

SHSM New Program Application Template

Nov 2021

Note: This document is meant as a planning template. Actual applications must be submitted online using the EDCS SHSM Reporting Site according to published deadlines.

SHSM Historical Details

As part of the application planning process, examination of historical evidence related to existing SHSM programs along with the capacity of a school and school board to support additional SHSM programs is required. To ensure a quality program that provides students with the opportunities to complete all the required components and graduate with the SHSM seal on their diploma a number of data points should be reviewed.

Example of data-evidence to consider:

- The capacity of a school and school board to offer **quality experiential learning opportunities for SHSM students**
- **Historical trends in the number of student enrolment numbers projected vs actual** for existing programs
- **The current board and school SHSM completion rate** (i.e., the percentage of Grade 12 SHSM students that complete all the required components and graduate with the SHSM seal on their diploma when compared to the total number of Grade 12 SHSM students in the program) as compared to the provincial completion rate
- **The SHSM footprint in the board and school** (i.e., the total number of SHSM students compared to the total number of Grade 11 and 12 students in the board) compared to the provincial average

Identify areas that need to be addressed and a high-level plan to implement changes so that the proposed program application can move forward for consideration and will complement existing SHSM programs in the school.

SHSM Program Details

How will the proposed program complement existing SHSM programs in the school?

Sydenham High School has three existing SHSM programs: Manufacturing, Transportation, and Hospitality and Tourism. This potential new program will offer a distinct pathway for students in Arts and Culture. There are many possibilities for collaboration between programs, some of which are already occurring. For example, at our recent Coffee House, we collaborated with the Hospitality and Tourism program to offer snacks and beverages to our guests. We also engaged members of the manufacturing program in set construction, and lighting and sound design. There are many potential opportunities for collaboration between these programs including

metal art, cake decorating, and collaborating on future school arts productions such as a school musical.

Identify and issues and concerns in existing SHSM programs and how these are being addressed.

SHS has been identified as having a yellow status for this current year. In looking at the Ministry data we need to focus more on the lower enrollment in the Hospitality and Tourism and Transportation programs. When entering the data for the Initial Report this year the enrollment is up in both of those programs. We attribute this to a new to the school Guidance person who has a very successful track record for helping programs with enrollment and completion rates. Also, the two teachers involved in those programs have taken a more active role this year to improve their practice.

SHSM Program Description

Describe any unique or special features about your program (e.g., area of focus).

Sydenham High School offers many curricular and extracurricular opportunities that prepare students for a career, or further education in the arts. Courses are available in instrumental and vocal music, drama, visual art, dance, photography, and digital design. Sydenham also offers an arts-focused entrepreneurship course for building arts-based businesses. Sydenham arts teachers collaborate with community-based artists and entrepreneurs to offer experiential learning with professional partners. The SHS music, drama, and visual arts programs are central to this program and work collaboratively to offer students many opportunities to engage in the creative process, grow skills and confidence, and share their art. Students should expect to hone their skills in the arts while developing as entrepreneurs and arts-based business owners.

What is the rationale for offering this SHSM sector specifically at this school (i.e., student interest and community support)?

Sydenham High School is building its reputation as a rural school that focuses on artistic engagement. We have a growing arts program offering performance, visual, and digital arts, and are growing opportunities for students to engage in the arts without having to travel outside of their local community.

SHS arts students are already engaging with their local community through participation in community concerts, events like the Sydenham Santa Claus Parade, and by offering community concerts and arts nights that feature visual art, dance, theatre, guitar, and music from our vocal group and concert band. Recently, the SHS Band has been invited to play the national anthem for our local OHL team: The Kingston Frontenacs.

We also collaborate with local elementary schools by touring schools and offering performances and workshops. We engage Loughborough Public School in our annual holiday concert for the Sydenham community.

SHS also has a popular entrepreneurship course taught by me. As an arts educator, I ensure that this course includes a focus on arts-based businesses and have supported student-artists in turning their artistic passion into a profitable passion. I guide students through the application process for the province's Summer Company Program so they can receive additional support and funding to grow their business.

