

AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Elementary Focus Program Review Update](#)
5. [21st Century Learning: Board Provisioned Devices Update](#)
6. [Secondary Program Strategy - International Baccalaureate Program Update](#)
7. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: January 24, 2023

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

RE: Elementary Focus Program Review Update

Action Monitoring X

Background

On October 18, 2021, the Board initiated a review of its six Elementary Focus Programs ([2021-10-18 Board Minutes](#)). Once known as Specialized Learning Programs or Programs of Choice, Elementary Focus Programs refer to the six programs developed to meet specific student interests. 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.

On June 7, 2022, staff presented review findings and recommendations to the Program Committee ([2022-06-07 Program Report](#)). On June 13, 2023, the Board approved the recommendations ([2022-07-13 Board Minutes](#)) below:

1. All six Elementary Focus Programs remain open at their current locations.
2. Elementary Focus Programs will not expand further, as per the Elementary Program Strategy.
3. Systemic barriers to program access will be addressed by:
 - a) Creating a system application process and communication strategy;
 - b) Developing strategies to mitigate financial and transportation barriers.
4. Programs will receive detailed feedback about program specific barriers to access and concerns about adherence to the program mandates for implementation in 2022-23.
5. A monitoring report regarding the implementation of recommendations #3 and #4 will be provided in 2022-23.

The following report provides an update on the implementation of recommendations #3 and #4.

Recommendation #3: Addressing Systemic Barriers to Access

Application Process

Staff have developed a system application process for all Focus Programs, modelled on the Grade One French Immersion Application Process. The HWDSB website will host an on-line application for all programs. Families will apply through the website. After providing personal information, families will select a program and complete the application with information specific to the program. For example, a family applying for placement in the Hockey Program will be asked to share the position their child plays (i.e., goalie, defence, forward) and explain how the program will benefit their child. Families will not be asked for information such as report cards, Individual Education Plans (IEPs), or recommendations from educators. While this information is not needed for any applications, schools may request it upon placement to support student's entry to the program.

The application will be open to families from February 2 to 23, 2023. All applications will be reviewed for

completion and ensure that they correspond with the correct program. Then, if there are available spaces in programs, siblings of students who are already in the program for 2023-24 will be placed in the program. The remaining spaces will be filled through random selection, as is the practice with Grade One French Immersion. Families will be notified of their placement by 4:00 p.m., Friday, March 3. Some programs may need to reserve spaces due to program specific criteria. For example, the SAGEQuest Program will, if possible, invite previous SAGE students into the program, and the Hockey Program will need to ensure it has at least two goalies. Students from other boards will only be offered a placement if there is space after the placement of HWDSB students.

The application process is intended for initial entry into a program, and families of existing students do not need to re-apply to remain in the program. If necessary, principals of program schools will maintain waitlists for each program as determined by the random selection. Principals will admit students from the waitlist when there are available spaces.

Communication Plan

The Communications and Community Engagement department has developed a plan to support the application process. In the first part of the plan, we updated the HWDSB website: [List of Programs | Hamilton-Wentworth District School Board \(hwdsb.on.ca\)](https://www.hwdsb.on.ca) as home to the application process and information regarding all six programs. The second part of the plan is to raise awareness of the six programs and the application process at the virtual system information night on February 1, 2023, and share information including:

- Up-to-date program descriptions
- Availability of spaces in each program
- Transportation (that it is not provided)
- Fees can be reduced or waived to ensure there are no exclusions from the program based on financial circumstances

This system approach replaces the individual and different practices across the programs. Programs may continue to provide an additional information session after the system night, but it is not a requirement.

System Learning

To inform future planning, staff will review the application process after it is complete and use the following reflective questions:

- What is the interest or demand for each program?
- How has the new application process and communications strategy impacted the number of applications?
- What barriers to student access continue to exist?

Addressing Financial and Transportation Barriers

Staff continue to explore mitigation strategies regarding cost and transportation. Staff is investigating how to enhance funding to each program in order to reduce fees. We will inform families that a fee can be waived or reduced, on request, as per the [HWDSB Student Fees Policy](#).

At this time, staff does not recommend offering transportation to families interested in accessing the programs due to a projected annual cost of \$900 000. Staff will examine possible solutions to barriers created by program location, such as whether using the community bus stop model would be feasible to provide a limited amount of transportation. This option will require costing based on current enrollment within a program.

Recommendation #4: Addressing Program Based Feedback

Each Focus Program received the detailed feedback from the review as shared during the June 2022 Program Committee Meeting. School teams for each program have met with Program Division staff to review the feedback and plan for changes to their programs. For example, some programs will work on how to ensure program students are included in the wider school community such as school-based extra curricular activities. Other programs will need to review current classroom practices to ensure that they reflect the mandate of the program and provide the experience the program is intended to deliver.



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FROM: Sheryl Robinson Petrazzini, Director of Education

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Bill Torrens, Superintendent of Student Achievement, Program

RE: 21st Century Learning: Board Provisioned Devices Update

Action Monitoring X

Background

Learning occurs in both digital and physical spaces. Board provisioned devices ensure that students can access digital learning, resources, and experiences while in school and at home. They also enable students to demonstrate their learning in creative and innovative ways. HWDSB provides a device for every secondary student to ensure that all secondary students have access to digital learning spaces.

