



## Program Committee

Thursday, May 23, 2024

EC-340D & Virtual Meeting

### **AGENDA: 6:00 pm**

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Review of Program Committee Workplan
5. [Secondary Program Pathways Report](#)
6. [Multi-Year Strategic Plan Progress Report](#)
7. [Elementary Program Strategy and Secondary Program Strategy Reviews](#)
8. Adjournment



## PROGRAM COMMITTEE REPORT

May 23, 2024

### Secondary Program Pathways Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement  
Michelle Lemaire, Superintendent of Student Achievement, Program  
Jennifer Burleigh, System Principal, Learning Services

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#### Recommendation:

That the monitoring report on the progress of the HWDSB Program Pathways be received.

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#### Background:

On May 1, 2023, Hamilton-Wentworth District School Board (HWDSB) provided an update on the progress of the pathways program. In that [report](#), the following items were set as goals to achieve for 2023-2024:

1. Establish a steering committee to assess readiness, identify needs (staffing, equipment, resources, etc.) and plan for implementation for the new Technological Education graduation requirement.
2. Continue to support students and families to make course selection and pathways choices that leave students with the greatest possible post-secondary choices and opportunities.
3. Continue to expand pathways programs, including:
  - a. Open a system Co-Op placement at Arcelor Mittal Dofasco so students can gain firsthand experience in future skilled trades careers.
  - b. Develop additional OYAP Level 1 and Dual Credit opportunities based on student voice, pathways opportunities and labour market need.
  - c. Increase Science, Technology, Engineering and Mathematics (STEM) and robotics opportunities (Lego Robotics, First Robotics, Take Tech, etc.).
  - d. Participate in the Mohawk in Motion and Future Forward projects sponsored by OVIN (Ontario Vehicle Innovation Network) for 500 students in grades 5-9 to build skills and awareness of skilled trades (welding, machinery, electrical workshops).

**Status:**

In conjunction with the newly launched Multi-Year Strategic Plan 2024-2028, we are on track to achieve the pathways goals set in May 2023 while continuing to align our work to improve students' future readiness and student engagement through all pathways available to students.

Monitoring Report: Actions, Outcomes

The following outlines our actions and outcomes to deliver upon the goals set for the 2023-2024 school year:

1. *Establish a steering committee to assess readiness, identify needs (staffing, equipment, resources, etc.) and plan for implementation for the new Technological Education graduation requirement.*

This committee consisted of representatives from Human Resources, Risk Management and Procurement, Superintendent of Program, members of the Program Team, school administrators, and teachers.

2. *Continue to support students and families to make course selection and pathways choices that leave students with the greatest possible post-secondary choices and opportunities.*

The HWDSB Program Division engaged in the following ways to assist students and families to make course selection and pathways choices so that they have the greatest possible post-secondary choices and opportunities including:

- A system-run "Getting Ready for Grade 9" Information Session held in the fall.
- School-based open houses and information events in the evening for families in November and December (elementary and secondary panels).
- Finalized content and distribution of a series of Student Pathways and Progression Guides to support school communities (students, families, administrators, guidance, student success teachers, and educators). These guides contain information around all five pathways and programs designed for specific audiences: grades 7-8, 9 -10 and 11-12.
- Use of the Individual Pathway Planner (IPP) in Xello for students in grade 7-10 was utilized to support student planning, goal setting, pathway and career exploration
- Class and school-based assemblies and presentations about course selection and pathways held in January 2024.
- School-based events throughout the year showcasing school programs
- Mentorship opportunities where current SHSM students showcased their work to students in younger grades as an additional way to expose students to pathways opportunities.
- Annual Take Your Kid to Work (TYKTW) Day in November, accompanied by a virtual career exploration guest speaker series.

- School-based post-secondary destination and career fair events held throughout the year.

3. *Continue to expand pathways programs, including:*

A. *Opening a system co-op placement at Arcelor Mittal Dofasco so students can gain firsthand experience in future skilled trades careers.*

- ArcelorMittal Dofasco has been an enormous success as this has been the first time, they have entered with HWDSB providing 8 spots for students at HWDSB.
- ArcelorMittal Dofasco has provided employment for students after successful placement and includes funds for post-secondary education.
- Many employers are hiring and utilizing Co-Op as an opportunity to connect with the future work force.

B. *Developing additional Ontario Youth Apprenticeship Program (OYAP) Level 1 and Dual Credit opportunities based on student voice, pathways opportunities and labour market need.*

OYAP Opportunities:

- OYAP learning opportunities are available in every Secondary school, and through Continuing Education and Alternative Learning programs at HWDSB. Co-op placements are an opportunity for Secondary students to explore skilled trades careers in the workplace and become OYAP participants.
- This school year HWDSB has 668 OYAP participants, with more expected as this semester continues.
- OYAP students can also begin an Apprenticeship during high school with the OYAP program. HWDSB has 76 students with signed Apprenticeships and 10 more with Training Agreements to be finalized soon.
- 48 OYAP Apprentices will participate in the Accelerated OYAP Level 1 Apprenticeship training programs delivered at Mohawk College.

Dual Credit opportunities:

- 345 students have participated in Dual Credit to date with an anticipated 85 additional students participating in spring and summer programming.
- In February 2024 we started one additional program: Pathways to Health Care Dual Credit. 10 HWDSB students are engaging in two college health care credits at the Institute for Applied Health Sciences at McMaster University.
- The Early College Graduation Program, a part of the Dual Credit Program, in its third year at Sir Winston Churchill with a grade 9, 10 and 11 cohort with 43 students earning college credits towards an Ontario College Certificate in Mohawk College's Advanced Manufacturing Operations program along with their OSSD. Students in this program will also graduate with a Manufacturing Specialist High Skills Major.

