

# Path to MAP MY FUTURE SUCCESS



Hastings and Prince Edward  
District School Board

Ken Manderville, System Principal

## SpeakUp

On May 31<sup>st</sup>, The Hastings and Prince Edward District School Board asked high school students to Speak Up. The HPEDSB Student Voice Committee organized a special day for 10 students from each secondary school (80 total). **Our Schools Our Voices** took place at the Frink Centre on May 31<sup>st</sup> with activities designed to engage students. Ryan Porter spoke at the event. His 'Make Your Own Lunch' presentation emphasized the importance of students taking responsibility for their lives and that we must all SpeakUp. Student Voice also organized team challenge activities to build trust among students and to strengthen relationships among students and teachers from all 8 high schools.

Student Voice is a newly formed committee that has met 4 times this school year to address how school could be more engaging. Two students from each of the 8 HPEDSB high schools sit on the committee along with their Student Success Teachers. Student Voice will continue to meet next year and to develop opportunities for students to provide constructive input into how schools can better meet the needs of all students to increase student success.

Speak Up is part of the Ministry of Education's Student Voice initiative that challenges students to make school more engaging by applying for student led – teacher supported projects. Nine HPEDSB projects at Bayside Secondary School (2), College Hill Elementary School, Moira Secondary School (2), North Hastings High School, Pinecrest Memorial Elementary School, Trenton High School, and the Student Voice **Our Schools Our Voices** have been approved and funded by the Ministry.

For more information about the Ministry Student Voice Initiative, go to <http://www.edu.gov.on.ca/eng/students/speakup/index.html>.

Student Voice Committee Members:

**Students:** Josh Byrne & Chelsea Smith, BSS; Tanya Sherboneau, CSS; Greg Eagles & Sarah Leitch, CHSS; Torre Little, Taylor Bunnett, MSS; Celeste Cassidy, NHHS; Ian Dulmage, PECl; Emma Maracle & Curtis Vardy, QSS; Angel Beckwith & Holly Laird, THS.

**Student Success Lead Teachers:** Jessica Francis, BSS; Laura MacLellan, CSS; Tara Prance, CHSS; Tracy Demianchuk, MSS; Kate Cockburn, NHHS; Lisa Fraser, PECl; Melanie Thompson, QSS; Roger Ramsay, THS.

**Educators:** Ken Manderville, System Principal; Erna Sorensen, Curriculum Coordinator, Pear Hucul, Curriculum Coordinator. **Ken Manderville, System Principal**



## STUDENT SUCCESS AT MOIRA SECONDARY SCHOOL



Moira Secondary School promotes student success through a wide variety of resources, programs and initiatives. Our Student Success Room is monitored by qualified teachers and provides students with a quiet work area, resource support and computer access. Up to 200 students visit the Student Success Room monthly to complete assignments, catch up on missed work, or receive one-on-one support. This room also supports students who are recovering credits or who are referred for credit rescue.

Our 12 member Student Success Team – comprised of administrators, guidance councilors, our CYC, SSLT, ISEH and credit recovery teacher – meets weekly to brainstorm strategies to support students who are identified as being at risk. This team works diligently to find the best approach for each student's unique needs and monitors student progress regularly.

Literacy is embedded in course instruction at Moira, and our after-school literacy program ran for six weeks prior to the winter holiday, and for an additional six weeks leading up to the writing of the Ontario Secondary School Literacy Test. Previously eligible students also met to receive extra literacy support which focused on the reading and writing skills necessary to be successful on the OSSLT.

Our Student Mentorship Program matches up senior grade 11 students with new incoming grade 9 students. The student Mentors are given leadership training at Quin Mo Lac the year before the new school year begins. The students carousel sessions in August and continue meeting with their group of grade 9s throughout the year. The mentors provide seminars on the "high school" experience, study skills, learning styles, Pathway Planning, and communication while promoting a community of culture and caring.

Unique to Moira is Drama in the Community, a popular two credit course that focuses on the Ministry of Education's Character Development expectations through the creation and performance of two plays that are toured through the HPEDSB's elementary panel.

Moira Secondary School has been successful in obtaining funds to support two "Speak Up" initiatives. The first is Think Day, which takes place on May 20<sup>th</sup> and involves staff and students from grades 8 to 12. Student leaders from Moira will welcome intermediate students from our feeder schools, host a barbeque and, with the guidance of Hamilton based ABSOLUTE Leadership Development Inc., lead students through a workshop on perseverance. ABSOLUTE also presents students with a high energy light show and musical performance. The ultimate outcome of the day is for students to build connections with other students, develop leadership skills, and for elementary students to gain greater familiarity with the high school setting.