2022-23 is the first year in a five-year project to move from tablets to laptops as the device provided to students from grades 4 to 12. At the [February 14th, 2022, Board Meeting](#), the board approved the following recommendations related to the deployment of student devices:

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.

Student and educator voice as well as experiences through the pandemic influenced the change to a laptop. As noted in the [January 25th, 2022, Program Committee Report](#), the change “reflects and supports how students and educators are using digital tools in the classroom. The staff survey indicated that there were four (4) primary uses for digital devices in classrooms:

- 1) On-line research (e.g., internet search);
- 2) Completing assignments;
- 3) As a reader/textbook;
- 4) As assistive technology.

Implementation Update

The move to laptops from tablets in secondary schools has begun with a pilot at Sir Winston Churchill Secondary School. This pilot will help staff learn how to better set-up, stage, and deploy devices, provide professional development and implementation support, and understand how staff and students use the devices most effectively. During semester one, the HWDSB Research and Analytics department documented staff voice regarding the initial deployment of the devices. This work that will continue in semester two.

The laptop selected for piloting features a touch screen, stylus, and the ability to flip screens to resemble a tablet. The laptop runs on a Windows operating system with internet access and features Microsoft Office suite (i.e., Excel, PowerPoint, Teams, and Word) as well as The HUB, the HWDSB learning management system are available for students.

The pilot plan at Sir Winston Churchill includes the following:

- Deployment of devices;
- On-going data collection related to performance, usage as a learning tool, and staff and student voice;
- Focused professional development.

Observations from Semester One

Implementing the new device for the whole school enables staff to uncover operational challenges, effective practices, and financial implications. For example, more time was needed to prepare the laptops for deployment than has been true for tablets. The laptops required longer imaging times, some needed multiple attempts to image, and there were some infrastructure barriers such as electrical and network connectivity.

In the classroom, some students have experienced difficulties running large programs (such as MS Teams and OneNote) at the same time. In response, Information and Instructional Technology (IIT) has added Random Access Memory (RAM) to improve performance and is investigating a new model as a replacement. Also, educators have observed that the tablet used previously performs better and has a longer battery life cycle. Finally, the mobile device management (MDM) system we use for tablet management has the same functionality as for the new laptops in terms of security, tracking, and app management, however, staff are finding there is a less efficient workflow.

Sir Winston Churchill staff are experimenting with various tools to replace iOS apps with Windows applications. A group of teachers are helping to explore new standards and assisting with adoption of new tools and applications. For example, educators are learning together and teaching students how to use OneNote as a standard notetaking and annotation tool instead of Notability and Explain Everything.

The new laptops have also necessitated some changes to classroom infrastructure and additional school-based spending. For example, while many classrooms use projection devices (Apple TVs) compatible with the tablet to share student work, newer projectors are needed to do the same with the laptop. In addition, new charging stations, power cords, and additional power cords are required and replacing a missing charging cord for a laptop is more expensive than for a tablet.

Laptops and Microsoft Office tools substitute very well for paper-based activities. Students have improved experiences in text-based activities like discussion forums, worksheets, or paragraph writing. Media creation tools present more of a challenge with the laptop, (e.g., movies, podcasts, screen casting tutorials) and educators and IIT staff are searching for and testing equivalent tools to apps like iMovie and Garageband. Program Division staff are assisting teachers to explore the video and audio features in OneNote, discussion tools like Flip (formerly Flipgrid), and the media creation tools in Adobe Express. These programs can move beyond the substitution of digital handouts into a re-definition of how students can share their learning in multi-modal ways.

Next Steps

During semester one, the focus was on understanding the capabilities of laptops as a 1:1 device and the potential of the specific device selected for piloting. Semester two will focus on applying the learning from semester one and on gathering data on the transition from tablets to laptops. As noted, a different model of laptop may be needed for better performance. Staff will become accustomed to new workflows and adapt their practices. The cost of new hardware, such as charging stations and projectors, needs to be collected. Professional learning and support will continue to be provided by Program Division staff to support the shift to new applications. We will also collect and analyze feedback from staff and students for insights into effective practice.

Ultimately, the pilot year will yield operational and program recommendations to be shared with the next secondary schools to transition to laptops. Staff will bring an update report to the June 5, 2023 Program Committee meeting.



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FROM: Sheryl Robinson Petrazzini, Director of Education

DATE: January 24, 2023

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

RE: Secondary Program Strategy - International Baccalaureate Program Update

Action Monitoring X

Update

Staff is exploring a possible consolidation of the International Baccalaureate (IB) program to one site at Westdale Secondary School. Such a consolidation could mean a higher enrollment for IB to allow more variety of course offerings and an improved student experience. Currently, enrollment in the IB program at Ancaster High School is low.

The potential consolidation could occur through a phased approach:

- 1) In 2023-24:
 - a. All grade 11 IB programming would be offered at Westdale Secondary School;
 - b. Grade 12 programming would be offered at both Ancaster High School and Westdale Secondary Schools;
- 2) In 2024-25 all IB programming would be offered at one site: Westdale Secondary School.