*C. Increase Science, Technology, Engineering and Mathematics (STEM) and robotics opportunities (Lego Robotics, First Robotics, Take Tech, etc.).*

This was accomplished by:

- Providing opportunities for all schools (K-12) to participate in learning, PD, and exposure to integrating STEM and Robotics into the classroom environment and making direct connection to the curriculum to engage students. This improved staff capacity and confidence.
- Setting goals and mapping a plan for growth. Teachers are seeing improvements in student engagement and the STEM/Robotics learning is providing multiple entry points and opportunities for every student.
- Sharing impact using student voice when teaching teachers how to code – connected to the rich connection to the math, science, and tech curricula.
- Inviting educators to register their classrooms for the *FIRST* Robotics Canada Virtual Guest Speaker Series program.
- Providing cross-disciplinary professional learning to enhance STEM education with Science, Technological Education and Math educators. In the spring of 2024, a multi session PD took place where Heads of these departments applied a inquiry- and project-based to encourage each subject area shared a common project. This will help with increasing results in Math and Science, encourage students to continue with the science pathway, to consider the new Technological education curriculum and to encourage more students to take STEM-related courses.
- Providing schools with tech-rich resources such as micro bits, coding resources, and robotics equipment.
- Running a Skills Competition for Elementary students. A school-based competition took place and then students moved on to a board-based competition in the areas of construction, green energy, and robotics. Students were then selected to compete at the Provincial level competition. Approximately 180 students participated at the school level and 16 students moved forward at the Provincial level.
- Supporting early access to skilled trades by exposing teachers to resources and classroom practices that will provide Grades 1 to 6 students to start thinking about careers in the skilled trades early and often. Supplies for hands-on activities and a donation of books was given to participating classrooms. Hamilton Halton Construction Association has been approached to sponsor classrooms. While this is a pilot project in five schools (i.e. teachers were provided classroom materials and kits), 28 schools sent teachers to participate in the learning.

*D. Participating in the Mohawk in Motion and Future Forward projects sponsored by OVIN (Ontario Vehicle Innovation Network).*

This was accomplished by:

- 500 students in grades 5 to 9 participated in this event to build skills and awareness of skilled trades (welding, machinery, electrical workshops).

- Classroom resources were provided to encourage students to consider the careers in Motive Power, Infrastructure and Mobility sectors.
- HWDSB sent elementary and secondary educators to a one-day conference for the Ontario Council of Tech Educators (OCTE) Ontario Vehicle Innovation Network (OVIN) roll-out and learning opportunity in the Fall of 2023.

### *Next Steps for Pathways Program*

In 2024-2025, the Program Division will:

- Monitor the successful implementation of the new mandatory tech course that is to be completed by the end of grade 10,
- Develop the accelerated stream of the Ontario Youth Apprenticeship Program, called Focused Apprenticeship Skill Training (OYAP-FAST) to be implemented in the 2025-2026 school year,
- Provide Gr. 10 - 12 students and their caregivers with career and pathways exploration opportunities through:
  - an in-person event to learn and sign up for a HWDSB Pathways Program scheduled for Fall 2024 (called "On MY Way"). The focus of this event will be students exploring their first post-secondary destination.
  - exploration events such as: Destination College (Grade 7), Codefest (Grade 8), Pathways to Health Care (Grade 10),
- Continue to build relationships with post-secondary institutions, community members/partners, and associate schools to enhance pathways and experiential learning opportunities for students while increasing staff capacity through professional development and collaborative opportunities, and
- Continue to monitor the uptake of student interest in pathways programs and provide support to ensure strong completion rates, sustainable enrollment, and tech and non-tech footprint goals.

### **Financial Implications:**

Staff continue to fully utilize all available funding in the Grants for Student Needs Board expenditures and Priority and Partnership Funding (PPF) as approved by the Board of Trustees in June 2023 to support the implementation of these strategies.

### **Strategic Directions:**

#### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

#### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

#### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*



## PROGRAM COMMITTEE REPORT

May 23, 2024

### Multi-Year Strategic Plan (MYSP) Progress Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services  
 Paul Denomme, Superintendent of Student Achievement, Equity, Mental Health and Well-Being  
 Gerry Smith, Superintendent of Student Achievement, Safe Schools, K-12  
 Sally Landon, Manager, Research and Analytics

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#### Recommendation:

That the monitoring report on the implementation of the Multi-Year Strategic Plan for the 2023-2024 school year be received.

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#### Background:

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP helped to inform the creation of a new [Board Improvement Plan](#) (BIP) that was received by the Governance Committee on March 5, 2024. We are working collaboratively with interdisciplinary teams to realize the five pillars of the Multi-Year Strategic Plan.

At the [March Program Committee meeting](#), staff presented trustees with a monitoring report on the new MYSP and the goals in the BIP. This report will focus on the progress that we have made in relation to the following two goals of the Board Improvement Plan:

- Improved engagement for every student, and
- Improved well-being for every student.

#### Status:

This monitoring report outlines work of staff on two of the goals in our Board Improvement Plan, along with goal indicators and available monitoring measures at this point in our implementation ([Appendix A](#)). Staff continue to educate principals, vice-principals, system staff and educators on the new Board Improvement Plan and the direct connection to department and school

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improvement planning. In addition, Bill 98 Better Schools and Student Outcomes Act necessitated the completion of a reporting template for the Ministry of Education [Student Achievement Plan](#) which was posted publicly on the HWDSB website on April 2, 2024.

### Monitoring Report: Actions, Outcomes

*Goal: Improved Engagement for Every Student,*

Staff are working across all schools to implement the [four strategies identified in the Board Improvement Plan](#) to improve engagement for every student.