The second initiative is the Trojan Ladies Connect (TLC) retreat. On Thursday June 3 - Friday June 4, Moira will be hosting its second annual Girls-Only Retreat at Wesley Acres. This year our retreat will be an over-night event which will focus on the following 4 realms of experience: Mind-Body-Spirit-Heart. The girls will participate in a variety of team-building events and workshops that are created to promote healthy relationships, self-esteem, body image, and anti-bullying tactics. This retreat is an opportunity for all Moira girls to come together with friends, ask questions, learn about themselves and others, and most importantly have fun!

The staff and students at Moira are continually working collaboratively to promote student success and build character.

*Submitted by: Tracy Demianchuk, SSLT, MSS*



## SPECIALIST HIGH SKILLS MAJORS at CSS

Centennial Secondary School is proud to announce that it is now offering two Specialist High Skills Majors. Centennial is currently offering the Arts and Culture SHSM and will be launching the new Health and Wellness program in the fall of 2010. SHSM programs offer students the opportunity to connect their high school learning to their post-secondary goals. Following the great success of the Arts and Culture program, and the first class of SHSM graduates last spring, CSS is looking forward to the wonderful opportunities available for students in the upcoming school year.

The new Health and Wellness SHSM will focus on providing students with the skills and training to participate in and promote healthy active living in the community. Participants will obtain seven certifications including CPR and First Aid, as well as take part in a variety of experiential learning opportunities. The students will complete a bundle of nine Grade 11 and 12 credits including four health and wellness major credits, an English, math and science credit with activities focusing on health and wellness, and two co-op credits to gain workplace experience in the field. Students will also explore post-secondary opportunities at a variety of sites, including Loyalist College and Queen's University.

The Arts and Culture SHSM will be entering into its third year in September. The program continues to build momentum and staff are very proud of the hard work and determination of the current group of SHSM students graduating in June. The contributions of our community partners, post-secondary partners, and the school and board staffs, are greatly appreciated as these innovative groups are an integral part of the continuing success of the SHSM students.

*Submitted by: Laura MacLellan, SSLT, CSS*



## STUDENT SUCCESS AT CENTRE HASTINGS SECONDARY SCHOOL

Centre Hastings Secondary School is committed to supporting our students and providing them with a challenging and enriching education which will spark a life-long pursuit of learning. Our school is proud to offer a wide-range of programming for our students including Musical Theatre, BRIDGES (a four credit outdoor education program), and Hairstyling and Aesthetics. We are also excited to offer a Specialist High Skills Major program in Construction which provides our students with valuable industry certifications and training programs, as well as many opportunities for experiential learning. This year also marks our fourth year of being involved with the School College Work Initiative program with Loyalist and St. Lawrence College. CHSS students are participating in dual credit programs in culinary skills, auto, construction, and Roots to Success. Our Board's partnerships with these colleges also allows our students to complete their Level One Apprenticeship in OYAP.



Centre Hastings is abuzz with activities that foster experiential learning and community involvement. In the next few weeks, many of our students will be participating in a leadership camp at Quin-Mo-Lac for local Grade 7 students, a Whitepine celebration, trips to Toronto for Art and Geography, a visit to the War Museum in Ottawa, and the Boiler Room in Kingston. Over the March Break, 23 of our students travelled to Greece and Turkey. In May, our Sound Academy will travel to Cleveland with the high-light of the trip being an opportunity to play at the Rock and Roll Hall of Fame! We are also gearing up for our annual Gamerama – a proud CHSS tradition - as well as our prom, Arts Night, Coffeehouse, and Recognition Breakfast to name a few.

On Saturday April 17<sup>th</sup>, four of our Communication Technology students competed at the Skills Canada Eastern Ontario Qualifier at St. Lawrence College. Kate Bloom and Kayla Wood had a top five finish in 2D Character Animation. Shannin Parks and Lesley Butler finished third in TV Video Production. Shannin and Lesley have advanced to the Provincial Finals to be held in Kitchener/Waterloo in May. Cheyenne Chamberlain and Amanda Fralick have also qualified for the Provincial Finals in 3D Character Animation. Extra-curricular activities have always been an integral part of Centre Hastings. This year, in addition to our traditional athletic teams, we are involved in two programs for the elementary students in the Centre Hastings area. Centurion Little Hoops runs each Wednesday partnering our student coaches with elementary students. Centre Hastings has also joined the Belleville Minor Football league which includes students in grades 6 to 8 from local area elementary schools. CHSS is a school that works to support our students. Our Classroom Support Program and Student Success rooms are hubs of activity as students access these rooms for extra help, accommodations or an alternate location to work on courses. CHAP (Centre Hastings Alternate Program) which is located at 56 Russell St. in Madoc supports our students who need individualized programs in order to meet their diploma requirements. Centre Hastings Secondary School is proud of our Centurion spirit. Our staff strives to provide an excellent education in and out of the classroom for all of our students from Tweed, Marmora, Madoc and the surrounding area. *Submitted by: Tara Prance, SSLT, CHSS*