Additionally, we already have 3 successful SHSM programs at Sydenham High School and plan to engage and collaborate with these groups. This collaboration is already active and we plan to grow it. There are exciting opportunities for students to grow their skills and knowledge in the arts at SHS.

Identify two or three strategies that will ensure participation of students in all four pathways in this SHSM program.

As part of our reach ahead activities students will be touring colleges and universities. Also, they will visit or host local employers to the school in areas such as: instrument repair, large arts venues etc. This will provide opportunities for all students to see themselves in all the pathways that this program will offer. Also access to summer and during the school year coop opportunities for all students. Grade 8 and Grade 9 Information sessions will highlight all pathways for all students as well.

What is the labour market rationale for offering this SHSM sector specifically in this school? Please provide relevant local labour market data¹ and environmental scans.

The Kingston and South Frontenac communities are filled with professional and community-based artists in many mediums. For relatively small populations these communities are thriving arts hubs.

As a local educator, artist, and entrepreneur, I am aware of the opportunities and challenges for local artists. Rarely is artistic business a full-time venture, but I am determined to guide students in turning their artistic passions into profitable side hustles (if not, full time businesses). The arts foster community and connection, grow empathy and a sense of belonging. I want to build access to the arts in our community by showing students that artistic engagement is possible and profitable while growing meaningful creative opportunities and connections in the community. One of the biggest hurdles to arts-based industry is profit, which means that communities miss out on the value offered by the arts. This SHSM program will

¹Ontario Labour Market: <http://www.ontario.ca/page/labour-market>

Ontario WorkinforNet: <http://www.iwin.on.ca>

work to bridge this gap to help more students find a professional pathway in the local arts community.

SHSM Team

Who is/will be on the school’s SHSM team that will have the responsibility to implement this SHSM program, if approved?

	Name	Responsibilities (specific tasks)
SHSM Board Lead	Steve Hedderson	S.O. for SHSM Programming
Board program consultant/coordinator	Geoff Petznick	
Community sector representative(s)	Liam Karry, Rosemary Doyle, Jenn Stephenson, Craig Walker, Alex Mundy, Kelli Caravan, Ian Juby, Rob Kempson, Marta McDonald, John Abrams, Jean Jamieson Hanes	
Special education teacher		
Student Success teacher	Shannon Myers	
School administrator(s)	Roxanne Saunders-P Maureen Bartlett-VP Lonny Gibson-VP	School Admin SHSM Lead
Guidance teacher-counsellor(s)	Katherine English	Course/ credit planning and completion
Cooperative education teacher(s)	Shawn Kennedy	Sector based coops
Major credit teacher(s)	Kristin Martin Joe Shaw Rob McDougall Julie McGinn Shane Cook	
Teacher of ‘other required’ courses		

SHSM Students

How will SHSM students be selected/identified for the program? Select all that apply.

- Interview
- Application
- Self-identify through course selection
- Parent approval required
- Other _____ (add more details here)

SHSM Enrolment

	Grade 11	Grade 12	Total
Projected enrolment for this SHSM program (next school year):	3	3	6

Grade 9 and 10 enrollment is much higher than 11 and 12 due to the pandemic. Arts opportunities have been limited in the past 3 years (due to the pandemic) which has resulted in lower numbers.

	Grade 11	Grade 12	Total
Projected total student enrolment for school (next school year):			

Contextualized Learning Activities Implementation

Contextualized Learning Activities (CLA) are meaningful experiences that allow students to engage in SHSM focused activities while participating in “Other” credits. CLA funding is available if the school acknowledges they will be participating in this optional requirement.

Will the school be engaging in CLAs during the next school year? Yes No

Sector-Partnered Experience Component Implementation

What Sector-Partner Experience Components will SHSM students engage in next school year?
Select all that apply.