#### **What have we done?**

- We held a Student Voice Conference: “Belonging; Connecting; and Mattering” for Grade 5-7 students and supported them to plan and deliver/execute leadership initiatives at schools.
- We provided Culturally Responsive and Relevant Pedagogy (CRRP) professional development for System Program Teams (Learning Resource Teachers, Student Success Teams, Math Facilitators, Reading Specialists) in three parts that cover cultural humility, the self-reflection tool from School Mental Health Ontario (SMHO), and 3 tenets. Anchor text: Respond + Rebuild.
- We provided professional development for Grade 8, 9 and 10 teachers where they learned how to apply dynamic learning strategies (e.g. tiered instruction, explicit instruction, thinking classrooms, active learning, tiered assessment, etc.) in their classrooms.
- We re-established the AODA Advisory Committee who are reviewing and updating the [HWDSB Multi-Year Accessibility Plan](#) in each of its five areas (customer service, information and communication, transportation, physical environment and employment).
- We updated the Long-Term Facilities Plan to include accessibility scoring and identify areas for improvement and plans to continue to improve our physical environment.
- In friendship with the Program team (Experiential Learning portfolio) and the Hamilton Regional Indian Centre (HRIC), the SHAE program developed a partnership with Outward Bound Canada, to locate SHAE students on the land for the duration of semester 2 to honour their holistic well-being and needs as Indigenous peoples and learners, out of recognition that the land is also a teacher.
- We worked with the University of Ottawa to bring a new school climate survey into schools that was created in collaboration with School Mental Health Ontario and aligns with our [Multi-Year Strategic Plan](#), the [Board Improvement Plan](#), the [Ministry’s Student Achievement Plan](#) and [PPM 169](#) on student mental health and addictions.

#### **What have we learned?**

- Student voice better informs conference learning with respect to intersectionality of participants.

- Including multiple HWDSB departments and portfolios to work interconnectedly is essential to achieve desired outcomes, given the complexity of the work.
- Educators value and benefit from the opportunity to learn with each other and discuss implementation of plans.
- Teachers can observe, identify and evaluate a range of cross-curricular connections (i.e., English, Environmental Science, Geography, etc.) while addressing individualized student needs.
- Math facilitators continue to need more support with embedding CRRP and Indigenous pedagogies in their practices to be able to build teacher expertise and confidence.
- Teachers continue to require follow-up for the purpose of monitoring their classroom practices. We need to regularly evaluate the impact of professional development and enhancements in teaching practices to improve student learning and experience.
- As a system, we have seen significant accessibility improvements over the past ten years (e.g., tactile signage, accessible entry-ways and washrooms, elevator installation), but we still have much more important work to do to serve our students and staff.
- Providing information, documents and resources on HWDSB web pages, for use with our translation tool is essential to ensuring accessibility and supporting families' understanding of school board processes.
- When faced with barriers to continuing the work of implementing the Indigenous Education Circle Strategic Action Plan (IECSAP), staff have realized that modelling an intentional restorative approach and response is vital to demonstrating its importance.

#### **What are our next steps?**

- Provide students with as many opportunities as possible to see, hear and feel their identities reflected in their classroom spaces.
- Build a repository of lessons for teacher access and continued sharing.
- Provide educators with opportunities to share best practice system mentorship.
- Continue multi-departmental collaboration with the Program Department in 2024-2025. Develop a Culturally Relevant and Responsive Pedagogy (CRRP) plan in collaboration with the Program and Specialized Services departments.
- Empower students by providing tools that support building positive community through school-based events (i.e. Bullying Awareness Week).
- Continue to grow the Recess Guardian program across all elementary schools, as well as the number of schools participating.
- Continue to focus improvements to our physical environment with a lens of accessibility and equity to serve our diverse communities.
- The Indigenous Education Department team will engage in a comprehensive program review to align current programs, structures and partnerships to the work of the [IECSAP](#) and the [MYSP](#).
- Additional hiring of Facilitators in the Indigenous Education Department will support further professional development, reclaiming spaces in education, and support the development of [CC:ROSE Parent Guardian Edition](#).

- The Indigenous Education Department will work in friendship with the Safe Schools and Mental Health and Well-Being teams to co-create a parallel process that is reflective and responsive to Indigenous learners, families and communities, and to address a gap in progressive discipline practices, effective conflict resolution and to restorative strategies as it specifically relates to Indigenous learners.

*Goal: Improved Well-Being for Every Student*

Staff have begun working across all schools to implement the [five strategies identified within the Board Improvement Plan](#).

**What have we done?**

- We shared Reimagining Wellness 3.0 “Top 5 Lessons” with all elementary and secondary teachers at the start of the school year.
- All Grade 7/8 educators were provided with an opportunity to participate in a half day learning session in preparation for delivering the Ministry mandated mental health curriculum.
- We established a Grade 8 – 12 Student Advisory for Mental Health.
- We established a collaborative structure to plan across departments for the successful entry of HWDSB students with complex needs, including mental health.
- The Day of Pink Event (Friday, April 12) focused on experiential learning for Two Spirit and LGBTQIA+ students from approximately 8 schools. Students’ identities were affirmed by presenters with Two Spirit and LGBTQIA+ identities, while learning the history of Two Spirit and LGBTQIA+ communities, including personal experiences, human rights violations and self-advocacy.
- We provided school-based staff deeper learning regarding the implementation of the [Gender Identity and Gender Expression Procedure](#).
- We provided professional development to principals and vice-principals on identifying and addressing human rights issues in schools.

**What have we learned?**

- Implementing inclusive, caring and safer classroom activities is essential to engaging students.
- Changes in practice require dedicated learning in a safer and compassionate manner and include opportunities to learn with and from peers.
- Expectations must be supported by leadership through explicit support, modelling expected behaviour, and ensuring that the work is prioritized.
- Sufficient resources need to be dedicated to ensure progress is occurring.
- Long-term commitment is required to allow sufficient opportunity for staff to incorporate their learning into their practice.
- Student safety planning is a critical component in validating student and family experiences, as well as demonstrating that they have been heard.
- Continued learning on Human Rights, Anti-Racism and Anti-Oppression (ARAO) practices is needed to effectively respond to incidents of hate, bias and prejudice.

**What are our next steps?**

- Support classroom educators to include daily classroom practices centered on co-created classroom norms and agreements that students understand in multiple ways (look, sound and feel like).
- Build capacity of principals/vice-principals and staff to support equity, human rights, mental health/wellness and safe schools planning.
- Ensure all schools to have a Positive Culture and Well-Being Team.
- Ensure every school has a clearly articulated Pathway to Care across all three tiers of intervention in accordance with our Mental
- School Pathway to Care will include school specific supports and roles that align with supports available from the system as well as the Hamilton community.