### DUAL CREDITS: AN OPPORTUNITY FOR SUCCESS

When Krysten Hemphill returned to the SHAPE - Alternative High School Education Program in September, she looked forward to learning her credits but never considered college; especially while still enrolled in high school.

"If someone would have told me that I would be at Loyalist College while also being enrolled in high school, I would have told them that it's not possible," Krysten explained. In the past few years, Krysten had fallen behind in her credit accumulation and did not think it possible to graduate high school this year. However, things changed when she was selected to participate in a dual credit pilot program called Roots to Success.

**Roots to Success** is one of the many dual credit programs funded in joint partnership by the Ministry of Education and the Ministry of Training, Colleges and Universities. In this program, 15 senior high school students from alternative school settings enroll in a Portfolio Development course at Loyalist College and develop their own portfolio. With support from the Aboriginal Resource Centre at Loyalist College, the course is co-facilitated by Social Service Worker Coordinator and Loyalist Professor, Mark Gallupe and recent Social Service Worker graduate Wendy Mather.

"The Roots to Success program and the Portfolio course, which is the key feature of it, enables students to take stock of their lives and discover or rediscover the tremendous gifts they possess. As this process unfolds the students often begin to feel better about themselves and aspire to go on with their education or career goals. Wendy, my co-facilitator and I, are privileged to work with this incredible group of young adults and we do our best to encourage them to reach for their goals," said Mark Gallupe.

For Krysten, the thought of enrolling in college was a little intimidating but with a leap of faith and the support of her teachers, she enrolled.

"I was a little scared to go to college at first, but this course opened my eyes to all sorts of possibilities for my future. When I was in Toronto, I had friends that would bet that I never would graduate high school but after completing my portfolio I realized I can do it," she exclaimed.

It was through the portfolio process that Krysten realized that she pursue a career working with children. "I found out about the OYAP program and I applied and was accepted into the Early Childhood Education program. In June, I will have completed the first two classes leading to my college diploma and, because of dual credits, it will also count for my high school diploma as well," she continued.

"It's a lot of work especially because I also work on the weekends but my hard work is paying off. Next year is a whole new start at college for me."

**The Roots to Success: Portfolio Development course is one the many dual credit courses being piloted by the Hastings and Prince Edward District School Board in partnership with Loyalist and St. Lawrence Colleges.**

**For more information about Roots to Success and other dual credit programs contact Matthew Ronan, Dual Credits Coordinator at 613-969-1913 or [mronan@hpedsb.on.ca](mailto:mronan@hpedsb.on.ca) Submitted by: Matt Ronan, Dual Credit Coordinator**



## STUDENT SUCCESS AT BAYSIDE SECONDARY SCHOOL

The Bayside Girls Group participated this semester in two in-school sessions on the topics of female bullying and self defense. "Why the Looks? Bullying Between Young Women" was a session run by two Toronto women from REACT: Respect in Action, an organization focused on youth preventing violence. The session run at Bayside explored verbal, emotional, and physical violence between girls and young women. It allowed the girls to identify how anger and aggression between young women is expressed and explored underlying causes. They

worked on strategies to develop healthy ways of relating and ending bullying between girls. The session was highly emotional and successful for all the girls involved.

**The Girls Group** also hosted Glen Relf and Shawn Trudeau of the OPP who came into the school last week to run a self-defense session. Both men are highly trained in martial arts and self-defense training and walked the girls through many techniques that would prepare them for at-risk situations. The girls were highly engaged and participated eagerly by modeling the techniques with their fellow group members. Finally, Bayside will be hosting our first ever Girls Retreat on June 1<sup>st</sup> focusing on Empowering Young Women with girls from grades nine to twelve as well as some female students from our feeder schools totaling approximately 80 students. The young women will experience a yoga class, a guest speaker on empowerment, fashion show and small group sessions on personal care and self-esteem.