- Innovation, Creativity and Entrepreneurship
- Sector-delivered Coding
- Sector-delivered Mathematical Literacy

Industry/Business/Community Partners (copy/paste more boxes as required)

Industry/Business/Community Partners – It is expected that these partners will sit on your sector-specific teams and provide experiential learning opportunities for students (e.g., co-op, job shadowing, etc.). If approved, you may be required to provide evidence support (e.g., email or letter) from your partner.

Organization Name: Kick and Push Festival
Contact Person: Liam Karry
Job Title: Artistic Producer
Phone Number: (343) 333 2787
Email Address: Info@thekickandpush.com

Liam Karry is a sounding board for performance-based opportunities in the Kingston community. Liam and the Kick and Push Festival would offer co-cop and job shadowing opportunities as well as workshops run by professional artists.

Organization Name: Theatre Kingston

Contact Person: Rosemary Doyle
Job Title: Artistic Director/ Producer
Phone Number: 613-544-2021
Email Address: rosemary@theatrekingston.com

Theatre Kingston offers opportunities for engagement in a professional arts community. There are opportunities for co-ops, job shadowing, and workshops with professional artists.

Organization Name: Frontenac Concert Band
Contact Person: Kelli Caravan
Job Title: Conductor
Phone Number: 613-544-4811
Email Address: frontenacconcertband@gmail.com

The Frontenac Concert Band offers opportunities for engagement in a community-based musical community. There are opportunities for co-ops and workshops.

Organization Name: Kingston Meistersingers
Contact Person: Liane Penny
Job Title: President
Phone Number: (613) 449-0235
Email Address: meistersingerskingston@gmail.com

The Kingston Meistersingers offers opportunities for engagement in a community-based musical theatre community. There are opportunities for co-ops, workshops, theatre tech (set, lighting sound) performance on-stage, backstage, or in a pit band.

Organization Name: Kingston Choral Society
Contact Person: Ian Juby
Job Title: Artistic Director
Phone Number: (613) 389-8932
Email Address: info@kingstonchoralsociety.ca

The Kingston Choral Society offers opportunities for engagement in a community-based vocal performance community. There are opportunities for co-ops, workshops, and performance.

Organization Name: Thousand Islands Playhouse
Contact Person: Marta McDonald
Job Title: Assistant General Manager
Phone Number: 613-382-7020
Email Address: marta@1000islandsplayhouse.com

Marta is a sounding board and friend who can connect students to opportunities for co-ops, performance, job shadowing and enrichment at the Thousand Islands Playhouse.

Organization Name: Jean Jamieson Hanes
Contact Person: Jean Jamieson Hanes
Job Title: Artist
Phone Number: 613-305-0235
Email Address: jamiesonhanes@gmail.com

Jean is a local artist and friend who is willing to connect students to opportunities for co-ops and job shadowing in visual arts.

Organization Name: Capitol Theatre
Contact Person: Rob Kempson
Job Title: Artistic Producer
Phone Number: 905-885-1071
Email Address: rob@capitoltheatre.com

Rob is a professional artist and arts educator and has been a mentor and sounding board for me. He is a resource for students and is willing to meet with them virtually or through email.

Organization Name: Alex Mundy Music
Contact Person: Alex Mundy
Job Title: Singer-Songwriter
Phone Number: (613)-876-4222

Alex is a professional singer-songwriter. She has led workshops for us in singing, songwriting and musician entrepreneurship in the past. She has also been a mentor to our students.

Organization Name: Abrams Brothers Music
Contact Person: John Abrams
Job Title: Musician
Phone Number: (613)-876-4222

John is a professional musician who lives locally. He has led workshops for us in singing, songwriting and musician entrepreneurship in the past. He has also been a mentor to our students.

College/University Partners (copy/paste more boxes as required)

College/University Partners – If possible, these individuals should sit on your sector-specific or board-specific advisory teams. Please explain how these partners will offer experiential learning and reach ahead opportunities. If approved, you may be required to provide evidence of support (e.g., email or letter) from your partner.

