

# Path to SUCCESS

## MAP MY FUTURE



Hastings and Prince Edward  
District School Board

Ken Manderville, System Principal

### STAND UP TO BULLYING – EVERYONE KNOWS SOMEONE

Thirty-five excited secondary students wait impatiently to enter a hushed performance space dressed alike in bubblegum pink T-shirts. Their task – to deliver the bullying awareness message of tolerance, acceptance and standing up to bullying – through the powerful medium of drama using their own words. The actors are from all eight HPEDSB secondary schools. They spent a full day together in a workshop with their drama teachers, with each group comprised of one student from each school. They were provided with a type of bullying and a drama strategy to work with, 25 minutes later they had a scene ready to perform to their peers. The results were so powerful that the compilation of work was performed for the public on November 16<sup>th</sup> and for the Student Senate Youth Forum on November 17<sup>th</sup> at the Education Centre. Students were asked what being part of this board-wide team meant to them personally. . .



“It’s important to me because as a child I was bullied and it made me really self-conscious and ever since then I’ve put up a wall and haven’t had easy times making close friends. I don’t want anyone else to feel like that. Being able to speak out against bullying through drama was really exciting to me because drama has been one of the main reasons I have gained self confidence and being with a group full of accepting people has been a wonderful experience.”

*I feel that the fact that nothing was scripted and that all the work came from our own minds and most of all, our own hearts, shows that teenagers can be influential. I think and hope we had a great influence on all those who observed us and our work.”*

*Participating in the “Stand up to Bullying” event has been truly liberating, and I am immensely grateful to have had the opportunity. When my drama teacher approached me with this opportunity, I thought it would just be a few days off school to do what I love most, act. It was later proven to me that this was so much more. Through our drama, our voices, and our words we were given the chance to shed a light on some very “darkened” topics. Stand up to Bullying is important to me because of the hope it gives us, and me personally, for finally having a chance to speak up for those who can’t, and delving into what was once a shallow topic.*

*“It not only spreads a message and promotes change as a production but also gives students the feeling that they can actually start the change. I feel that giving students the ability to create change is most empowering.”*

*I have been bullied in the past and as a result, I barely ever stand up for myself in anything. Doing this has shown me that bullies are just people too and really not as scary as they seem. I really liked coming together with kids I didn’t know and performing because it pushed me out of my comfort zone and I met a lot of new friends in the process.*

*“This is important to me because I used to be bullied. People need to be aware of how WE feel and need to be aware of the reality that this happens to everyone and we all really do know somebody.”*

*I believe this was important because it helped me learn and become more aware of bullying and it made me feel like I was making a difference not only in my life and school but to others around me and it gave me a chance to increase my leadership skills and make amazing friends. Submitted by: Susan Davies, Curriculum Coordinator, Education Centre*



# CENTENNIAL SECONDARY SCHOOL

## CSS Celebrates Successful Transitions!



In September Centennial Secondary School opened its doors to 223 new Grade 9 students. CSS has been working since last year to ensure that the new students are set up for success. Last spring, Grade 9 Pathway Information Night, Grade 8 Parent Night, and the hard work of the Grade 8 teachers, prepared our incoming students for success by selecting the appropriate pathway and courses. Mid-term data indicates that **88% of Grade 9 students are being successful in all four of their first semester courses**. Since mid-term reports, there have been focused interventions put in place to help support all students to achieve all of their credits this semester as there is a direct correlation between success in Grade 9 and overall achievement of the Ontario Secondary School Diploma.

Many initiatives are in place to support the academic transition to secondary school. Link Crew focuses on the successful social and emotional transition of new students to high school. The Link Crew

is comprised of forty-eight senior students from a variety of backgrounds who have been selected to work with the incoming Grade 9s to facilitate a positive transition to high school. These leaders kicked off their preparation for this new group of students with an intensive two-day block of training in August to prepare for the event-packed Grade 9 Orientation Day on September 2<sup>nd</sup>. Each incoming student was paired up with a Link Leader and led through a series of activities that encouraged team building while introducing the Grade 9s to Centennial. To celebrate an exciting first few weeks of school Link Crew organized a Grade 9 breakfast and a Grade 9 and 10 dance. Both events were a huge success.

