul style="list-style-type: none"> Attendance at parent meetings/ events listed as an expectation Volunteer on committees and in the classroom Providing transportation if out-of-catchment 	<ul style="list-style-type: none"> Innovative Teaching: How we teach is as important as what we teach Parent- Teacher Partnerships: Working together to improve the learning experience Building Community: Integrating school, home and neighbourhood
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SAGE Quest Program at Ryerson Elementary School

Staffing	Student Profile	Application Details	Program Vision and Goals
1.0 FTE Elementary Teacher	<p>25 Students grades 6-8</p> <ul style="list-style-type: none"> 15 In-catchment 10 Out-of-catchment 	<p><u>Application Timelines</u></p> <ul style="list-style-type: none"> Application submitted on January 31st Offers will be made February 28th with confirmation of spot March 11th. <p><u>Application Requirements</u></p> <ul style="list-style-type: none"> Report Card Letter of Intent Application including student and parent responses <p><u>Application Criteria</u></p> <ul style="list-style-type: none"> Motivated, self-directed learners, capable of working independently, monitoring their progress, and completing work in a timely manner. Willing to collaborate with others, academically and socially, and committed to building respectful, authentic classroom relationships. Participate positively and cooperatively in all curriculum areas, including visual arts, drama, music, physical education, outdoor education, and science. Eager to engage in critical thinking and community action on environmental, global, and local community issues Believe in and support the program by attending regularly and punctually and striving for academic success. <p><u>Parent Role</u> Transportation for out-of-catchment students</p>	<p><u>Program Vision</u> Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and values such as compassion and peace. By fostering collaboration rather than competition in classrooms, teachers help young people feel connected. By using real-life experiences, current events, the dramatic arts and other lively sources of knowledge in place of textbook information, teachers can kindle the love of learning. By encouraging reflection and questioning teachers keep alive the “flame of intelligence” that is so much more than abstract problem-solving skills.</p> <p><u>Program Goals</u> The “Program fundamentals” include:</p> <ul style="list-style-type: none"> Commitment to Social Justice Cross-curricular Learning Focus on Critical Thinking No Punishments or Rewards Inclusive Classroom Community Emphasis on Inquiry and Global Issues Opportunities for Rich Discussions

Sports Academy-Basketball Program at R.A. Riddell Elementary School

Staffing	Student Profile	Application Details	Program Vision and Goals
3.0 Elementary Teachers	70 Students grades 6-8 students <ul style="list-style-type: none"> 9 In-catchment 61 Out-of-catchment 	<p><u>Application Timelines</u></p> <ul style="list-style-type: none"> Applications due in February Acceptance in March Welcome night in May <p><u>Application Requirements</u></p> <ul style="list-style-type: none"> Application Form Report Card IEP Deposit <p><u>Program Promotion</u></p> <ul style="list-style-type: none"> Information Night in January <p><u>Application Criteria</u> Students who are</p> <ul style="list-style-type: none"> Dedicated to becoming the best basketball player they can be Self-motivated and hard working Achieving strong learning skills Organized to achieve your best in and out of the classroom” <p><u>Fees</u> \$150 Enhancement Fee</p> <p><u>Parent Role</u></p> <ul style="list-style-type: none"> Transportation for out-of-catchment students 	<p><u>Program Vision</u> The goal of our Sport Academy is to provide on-site athletic training alongside meeting the requirements of the Ontario Curriculum. Through our specialized staff members, enhanced equipment and partnerships with McMaster University and Westmount Secondary School, our program provides additional opportunities for the training and development of student athletes. Flexible programming is also offered to facilitate the students’ individual training and competition schedules.</p> <p><u>Program Goals</u></p> <ul style="list-style-type: none"> To develop fundamentally sound athletes, due to daily practice To have athletes more prepared to compete after being given best practices training based on Basketball Canada’s Long-Term Athlete Development Model

Sports Academy-High Potential Program at R.A. Riddell

Staffing	Student Profile	Application Details	Program Vision and Goals
2.0 Elementary Teachers	46 Students grades 7-8 <ul style="list-style-type: none"> 17 in-catchment 29 out of catchment 	<p><u>Application Timelines</u></p> <ul style="list-style-type: none"> Applications due in February Acceptance in March Welcome night in May <p><u>Application Requirements</u></p> <ul style="list-style-type: none"> Application Form Report Card IEP Deposit <p><u>Program Promotion</u></p> <ul style="list-style-type: none"> Information Night in January <p><u>Application Criteria</u></p> <ul style="list-style-type: none"> Student athletes who possess the candidate qualities and are currently involved in organized sports and training at a rep, provincial, or national level 	<p><u>Program Vision</u> The goal of our Sport Academy is to provide on-site athletic training alongside meeting the requirements of the Ontario Curriculum. Through our specialized staff members, enhanced equipment and partnerships with McMaster University and Westmount Secondary School, our program provides additional opportunities for the training and development of student athletes. Flexible programming is also offered to facilitate the students’ individual training and competition schedules.</p> <p><u>Program Goals</u></p> <ul style="list-style-type: none"> Facilitates the development of time-management skills to maintain a healthy balance in their life

		<ul style="list-style-type: none"> Students with high athletic potential who possess the candidate qualities but have limited or no access to organized sports. <p><u>Fees</u> \$150 Enhancement Fee</p> <p><u>Parent Role</u> Transportation for out-of-catchment students</p>	<ul style="list-style-type: none"> Provides accommodations to support their quest for EXCELLENCE in both athletic and academic endeavours through: <ul style="list-style-type: none"> Flexible programming and evaluation Daily in-house athletic training Weekly strength and conditioning at the David Braley Athletic Centre at McMaster University
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Appendix B: Evaluation Framework

HWDSB					
Focus Programs Evaluation Framework					
Indicator/ Question	Focus Program Constructs	Research Design	Measures	Data Analysis Method	Timeline
How do Focus Programs accommodate diverse students from across the board?	Students from outside of the school catchment area and across the board are able to enter Focus Programs and feel safe, supported and accepted there.	Mixed methods 5 samples: <ul style="list-style-type: none"> • all elementary parents • program students • non-program staff in Focus Program schools • program staff • Program principals 	<ul style="list-style-type: none"> • Human Rights and Equity Impact Assessment • Demographic profiles (Student Census) • Wellbeing (MDI) • Catchment profiles • Parent survey • Student interview or survey • Staff survey • Staff interviews • Administrator interviews 	Qualitative: thematic analysis Quantitative: descriptive statistics, frequencies	January 2022 to March 2022
How are Focus Programs making a difference in students' lives?	Students acquire specific knowledge, develop skills, and increase awareness through participation in Focus Programs.		<ul style="list-style-type: none"> • Achievement profiles • Parent survey • Student interview or survey • Staff survey • Staff interviews • Administrator interviews 		
	Focus Programs foster student leadership outside of the Programs.		<ul style="list-style-type: none"> • Middle Development Instrument (MDI) • Parent survey • Student interview or survey • Staff survey • Staff interviews • Administrator interviews 		
To what extent are Focus Programs sustainable and feasible?	Supporting equitable Focus Programs in HWDSB is cost effective.	Content Analysis	<ul style="list-style-type: none"> • Financial statements re: current and projected program costs 	Descriptive	January 2022 to March 2022
	Costs of Focus Programs is commensurate with the size of the population served.	Content Analysis	<ul style="list-style-type: none"> • Cost to student ratio and staff to student ratio 	Descriptive	