**Financial Implications:**

Staff continue to fully utilize all available funding in the Grants for Student Needs Board expenditures and Priority and Partnership Funding (PPF) as approved by the Board of Trustees in June 2023 to support the implementation of the strategies connected to these two goals in the [Board Improvement Plan](#).

**Strategic Directions:****Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

**Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

**Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

**Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



Progress Report on Well-Being and Engagement Goals  
May, 2024

**GOAL:**

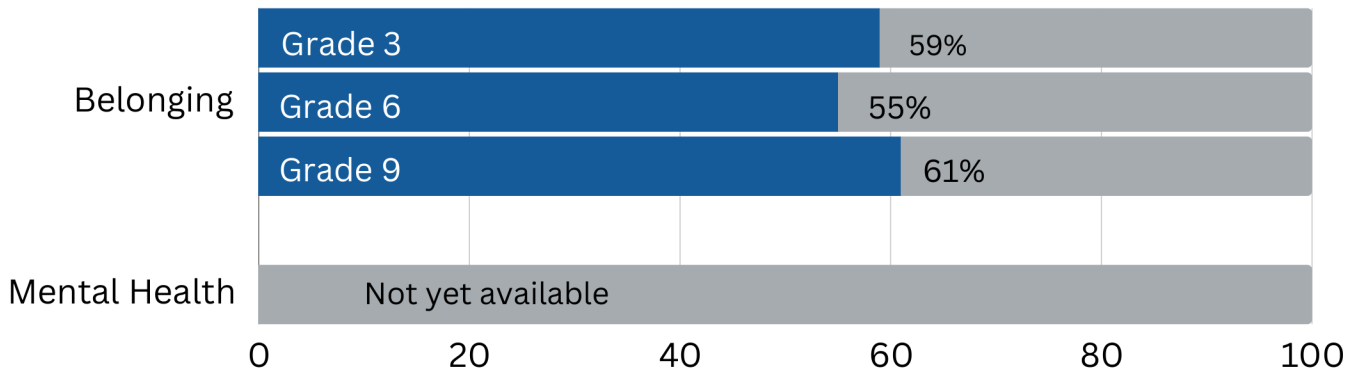
**WE WILL IMPROVE WELL-BEING FOR EVERY STUDENT**

Indicators:

% grade 3, 6 and 9 students feel like they belong in their school

% of students aware of available mental health supports and services

EQAO 2022-2023



**GOAL:**

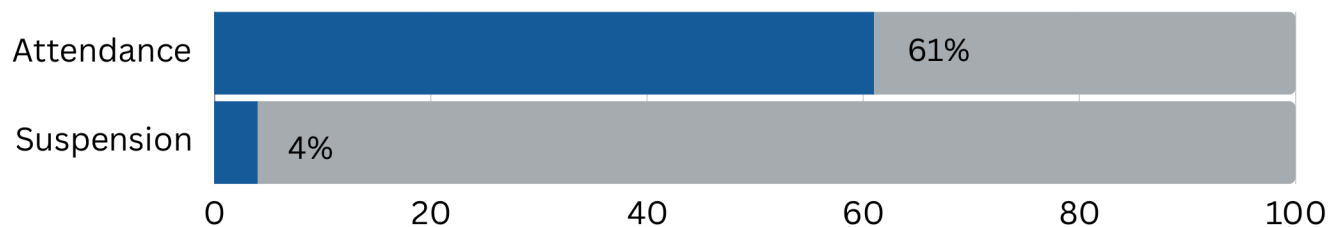
**WE WILL INCREASE ENGAGEMENT FOR EVERY STUDENT**

Indicators:

% of students attending school 90% of the time

% of students suspended at least once

2022-2023





## PROGRAM COMMITTEE REPORT

May 23, 2024

### Elementary Program Strategy and Secondary Program Strategy

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services  
Michelle Lemaire, Superintendent of Student Achievement, Program

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#### Recommendation:

That the current Elementary Program Strategy and Secondary Program Strategy be reviewed over the next year to ensure alignment with the Multi-Year Strategic Plan (MYSP), ensure both strategies meet the needs of HWDSB students and ensure balance, fair and equitable distribution of resources delivered in a fiscally responsible manner.

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#### Background:

In June 2012, HWDSB concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools. In June 2013, following a staff report titled, *Secondary Education of the Future*, the Board approved a Secondary Program Strategy to support the implementation of the vision of the Board and the Multi-Year Strategy Plan (MYSP) at that time and provide the foundation for future secondary programming. The strategy was based on the following principles:

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

HWDSB has been following the [Secondary Program Strategy](#) for the past twelve years.

On November 10, 2016, the Board of Trustees approved an [Elementary Program Strategy](#). The Elementary Program Strategy is based on seven vision statements that provide the foundation for decision making regarding Curriculum, Programs, Facilities, Resources, and Special Education Delivery in our Elementary Schools. The vision statements prioritize equity of access and

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outcomes for all students, supported by a balance of evidence-informed and innovative instructional practices.

The Elementary Program Strategy is an overview of our programs and strategies that inform our daily work in HWDSB schools. It provides the vision the Board had for elementary education in terms of program delivery for Kindergarten to Grade 8. (e.g. program offerings, reporting and assessment, positive school climate, special education, French Immersion, English as a Second Language). This strategy aligned to the HWDSB's previous MYSP and its Strategic Direction of Positive Culture and Well-being, Student Learning and Achievement and School Renewal.

In October 2021, Board staff initiated a review of its six Elementary Focus Programs. The Elementary Program Strategy calls for a review every two years. The Elementary Focus Programs were once known as “Specialized Learning Programs” or “Programs of Choice” and were developed over time to meet specific interests for a focused learning experience. The six programs are:

- 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, and
- Sports Academy-High Potential Program at R.A. Riddell Elementary School.