Though September had drawn to a close, the Link Crew continued to organize a variety of activities including; a pep rally, and lunch time games in the cafeteria. They also celebrated the holiday season by putting in a float in the Santa Claus parade which included both Link Crew members and grade 9 students. The theme of the float aligned with the end of Bullying Awareness Week. The theme of “Don’t be a Grinch, Stand Up to Bullying!” focused on inclusivity as it is a core value for all Link Crew events.

The Link Crew events will continue throughout the upcoming months as students will be completing exams and starting new courses. The focus for January will be preparing Grade 9s to write their first set of exams. Link Crew leaders will be teaching lessons to Grade 9 classes about key study skills. They will also be hosting the second annual Cocoa and Cram study session which provides students a quiet place to study, more study tips, and even help organizing their binders and preparing study notes.

Grade 9 student Courtney Saulnier says “Centennial is great! It is everything I thought it would be and more. I have met great new people, and have amazing teachers.” about her time so far at Centennial. The positive academic and social start to secondary school is a key contribution to the positive and inclusive school culture at CSS. Centennial has been thrilled with the level of success and involvement of the two hundred and twenty-three new Chargers!

Submitted by: Laura MacLellan, Student Success Lead Teacher, Centennial Secondary School

## ***SCHOOL COLLEGE WORK INITIATIVES (SCWI) 2010/11***

Teachers and students at Hastings and Prince Edward District School Board participate in a variety of activities and forums hosted by our PASS Regional Planning Team partners, Loyalist College and St. Lawrence College.

For students in grades 7 - 12, these full day experiences encourage the exploration of post-secondary programs available through the college pathway. During Semester 1, secondary students participated in the following activities:

- Student Success @ Loyalist. – Identified secondary students who face learning or physical challenges had the opportunity to learn about the programs and supports that will be available to them in college.
- My Plan for Success – Students who will be the first in their family to attend a post-secondary school explored the college environment to better prepare them for the transition from secondary school to college. They investigated their learning styles and preferences, college programs and supports and familiarized themselves with college facilities.
- Pathway to College – College faculty visited Grade 10 Careers Classes

During Semester 2 watch for information about the following Activities: SETUP for College (Grade 8); E-Journalism (Grade 11); HALL PASS (Specialist High Skills Major Arts and Culture students at Centennial Secondary School); Manufacturing at Loyalist (Grade 10 Quinte Secondary School and Bayside Secondary School).

Activities and Forums run throughout the school year also support networking and partnerships between secondary teachers and college faculty. These partnerships increase awareness and provide professional development for both groups. These opportunities also open the door to exploring other partnerships or potential dual credit programs that will support and enhance student experiences and learning opportunities. During Semester 1, Careers teachers, Foods teachers and Parenting teachers had the opportunity to explore their course extensions that are available through college, to meet college faculty who are willing and eager to support and to learn about dual credits. These subject specific opportunities will continue in Semester 2. Activities, Forums and Dual Credits are approved and funded annually by the Ministry of Education.

Submitted by: Erna Sorensen, Curriculum Coordinator,  
Education Centre



## ***HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD MATHEMATICS COACHING***

HPEDSB Math Coaches, Richard Long and Jeff Richardson, have a story to tell! It's about supporting math teachers and secondary school math learning teams, in implementing high-yield strategies to reach every student in Grade 9 and Grade 10 Applied Mathematics, in HPEDSB secondary schools. Richard and Jeff have been supporting the professional learning of math teachers since September 1, 2010. Currently, math coaching is delivered to three groups:

- Secondary school math departments, through participation in school-based learning teams;
- Teachers of Grade 9 and Grade 10 Applied Mathematics, through professional networking sessions; and,
- Math department heads, through ½ day sessions at Math Subject Council.