A recommendation related to IB programming will be brought to the March 20, 2023, Program Committee meeting.

The following report provides background information on IB programming that staff will use when deciding whether to recommend program consolidation.

Background

In 2013, the HWDSB Secondary Program Strategy¹ placed the International Baccalaureate program at Ancaster High School, Glendale Secondary School, and Westdale Secondary School. The Secondary Program Strategy identifies IB as a tier three program, which means students in the program are eligible for transportation according to the HWDSB Transportation Policy². Westdale's program opened in 2008 while Ancaster's and Glendale's opened as a result of the Program Strategy. The Glendale program was closed due to low enrollment in 2017-18.

The International Baccalaureate (IB) is a Grade 11 and 12 university preparation program recognized in over 140 countries, including universities in Ontario. Students study up to six subject areas intended, according to the International Baccalaureate organization, to instill a global perspective with cross-cultural understanding. IB students learn through inquiry, and the program seeks to provide a sense of social responsibility, independence, and critical-thinking skills vital to university studies.

¹ The Secondary Program Strategy was presented to [Standing Committee on June 10th, 2013](#) and was approved by the [Board on June 17th, 2013](#).

² Tier 3 Programs: Specialized programs (including SHSMs) open to students beyond the school catchment based on their geographical location. Each specialized program has a program boundary beyond the school boundary. Transportation is provided for tier three programs, based on the Transportation Policy. There are 3 categories of Tier 3 programs – Specialized Programs, Specialist High Skills Major (SHSM) Programs, and Intervention and Support Programs.

IB students can apply for university credit based on their results in IB examinations. Graduates earn both the Ontario Secondary School Diploma (OSSD) and an IB Diploma. Some students only participate in IB courses and complete a IB certificate rather than an IB diploma. Students who graduate with an IB certificate may still be eligible for university credits depending on their examination results.

Students pay a supplemental fee to attend the program totalling \$2200 over two years. Financial assistance is available upon request. These fees pay for learning resources, IB exams, and staff training costs.

Programming

IB programming uses its own world-wide curriculum rather than the Ontario Curriculum. The IB curriculum is organized through the following subject groups:

- Studies in Language and Literature;
- Language Acquisition;
- Individuals and Societies; Sciences;
- Mathematics; and the Arts.

Students may opt to study an additional Sciences, Individuals and Societies, or Languages course instead of a course in the Arts.

IB courses are offered at both higher level (HL) and standard level (SL). The HL courses are more challenging, and students are expected to demonstrate a deeper understanding of the content than students working at SL. Students take either three or four HL courses with the remaining courses at SL. The credit hours are 150 for an SL course and 240 for an HL course.

Students must take six (6) courses, write an Extended Essay, complete Community Action and Service tasks, and take a course called Theory of Knowledge to earn the International Baccalaureate Diploma.

Staff teaching in the IB program must be trained by the IB organization. Training occurs in different locations throughout North America.

Consolidation Considerations

Enrollment and Programming

Ancaster is experiencing programming challenges related to low enrollment in IB (see table below). Because of these low numbers, IB courses have significantly smaller class sizes than similar grade 11 and 12 courses taught using the Ontario Curriculum. Ancaster currently offers the following IB courses:

- High Level (HL) in Biology, Chemistry, and English
- Standard Levels (SL) in Math, Languages (French), and History

Westdale offers a wider variety of courses, including Arts, Geography, and HL Math, because of their larger IB population. Staff believes that consolidation at one site may increase the overall program enrollment and provide access to a greater range of IB courses, which would improve the student experience.

2022-23 Enrollment

School	Grade 11	Grade 12	Total
Ancaster High School	14	16	30
Westdale Secondary School	46	45	91

Schools are currently staffed at these numbers, but some students may move out of IB over the course of the year. Please note that the Westdale enrollment includes students working towards an IB certificate as well as the IB Diploma.

Projected Enrollment 2023-24

School	Grade 11	Grade 12	Total
Ancaster High School	12	14	26
Westdale Secondary School	45	46	91

Applications for 2023-24 are due February 7th, 2023; so, these numbers may change.

5 Year Enrollment

School	2018-19	2019-20	2020-21	2021-22	2022-23
Ancaster High School	41	34	30	30	30
Westdale Secondary School	56	59	61	75	92

Financial Considerations

Staff will also explore the financial impact of consolidating the IB Program to Westdale. There may be decreases and increases in cost, for instance, reduction of site fees paid to the IB organization and of the IB Coordinator position or increases in transportation costs for students living in the Ancaster IB catchment. As noted above, many of the program costs are paid through student fees. Student fees likely won't be affected by consolidation at one site.

Community Voice

Staff is engaging with the Ancaster IB community for discussion and feedback before making any recommendations about program consolidation. Staff met with the students and parents/guardians/caregivers on Wednesday, January 18, 2023 to share the possibility of consolidation, gather feedback, and take questions. Further community engagement will occur in February and March. Community voice will help to determine the final recommendations regarding consolidation.