The following year, the Board maintained the direction provided in the Elementary Program Strategy related to locations, size, and access to the programs. Staff still follow the direction of the Elementary Program Strategy; however, we recognize the need to thoroughly review this in the context of our current student voices and HWDSB [Multi-Year Strategic Plan](#).

### **Status:**

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched on January 17, 2024. The Strategic Directions of the MYSP helped to inform a new [Board Improvement Plan](#) that was received by the Governance Committee on March 5, 2024. We are working collaboratively as interdisciplinary teams to meet the five pillars of the Multi-Year Strategic Plan.

The review must be completed through an anti-racism, anti-oppression and anti-colonial framework and include community consultations at various stages of the process. Staff will provide updates on the review process to the Board of Trustees as the review is expected to take a year.

## **Financial Implications:**

In the 2024-2025 budget, staff will allocate an initial \$150,000 in one time funding to support the Elementary Program Strategy and Secondary Program Strategy review. Staff will provide financial updates to the Program Committee as the review is undertaken.

## **Strategic Directions:**

### **Upholding Human Rights, Safety & Well-Being**

*We will support all students and staff to feel safe and secure in our classrooms and school communities.*

### **Providing Equitable Quality Education**

*We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.*

### **Collaborating with Students, Families & Communities**

*We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.*

### **Building a Sustainable Education System**

*We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.*

### **Reinforcing Indigenous Educational Wellness & Reconciliation**

*We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.*



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

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

**DATE:** November 10, 2016

**PREPARED BY:** Executive Council

**RE:** Elementary Program Strategy

Action

Monitoring

**Recommended Action:**

That the Elementary Program Strategy recommendations for specialized programming, instrumental music, and interventions in special education be approved, and that pending board approval, the Elementary School Design Manual and Facilities Benchmark Strategy be developed.

**1. INSTRUMENTAL MUSIC**

**Recommendation:** That we continue to ensure instrumental music programming is offered at the grade 7 and 8 level in all elementary schools, as outlined in the HWDSB Arts Strategy. This will include the provision of band instruments, appropriate facilities and qualified staff to deliver the program and will allow the equity of access for all intermediate students so that they can make an informed choice for music programming at the secondary level.

**2. FOCUS PROGRAMS**

**Recommendation:** That the currently existing focus programs listed are kept open, maintained and reviewed every two years to determine the continued interest and viability of the programs, according to the criteria listed below.

<b>PROGRAM</b>	<b>CURRENT LOCATION</b>
Hockey Program	Tapleystown
Mandarin (Language Transition Program)	Cootes Paradise
Sage	Strathcona
Sagequest	Ryerson
Sports Academy; Basketball	R.A.Riddell
Sports Academy	Hillcrest

**Viability Criteria for Maintaining Optional Programs:**

- Program maintains the original intent /mandate of the program
- Sufficient student enrolment to assign a teacher
- Ontario Curriculum is embedded in the delivery model
- Feasibility of maintaining on-going operating costs, including fees to external organizations
- Continuation of exemplary program delivery and sustainability

To ensure equity of access, all schools are working to meet the interests of students through experiential learning as part of regular programming.

### 3. INTERVENTIONS/SPECIAL EDUCATION

**Recommendation:** Every school will have shared spaces designated to support student needs, such as:

- Assessment and Intervention space (System Staff and Community Partners)
- Student Success space (For alternative programming, calming spaces, quiet setting)
- Sensory space
- Fitness space (Gross Motor Development)
- Calming space (Specialized locations only as determined by the Superintendent of Specialized Services)

### 4. FACILITIES

**Recommendation:**

a. That staff explore and recommend to the Finance and Facilities committee the funds required, if any, to support the Elementary Program Strategy recommendations of 1, 2, and 3 (instrumental music, focused programs, and interventions/special education).

b. That staff explore and recommend to the Finance and Facilities committee an Elementary Benchmark Strategy based on the \$11 million annual funds approved by the Board in the Capital Plan, and that those benchmark priorities include (in alphabetical order):

- gym floors
- gymnasiums
- learning commons
- music rooms
- play areas
- science rooms
- visual arts rooms

# HWDSB Secondary Program Strategy

March 2013



## Secondary Program Strategy

- Our Vision
- Our Variety of Programs
- Rethinking Program Locations
- Investing in the Program Strategy
- Enhancing Transportation
- Consulting our Community

## Our Vision

- All secondary schools will be great schools
- Students will have choice
- Equity of access, opportunity and outcome across our system (Tier 3 programs)