Math coaches are focused on helping teachers of mathematics, Grades 9-12, to implement high-yield instructional and assessment strategies.

The strategies include: Provincially focused strategies of effective lesson planning and effective questioning, with an emphasis on proportional reasoning; and, Assessment of knowledge and skills through categories, assessment of learning skills, and an emphasis on mathematical processes.

Each math coach is affiliated with four secondary schools, which they visit regularly. Coaches are also available to co-plan and co-teach with individual teachers. **Contact Richard Long, Jeff Richardson, or Michael Mcilveen for further details.**

Submitted by: Michael Mcilveen, Curriculum Coordinator, Education Centre



The true blue Quinte Saints spirit is running strong this year both inside and outside of the classroom. Students have created a vibrant and positive student leadership presence in our school and this has resulted in some incredible events to support students and our school community.

The Saints welcome to our new Grade 9 students started last spring during our Life at Quinte Days and continued into September with a special event-filled Grade 9 Day led by senior students. The focus was on co-operation, team-work, and promoting school spirit. The Student Success team has created personalized time tables for all grade nine students. We have found in past years that this has led to greater student success and a more balanced course load for our students. Our team continues to meet weekly to discuss and problem solve in order to provide as much support as possible to all students. In collaboration with the full staff at Quinte, the Student Success agenda is a priority.

A part of our school wide initiative to promote and support student success in all pathways and all subjects is our commitment to helping students to develop strong learning skills and work habits such as initiative, responsibility, and self regulation. Further to this, we have several learning teams established through which teachers work collaboratively to develop and refine instructional and assessment strategies to support all students, all learning styles and all pathways. Teacher learning teams are up and running in Math, English, Geography and History. We are excited to be working with our Grade 7 and 8 teachers from our feeder schools as well through a cross panel Math learning team. Each of these initiatives has one common goal: to improve our practices in order to support students to increase student achievement.

Student achievement and a safe learning environment are our main priorities. However, we also know that having a strong and positive school culture, including many extracurricular opportunities enhance a student's learning experience. To this end, the fall and early winter have been very busy months for our Saints. Congratulations to our Junior Girl's Rugby team who conquered the Gold cup at the COSSA championships and to our Senior Girl's who earned the silver. Our Saints Breast Cancer Awareness day turned our school into a sea of pink raising over \$1500.00 for this worthwhile cause. "Be Kind" purple day was also a huge success as a part of our Anti-Bullying week during which a different event was held daily to promote awareness of this important issue. Thirty-five Christmas Food baskets were prepared by our students and delivered by staff to support families during the holiday season. Eighty-one Junior students were honoured at our annual Junior Awards assembly for strong academic achievement, valued positive citizenship, and hard work. And, finally, our Christmas week activities engaged students and staff in numerous events which raised money for our community and supported increased school spirit and student leadership in our school.



We look forward to a great 2011 filled with many more opportunities for our students to shine at Quinte Secondary School.  
Submitted by: Quinte Secondary School Student Success Team

### **ENGAGING STUDENTS: *One student's story....***

*I believe coming to Loyalist has really helped me focus on the changes I hope to achieve in my life. The Roots to Success dual credit course has taught me several things and has made me open my eyes and see what I am capable of doing if I set my mind to it.*

*I have gone through some rough times in my life. I have moved around a lot as a child and met some people who turned my life around. I have been both mentally and physically abused by others. I began fighting, doing drugs and not attending school. All of which led to disagreements with my parents.*

*I had no motivation to push through my problems and no strength to back away. I had plans to drop out of high school and move in with some friends.*

*I went through nine months at a treatment centre. I went through my past to figure out the reasons why I was doing drugs and making decisions to fight and not follow the law.*