As a group we would like to thank our major supporters from Hastings and Prince Edward Learning Foundation, Hastings and Prince Edward District School Board's Student Success Program and Speak Up: The Student Voice, an initiative for engaging students funded by the Ministry.

### The Boys Group

Ever wonder what it means to be a teenaged "guy" in the 21<sup>st</sup> century? Some of Bayside's "guys" have a much better understanding after attending "The Living Truth", a conference for young men that was held in Kingston on April 23, 2010. The goal of this first annual conference that was hosted by LaSalle Secondary School, was to empower some of our males by helping them understand what it means to be a guy and what supports are available to help them through their challenging adolescence.

The conference was opened by Josh Bucher, an inspirational speaker. Josh's interactive presentation centered around respect and an understanding of how to work with others rather than opposing them. A very dynamic PK Smith captivated the audience with personal anecdotes from his own youth. PK works with "Impact Malawi" and is committed to eliminating the Third Word in his life-time. He challenged the boys to set their own goals and to take steps to reach them.

Former world ranked kick-boxer, Dan Coles, told stories of conflicts and the consequences of violent interactions and the realities of fighting. Dan is a self-defense instructor who has worked with the National Parole Board and the Children's Aid Society. The final presentation of the day focused on sexual health.

### Differentiated Instruction

We are very excited and proud of the progress made by our two differentiated instruction learning teams. They have been working together to discuss, create and implement DI strategies in their classrooms. Each team has attended a DI Session with local expert, Heather Clayton and has used that as a springboard to launch into a DI project. Although our primary focus has been formative assessment, we have been using the following framework (Tomlinson, 2010) to guide our approach to DI in our classrooms: *Using formative assessment to see patterns in student need, planning for instruction with those patterns in mind and guiding a classroom where, some of the time, more than one thing is taking place.*

*Submitted by: Jessica Francis, SSLT, BSS*



## "CELEBRATING DI IN 2010"



In 2007, the Ministry launched the Differentiation Initiative for Grades 7 & 8. Every grade 7 and 8 teacher was provided with a half day introduction to the ministry materials. Shortly after, interested teachers submitted proposals and were granted up to two days release time to pursue their personal DI goals. A similar process occurred in 2008 with teachers of grades 9 & 10.

In 2009, we had the opportunity to hear and work with Heather Clayton, a well respected teacher whose experience in DI is extensive. The Ministry resource documents available this year included detailed, exemplary lessons using MAC (Minds on; Action; Consolidation), and a variety of DI strategies and assessment tools. Back in 2007, everyone was starting at a different place. One group began simply integrating exit cards into daily use. Another group created a whole unit with differentiated tasks. At our May 2010 celebration, exit cards were still being used, and whole courses were being presented using differentiated strategies, tiered culminating tasks, and in one case, different teachers collaborated to teach different units within one introductory technology course.

One group used Moodle to engage students in grade nine Applied Geography. Many groups worked together and individually to integrate the gradual release of responsibility model into geography and history courses. Differentiation based on preference and readiness led to beautiful fused glass art. Self selection of non-fiction texts engaged reluctant readers and writers.

Offering tasks assessing the same expectations but which "vary in their complexity, structure, open-endedness or degree of independence" (The Differentiated Scrapbook, OME, 2010, 19) led one teacher to be joyfully surprised when every last one of her students submitted the task, happily and on time.

Wherever we join the DI journey, at some point we all see our students enthusiastically working to complete their tasks and joyfully taking pride in their successes. At the end of the celebration at the Fairfield Inn on May 25, participants completed exit cards. In these, "the value of cross-panel collaboration" was often repeated.

Many teachers noticed that their students "increased their self-sufficiency and independence in tasks" as well as taking "increased ownership for their learning." Being able to "start earlier" and have "more time to watch colleagues in their classroom in action" could lead to "collaborating more with same subject teachers".

Summing this all up, "DI is not just engagement strategies but the ability to change and/or supplement lessons based on student needs."

The DI journey continues and in the sage words of one participant, we should not call it "Differentiated Instruction", it should be called "Differentiated Learning" because that is what we are all really doing.

Many DI strategies require the teacher to relax, and release responsibility. Students are pushed to take on more and more of the teacher's role in that students choose the task that best suits their readiness or learning style, students choose the content that most interests them, students may even choose or create assessment criteria that fits their needs. With proper scaffolding and guidance, students can guide and shape their own education.

*Submitted by: Pearl Hucul, Curriculum Coordinator, Education Centre*