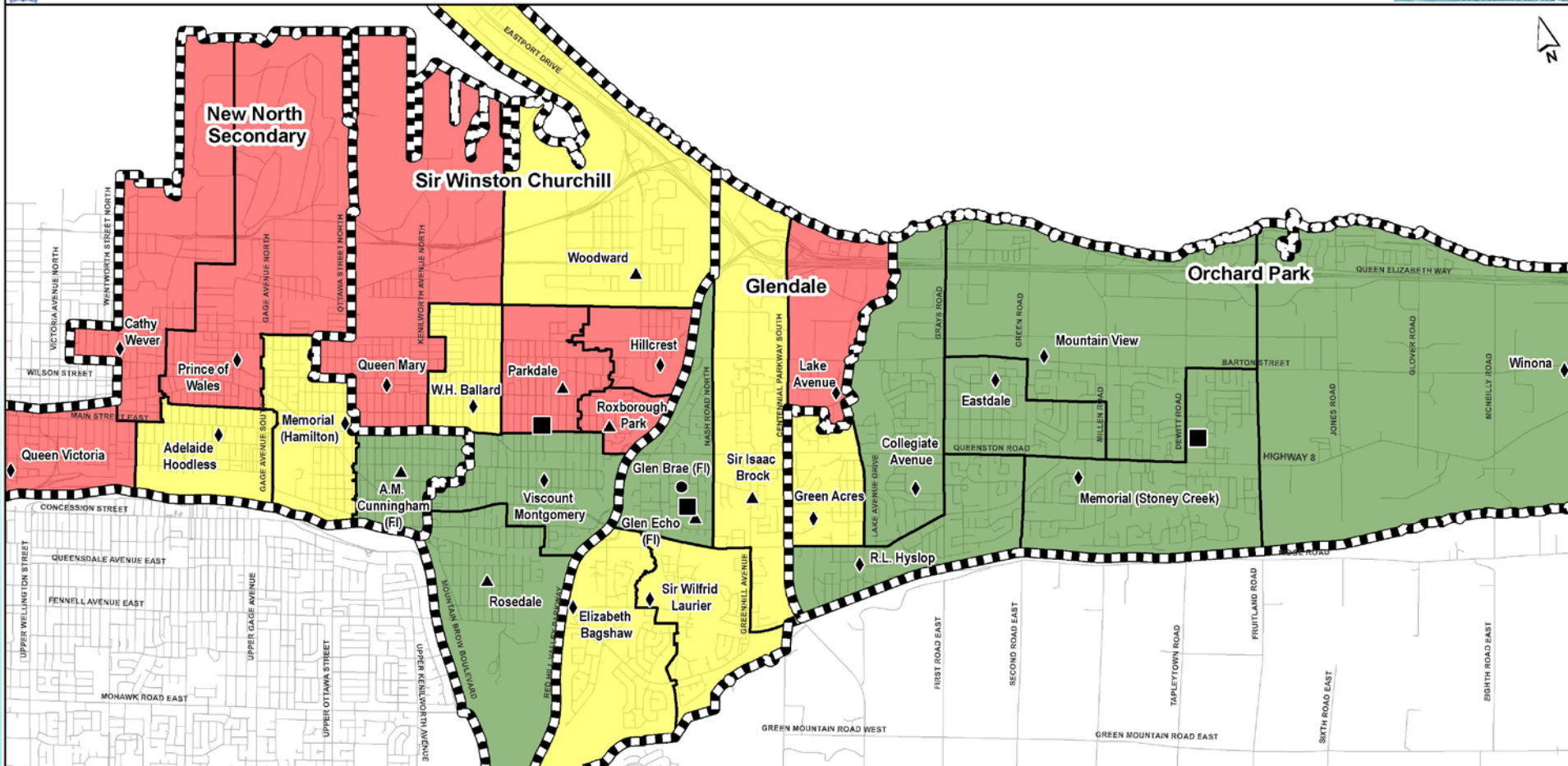
## Strengthening our Inventory of Schools

- Reduced number of schools from 18 to 13
- Strategically located schools in Hamilton
- Most enrolments over 1,000 students
- Where possible, schools include a wide range of students from diverse socio-economic backgrounds

# Strengthening our Inventory of Schools – North

Proposed North Secondary Boundaries and Associated Schools

Planning & Accommodation



<p><b>HWDSB Schools</b></p> <ul style="list-style-type: none"> <li>▲ Jr Elem</li> <li>◆ Elementary</li> <li>● Middle</li> <li>■ Secondary</li> </ul>	<p><b>Proposed Secondary Boundaries</b></p> <p>Elementary Boundaries</p>	<p><b>Socioeconomic Ranking</b></p> <ul style="list-style-type: none"> <li>High</li> <li>Moderate</li> <li>Low</li> </ul>
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Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

\* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada

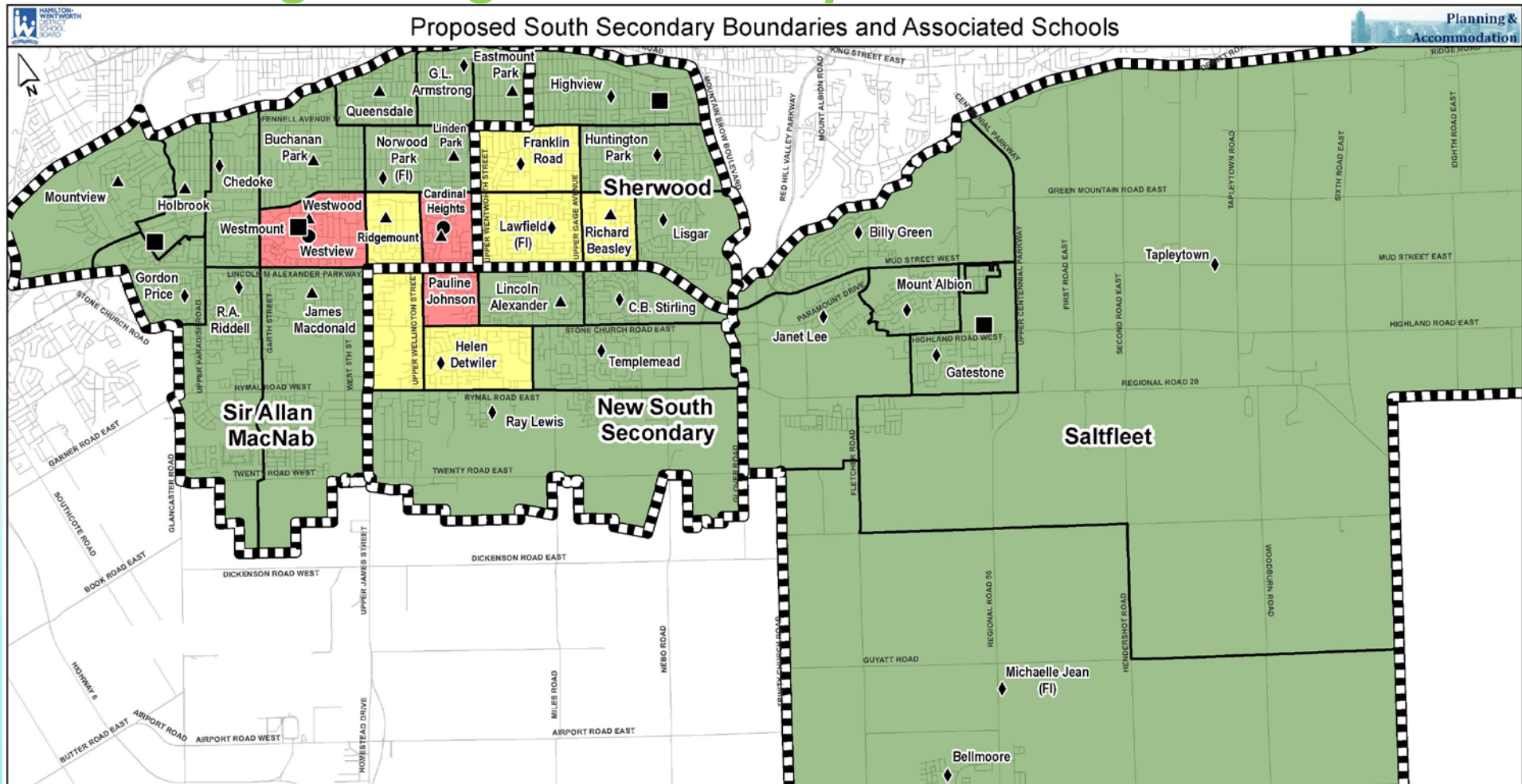


HWDSB  
Planning and Accommodation 2013

# Strengthening our Inventory of Schools – South

Proposed South Secondary Boundaries and Associated Schools

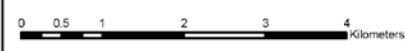
Planning & Accommodation



<p><b>HWDSB Schools</b></p> <ul style="list-style-type: none"> <li>▲ Jr Elem</li> <li>◆ Elementary</li> <li>● Middle School</li> <li>■ Secondary</li> </ul>	<p><b>Proposed Secondary Boundaries</b></p> <p><b>Elementary Boundaries</b></p>	<p><b>Socioeconomic Ranking</b></p> <ul style="list-style-type: none"> <li>High</li> <li>Moderate</li> <li>Low</li> </ul>
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Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

\* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



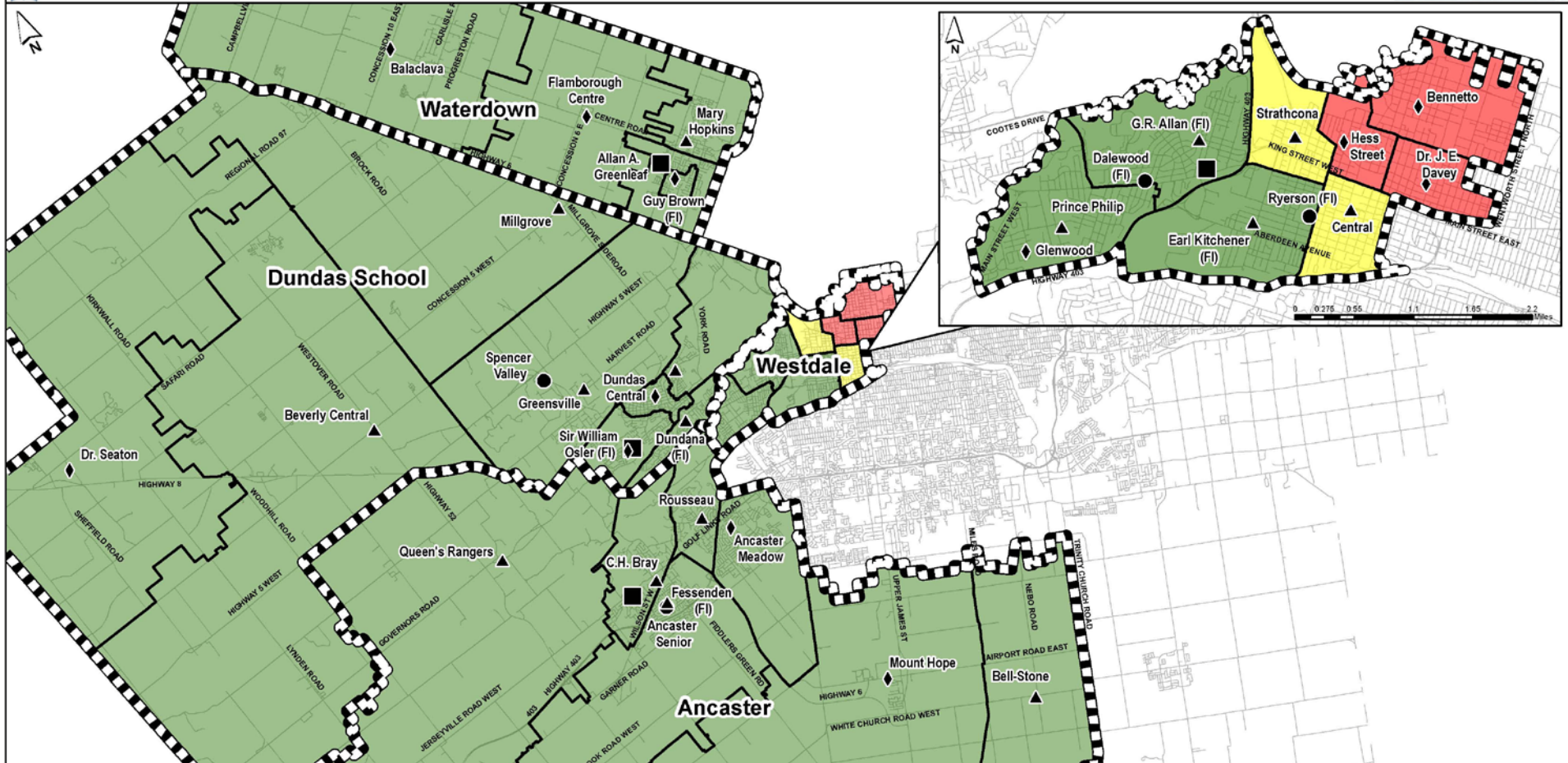
HWDSB  
Planning and Accommodation 2013





# Strengthening our Inventory of Schools – West

Proposed West Secondary Boundaries and Associated Schools

Planning & Accommodation



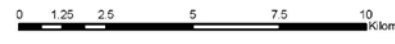
- HWDSB Schools**
- ▲ Jr Elem
  - ◆ Elementary
  - Middle School
  - Secondary