*When I left the centre, I came to school and met a friend who was enrolled in the Roots to Success program at Loyalist. My experiences in Roots to Success have helped me make the decision to finish school and go on to college. The program has given me the inspiration to push through these hard times.*

*Thank you for everything, I know I can reach my goals and achieve my dreams of attending Loyalist College.*

*Roots to Success is a Loyalist College course in Portfolio Development designed to enable students to take stock of their lives and discover or rediscover the tremendous gifts they possess. It is one of 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 SUPPORTING 'TIGER EXCELLENCE' AT TRENTON HIGH SCHOOL

The staff and students at THS have been working together to develop and support various programs to engage our students and focus on **learning, leading and achieving**. These initiatives all focus on supporting a broad range of pathways and interests. Outlined below is a list of a few initiatives at THS thus far in the 2010/2011 school year:

### Arts in Action

The THS Arts Council and a Grade 12 Art class have been working on bringing art to the downtown area of Trenton. Students worked collaboratively to decide on a theme and imagery for the 40 x 10 foot section of the school's alternative campus located on Elgin Street. The mural contrasts a dark, polluted world with a clean fresh environment and asks, "If you could change the world, what would you do?"



### THS Catering Program

The Catering Program is a three credit program where students focus on job skills, experiential learning, charity, travel and tourism, food trends, supporting local businesses, teamwork, and of course great cooking and baking. Students involved in the program receive certificates in Food Handlers, Emergency First Aid, Youth Safety Awareness Program, Service Excellence, and Smart Serve. This group of students have volunteered on many occasions preparing food for various organizations within the community. In addition, the students operate the Tiger Cat Café which is a lunch and breakfast program that provides approximately 150 meals a week to the students of THS who are in need.

### Tigrrrls....A Grade 9 Girl's Club

New at THS this year is the Tigrrrls initiative as a response to the need of improving 'the Family Path' based on Ken Leithwood's research. A large group of staff members have been working collaboratively to brainstorm ways that they can better reach students, and in particular, our at-risk female population. This club's mission is to empower the Grade 9 girls of THS by giving them skills to be assertive, confident, goal-oriented, and happy, as well as healthy in regards to their bodies, their sexuality and their relationships. The group meets twice a month and is a great way to connect our girls with a caring adult and ease the transition into high school. We look forward to sharing positive results from the initiative. Thus far, student buy-in has been incredibly strong.

### Trenton Remembers

On November 11<sup>th</sup>, the students of THS had the opportunity to remember the sacrifice of the men and women who have given us the freedom we enjoy in Canada. During this year's Remembrance Day Assembly, students experienced a live video link with three members of Canada's military in Afghanistan (a first time in Canada according to the Military), one of which was a former student of THS. Students were able to ask many questions and share their thanks for the soldiers commitment to the mission. Many students at THS have family members serving overseas. Several of these students had video taped messages missing their Mom or Dad and thanking them for their service.



### Honouring Excellence

Celebrating excellence is a valued tradition at THS. The Fall Academic Recognition and Tiger Way Awards Ceremony honoured over 150 students for their academic achievement; students had either achieved the top mark in their class or 80% and over to gain entrance onto the honour roll. The Tiger Way Awards of Character Distinction were also presented to those Tigers who have demonstrated and exemplified the attributes of the Tiger Way in a proficient manner. These awards are granted on the basis of teacher nomination, and hold the highest prestige at THS.

Submitted by: Roger Ramsay, Student Success Lead Teacher, Trenton High School



Fall at Moira Secondary was filled with a flurry of activity. The entire student body had the opportunity to support Trojan athletics, participate in an anti-bullying campaign, and attend a successful evening celebrating the Arts at Moira. All the while, students remained committed to their academic careers by accessing a breadth of resources that promote and support student success.



Congratulations go out to our Junior Girls Basketball Team and our Junior Boys Football team – both 2010 COSSA Champions. The two teams trained hard to develop the skills and knowledge necessary to move forward in their divisions. The dedication and sportsman-like behavior that these students demonstrated has reverberated throughout the school and encouraged other students to display their Trojan pride.