Organization Name: Queen's University Dan School of Music and Drama
Contact Person: Craig Walker
Job Title: Faculty: Drama, Music/Theatre
Phone Number: 613-533-2066
Email Address: craig.walker@queensu.ca
Role – clearly describe the types of support offered by this partner.

Craig Walker is a professional theatre artist, director and playwright. He has held the role of head of the drama department at Queen's University. He engages in community collaborations with Theatre Kingston and involves community members (and high school students) in opportunities offered in theatre and music at the Dan School. Craig is a sounding board for me and can help connect students to educational opportunities. Craig coordinates with the joint Musical Theatre diploma program offered through St Lawrence College.

Organization Name: Queen's University
Contact Person: Jenn Stephenson
Job Title: Associate Dean of Arts and Science
Phone Number: 613-533-2000
Email Address: asc.academic@queensu.ca
Role – clearly describe the types of support offered by this partner.

Jenn Stephenson is a professional theatre theorist and educator. She is a personal and professional mentor and is willing to help connect students to arts opportunities within Queen's University.

Certifications and Training (copy/paste more boxes as required)

Consider alternative ways to deliver certifications and training such as sector-delivered, train-the-trainer model, online.

Certifications and Training Courses and Programs – Quality SHSM programs have a blend of community and school-based delivery to ensure students have exposure to experts in this sector. Identify certifications and training courses/programs to be offered to students :

Title/Focus of
Certification or Training
Program: First Aid/CPR
Provided by:
(range of providers)
Organization Name: Levac Safety
Levac Safety
Contact Person (if John Bell or Carolyn Scott
available):
Delivery Type (select In person
one):

Certifications and Training Courses and Programs – Quality SHSM programs have a blend of community and school-based delivery to ensure students have exposure to experts in this sector. Identify certifications and training courses/programs to be offered to students :

Title/Focus of
Certification or Training
Program:
Provided by: WHMIS
(range of providers)
Organization Name: Levac Safety
Contact Person (if John Bell
available):
Delivery Type (select In person/online
one):

Certifications and Training Courses and Programs – Quality SHSM programs have a blend of community and school-based delivery to ensure students have exposure to experts in this sector. Identify certifications and training courses/programs to be offered to students :

Title/Focus of
Certification or Training Instrument Repair Workshop
Program:
Provided by: Long and McQuade Kingston
(range of providers)
Organization Name:

Contact Person (if available): Tim Ryan

Delivery Type (select one): In person

For elective certifications, please explain how this certification relates to your program's area of focus: Currently, we have students who are learning to repair and upkeep instruments for our instrumental music program. This will provide students with the training to do this more effectively and give them skills to consider future professional opportunities in this area.

Certifications and Training Courses and Programs – Quality SHSM programs have a blend of community and school-based delivery to ensure students have exposure to experts in this sector. Identify certifications and training courses/programs to be offered to students :

Title/Focus of Certification or Training Program: Singing and Songwriting

Program:

Provided by: (range of providers) Alex Mundy and John Abrams

Organization Name: Alex Mundy Music/ Abrams Brothers

Contact Person (if available):

Delivery Type (select one): In person

For elective certifications, please explain how this certification relates to your program's area of focus: Currently SHS offers a combined vocal music and guitar course for grades 10-12 that focuses on singing and songwriting. This provides an opportunity for students to connect with professionals in this area.

Certifications and Training Courses and Programs – Quality SHSM programs have a blend of community and school-based delivery to ensure students have exposure to experts in this sector. Identify certifications and training courses/programs to be offered to students :

Title/Focus of Certification or Training Program: Audition/ Performance Preparation

Program:

Provided by: (range of providers) Kristen Martin

Organization Name:

Contact Person (if available):

Delivery Type (select one): In- Person

For elective certifications, please explain how this certification relates to your program's area of focus:

SHS students are preparing for community performances as well as professional and post-secondary auditions. This workshop will teach techniques to facilitate success in these ventures.

Pathway Chart (filled out from dropdown menu)

SHSM Major Subjects							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12

English							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12

Math							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12

Other Required Credits (refer to Ontario.ca/SHSM)							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12

Notes