- Proposed Secondary Boundaries**
-  Proposed Secondary Boundaries
  -  Elementary Boundaries

- Socioeconomic Ranking**
-  High
  -  Moderate
  -  Low

Source: Socioeconomic data from HWDSB Learning Opportunities Plan March 2013

\* Based on 2006 Census Data, to be updated once 2011 Census Data is released by Statistics Canada



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## Our Variety of Programs

- Students work towards their goal, at their local schools. These choices include the five pathways
- Student voice is captured before option sheet distribution
- Tiered program offerings to address student needs
  - Tier 1
  - Tier 2
  - Tier 3

# Our Variety of Programs

## Tier 2 Some Schools – Some Students

Programs and interventions offered in some schools if there is student interest. Specialized facilities or equipment are not required. Students live within their home school catchment area.

### *Program examples:*

- Languages (i.e. Latin, Spanish)
- Outbound
- Strings

### *Intervention examples:*

- Empower High School
- Jump Math (with other strategies)
- Wilson Reading program
- Credit Recovery

# Our Variety of Programs

## Tier 3 Few Schools – Few Students

Programs and interventions requiring specialized facilities, equipment or funding enhancement. Strategically located in a few school sites. Transportation provided according to Board policy.

### *Programs*

- Arts & Culture: Digital Media
- ArtSmart
- Aviation/Aerospace
- Construction
- Cosmetology
- ESL/ELD
- French Immersion
- Horticulture
- Hospitality/Tourism (Food Services)
- Information/Communication Tech
- International Baccalaureate (IB)
- Manufacturing
- Ontario Public Service Program
- Performing Arts (auditioned program)
- Transportation

# Our Variety of Programs

## Tier 3 Few Schools – Few Students

Programs and interventions requiring specialized facilities, equipment or funding enhancement. Strategically located in a few school sites. Transportation provided according to Board policy.

### *Interventions*

- ALPHA
- NYA:WEH
- Graduated Support Program
- Extensive Support Program
- Personalized Learning Support Program

## Innovative Strategies

- New North School and its associate schools
- Auditioned Performing Arts Program at Glendale

## Rethinking Program Locations

Programs have been placed strategically across the system according to the following criteria:

- Infrastructure already within a school
- Even distribution of specialities across the system
- Balancing enrolments across schools

# Rethinking Program Locations

Tier 3 Programs	Location
Arts & Culture: Digital Media	Dundas, <b>New North</b> , Orchard Park
ArtSmart	<b>New South</b>
Aviation/Aerospace	Ancaster, <b>Sir Winston Churchill</b>
Construction - Building Careers	Offsite location (depending on building site)
Cosmetology	<b>Sir Winston Churchill, New South</b> , Orchard Park, Waterdown
ESL/ELD	<b>New South</b> , Glendale, <b>Westdale</b>
French Immersion	<b>Sherwood</b> , Westdale
Horticulture	Saltfleet
Hospitality/Tourism (Food Services)	<b>New North</b> , Orchard Park, <b>Sir Allan MacNab</b> , Waterdown
Information/Communication Tech	<b>Ancaster, New South</b>
International Baccalaureate (IB) <sup>+</sup>	Ancaster, Glendale
Manufacturing	Dundas School, Sherwood, Sir Winston Churchill
Ontario Public Service Program	<b>New North</b>
Performing Arts	<b>Glendale</b>
Transportation	Dundas School, Glendale, <b>New South</b>



# Rethinking Program Locations

Tier 3 Interventions/Supports	Location
ALPHA	<b>Westdale, New South</b>
NYA:WEH	<b>New North, New South</b> , Sir Winston Churchill
Graduated Support Program	<b>New North, New South</b> , Orchard Park, <b>Saltfleet</b> , Sherwood, Sir Winston Churchill, Waterdown, <b>Westdale</b>
Extensive Support Program	Ancaster High, Dundas, Glendale, <b>New North</b> , Sir Allan MacNab, <b>Westmount</b>
Personalized Learning Support Program	Dundas School, Glendale, <b>New South</b> , Offsite location

# Program Strategy Cost and Implementation

Preliminary estimate for upgrades and renovations is

**\$5 million**

Funding sources include:

- School Renewal Grants
- Proceeds of Disposition

# Enhancing Transportation to Tier 3 Programs

Estimated costs for enhanced Transportation

Programs	Costs
Tier 3 Programs (not including FI)	\$407,000
Tier 3 Interventions	\$158,000
French Immersion	\$550,000
<b>Total</b>	<b>\$1,115,000</b>

## Consulting our Community

We will seek feedback from internal and external stakeholders on the program strategy implementation including:

- Program strategy vision
- Program placement
- New boundaries
- Transportation

# Consulting our Community

## Proposed Consultation Timelines

Key Activities	Proposed Dates	Revised dates
Director's Student Voice Forums	October 2012	October 2012
Ministry of Education Announcement	Fall 2012	January 2013
Draft program strategy presented at Information Session	-	March 2013
Draft program strategy presented at CTW	February 2013	April 2013
Community consultation	April 2013	April/May 2013
Final report	May 2013	June 2013

\*As presented at Committee of the Whole on October 15, 2012

## Recommended Action Committee of the Whole (April 15)

Trustees approve HWDSB's Secondary Program Strategy to go for consultation, with a report back to trustees in June 2013 for final approval.

## Conclusion

The Program Strategy intends to:

- Make every school a great school by providing all pathways and courses
- Enhance student voice and choice
- Strengthen Equity of Access, Opportunity and Outcome across HWDSB
- Create a system of great schools through more course offerings, expanded choice and strategic placement of special programs/interventions

## Conclusion

We will continue to strengthen our culture in every school where our staff:

- Cares for our students
- Holds high expectations for their success
- Provides inclusive opportunities and access to effective instruction, appropriate intervention, and engaging programs for our 21<sup>st</sup> century learners