Moira's student council organized a Bullying Awareness week (November 15<sup>th</sup> – 19<sup>th</sup>) that was packed with informative activities and preventative tools. On the first day homeroom teachers lead their classes in a discussion about the real-life consequences of bullying, and allowed students to reflect on the subject. During the lunch hour, staff and students were invited to "make a pledge" that they will never be a bully or a bystander by placing their hand print and name on two 12 foot banners. Later in the week, the entire school was invited to an assembly that culminated in the story of Hamed – a teen who was bullied relentlessly all his life. The students were not only moved and touched by Hamed's tragic story, but also by the music and student presentations that comprised the rest of the assembly. Following this, students were invited to paint rocks with messages of love and hope as a tribute to Hamed - over 170 rocks were painted and are on display in the lobby. On the last day, over 200 staff and students wore pink to represent their commitment to end bullying.

Moira's Arts students spent countless hours preparing for Moira's annual Art night, Avenue "M," which was held on November 25<sup>th</sup>. This event celebrated the success of Moira's Visual Arts, Drama, and Music students. The event is organized by Arts Attack, made up of students from all grades and pathways. A gallery of wonderful student created art work was on display and fantastic performances were given on stage by our Drama and Music students. The money raised from this event will go toward enhancing the technology available to our Arts students. Avenue "M" was highly successful and our Arts students look forward to next year's event.

Moira's 12 member Student Success Team – comprised of administrators, guidance councilors, our Child and Youth Counsellor, Student Success Lead Teacher, In-school Secondary Special Education Head, International Baccalaureate coordinator, 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.

The Student Success Room is monitored by qualified teachers and provides students with a quiet work area, resource support and computer access. Over 350 students from all pathways and subject areas visit the Student Success Room monthly to complete assignments, catch up on missed work, or receive one-on-one support.

Literacy remains a focus year round. Moira's After-school Literacy Program is currently running on Wednesdays, with a second six week session to follow in second semester. The English department is working on pathway-specific activities to help students make connections with Ontario Secondary School Literacy Test tasks based on course units and resources and they will also be developing OSSLT task rubrics that will be available for the rest of the school to access. The Associated Schools Group will be participating in collaborative planning, teaching and moderated marking of literacy activities as the year progresses.

The staff and students at Moira are proud of our accomplishments to date, and look forward to greater success in 2011.

Submitted by: Tracey Demianchuk, Student Success Lead Teacher, Moira Secondary School





## ***DIFFERENTIATED INSTRUCTION UPDATE***



Discussion around DI has evolved from an early focus on strategies such as exit cards and choice boards to a deeper, more intensive analysis of student need which then drives and shapes the strategies, approaches, and content in each class. As we enter the second decade of the 21<sup>st</sup> Century, we are firmly focused on the one item education. Hastings and Prince Edward District School Board, differentiation is becoming common practice and a way of framing all our instruction.



Our formal journey along this path began in 2007 with just over 40 teachers mostly trying out differentiation strategies or implementing ways to better understand our students. That year Ministry of Education's materials included index cards with brief descriptions of different types of learners, strategies, and structures. This year, Ministry materials include fully developed, finely detailed lessons with options for differentiation according to student interest, readiness, and preference. The differences in the complexity of these resources reflect our own growth from grappling with defining and understanding exactly what differentiated instruction means to our present implementation of a wide variety of strategies and approaches based on precise and personalized data on each student's learning preferences and styles. We have refined our thinking and learned a lot.

Based on these learnings, we have implemented an earlier submission date for projects this year. Before mid-October, 2010, 11 proposals were submitted and approved. Based on many teacher requests, this earlier approval allows both teachers and students almost a whole term to enrich and deepen their engagement with the DI strategies and approaches they have targeted.

As well as the 11 board projects, Centennial and Moira school groups are participating in the provincially approved and funded DI Focused Pilot projects. Susanna Moodie and Sir Mackenzie Bowell teachers are immersing themselves in Science and French while Moira and Queen Elizabeth teachers are focusing on mathematics.

On November 4, 32 elementary and secondary teachers shared their knowledge of Assessment and Evaluation, Differentiation Strategies, Higher Order Thinking, and 21<sup>st</sup> Century Learning skills at an all day event at the education centre. The morning gave everyone an opportunity to investigate ideas across panels and among schools. The afternoon provided time for the first full working and planning session for each group.

Since then in the spirit of DI, teachers have been meeting independently to pursue their self-chosen and self-directed goals.

In early January, a system memo will outline the timelines for second semester proposals from interested Grades 7 through 12 teachers.

Submitted by: Pearl Hucul, Curriculum Coordinator,  
Education Centre



The Student Success Initiative enters Year 8 in 2010-2011 and, as is evident from this newsletter, there are many activities happening to engage students this year. Currently, schools are working to implement their School Improvement Plan for Student Achievement. Student Success supports schools with Grade 7 to 12 students in the implementation of their plans. Thanks to Student Success Administrative Assistant Pam McCann, who has done an outstanding job coordinating budget and organizing the many events and meetings that are essential to the success of this initiative. I would also like to take this moment to thank the Student Success Lead Teachers (pictured below) and all of the committee members who are working through specific tasks to improve the achievement of students in the Hastings and Prince Edward District School Board.

Submitted by: Ken Manderville, System Principal Student Success

#### **Committees and Membership:**

**Secondary Growing Success Work Group:** Kate Cockburn, Susan Davies, Doug Ferguson, Dianne Goyetche, Richard Long, Shelley MacKenzie-Coates, Ken Manderville, Paul Pickard, Erna Sorensen

**Learning to 18 Committee :** Doug Callaghan, Tracy Demianchuk, Eric Fetterley, Dianne Goyetche, Louanne Moore, Julie Pohlman-Brogee, Todd Reid, Shelley Steacy, Lee Stephens, Kelly Towers

**Pathways-Transitions:** Jill Batchelor, Joan Bennett, Dayna Bons, Gail Brant, Colleen DeMille, Dianne Goyetche, Pearl Hucul, Laura MacLellan, Lee Mahon-Prophet, Ken Manderville, Darren McFarlane, Michael McIlveen, Heather McMaster, Vic Roy, Erna Sorensen, Randy Votary, Heather Yearwood

**Student Voice:** Celeste Cassidy, Kate Cockburn, Will Conlin, Hugh Culliton, Mikayla Deal, Tracy Demianchuk, Jeremy Duncan, Greg Eagles, Ronald Ellis, Alexis Fargey, Ashley Fincham, Jennifer Ford, Lisa Fraser, Karlie Grills, Pearl Hucul, Sarah Leitch, Warren Madsen, Laura MacLellan, Ken Manderville, Colten McCumber, Daniel McEven, Melissa Mulvale, Tara Prance, Roger Ramsay, Bianca Thibodeau, Olivia Thompson-Mitchnuff, Erna Sorensen, Jordan Williams

**Specialist High Skills Major Advisory Committee:** Wendy Chesworth, Craig Desjardins, Eric Fetterley, Trish FitzGibbon, Dale Ketcheson, Tom Malloy, Ken Manderville, Dave Patterson, Matt Ronan, Erna Sorensen, Jim Trevisan



#### **STUDENT SUCCESS LEAD TEACHERS 2010/2011**

(L to R): Lisa Fraser, PECl; Sara Hailstone, Teacher Candidate from Queens University, MSS; Tracy Demianchuk, MSS; Hugh Culliton, QSS; Kate Cockburn, NHHS; Tara Prance, CHSS; Jennifer Ford, BSS, Laura MacLellan, CSS; Roger Ramsay, THS.