



achievement matters



HAMILTON-
WENTWORTH
DISTRICT
SCHOOL
BOARD

**Director's Annual Report
to the Community**

09

MISSION STATEMENT:

“Providing relevant, responsive education so that each student becomes a life-long learner and contributing citizen in a diverse world.”



FACTS *at a* GLANCE:

Total number of schools:	113
Elementary	95
Secondary	18
Total number of students:.....	49,447
Elementary	31,379
Secondary	18,068
Total number of staff:	7450
Academic	6235
Business & Support.....	1066
Students enrolled in French programs	2,330
Students served through Special Education	7,555
Students enrolled in English as a Second Language	5,932
Percentage of students whose first language is not English	19.4%
Students traveling by bus	16,000
Number of new schools	2
Permits for Community Use of Schools	2,543
Average Class Size	
Elementary	21
Secondary	22
Percentage of Primary Classes at 20 or fewer.....	91.1%

Letter from Director

As every student knows, the start of a new school year opens an exciting world of promise – a world of new friends, new achievements and new experiences.

In the same way, taking the position of Director of Education at Hamilton-Wentworth District School Board has been inspiring and full of promise as I reflect on where the Board has been, and where it is going.

We know that the decisions we make as an organization will profoundly affect the lives of our students, their parents, our community members and the very fabric of the city we serve.

We are shaping tomorrow, today.

As I meet and visit with educators, parents, students and community partners, I learn more and more about how previous work has been yielding success in many areas. The 2008-09 school year – as you will read in this report – was a successful year in many respects.

This report is an opportunity to share with you some of the new programs and initiatives that were unveiled during the 2008-09 academic year. You will see, for example, that when it comes to work such as the Cross Curricular Applied Literacy Learning (CALL) program, we are very proud of the success that we can achieve on measures like the Ontario Secondary School Literacy Test (OSSLT).

In addition, I hope you enjoy sharing our stories about the success of the Tips, Technology, Tutors math program (T3), the introduction of new online tools for our parents, the expansion of our Programs of Choice, and many other notable directions last year.

Thanks to the hard work of staff and students, we are making gains.

But I know that much work remains.

As we look ahead, I am pleased that we have developed a new set of Strategic Directions to guide our work for the next three years. These include: Achievement Matters, Engagement Matters and Equity Matters.

Each is an affirmation of an important aspect of our work as educators.

With student achievement always our top priority, I am encouraging staff to embrace the concept of academic optimism, a feature of education that has been proven by research studies. Academic optimism occurs when we believe that we can reach every student, when trust exists between our schools and their staff members, their students and their community, and when we expect great things from students as long as we give them all that they require. When academic optimism exists in a school, student achievement improves.

If we are to see every student reaching his or her full potential – and that is, indeed our vision – we must commit to providing the effective instruction, effective service, a culture of engagement and the conditions of equity for all. Inspired by the belief in academic optimism, these create the foundation that will support the structure of future student achievement.

I know this sounds lofty, and it is. If we are demanding the best of our students, we must also demand the best of ourselves. We must focus our efforts – as we did in creating the new Strategic Directions – so that all Board staff know our goals and how we are going to get there.

As I share this Director’s Report to the Community, I hope that you will see in it our commitment to achievement, engagement and equity.

Sincerely,

John Malloy
Director of Education



achievement

Letter from the Chair

Education is one of the most important and fundamental activities that we can offer in a community. As Trustees, we are the stewards of public education – a role we take extremely seriously.

We are proud to represent a system that is welcoming and inclusive to everyone regardless of race, language, religion, sexual orientation, gender or disability – a place where all students can reach their full potential.

When parents make the important choice to enrol their children in our school board, we are privileged to provide our students with the highest level of education. Students graduate from Hamilton-Wentworth District School Board with an awareness of their potential and the tools to make their dreams come true.

The student cohort enrolled in the 2008-09 school year experienced a number of unique program and curriculum-based opportunities that are outlined throughout this annual report. The Trustees were pleased to be a part of their experience by making critical decisions in the boardroom that raised the standards of student success.

Through our governance structures, the value we place in public consultation and the counsel we receive from senior staff, Trustees are confident the decisions made during the year will have a lasting impact on our students.

Some of the accomplishments celebrated during this school year include the following:

- Approval of a Board budget that invests in student achievement
- Advancement in equal opportunities for all students regardless of race, language, religion, sexual orientation, gender or disability
- Investments in growth area schools located in Binbrook, Waterdown and Winona
- Selection process and the hiring of a new Director of Education

Among a trustee's most important duties is the hiring of an individual who can set the tone for our entire Board and move our agenda forward. This is the role of the Director of Education. The 2008-09 year was a time of transition, as we said goodbye to one talented director and welcomed another. We appreciate all the work Dr. Chris Spence did in his time with HWDSB and we look forward to continuing the great work now underway with current Director of Education John Malloy.

While we are proud of our accomplishments to date, we know there is still more work to be done. Next year will present us with several decisions that will impact our students and set the stage for us to prepare them for the 21st Century, implement our new strategic directions, and find a resolution to our aging administrative facilities.

Thank you for your support and commitment to HWDSB, helping children to discover and explore the excitement of learning.

Jessica M. Brennan

Jessica Brennan
Chair



achievement



helping students achieve

Achievement Matters

Schools on the Move

Risk: n. a chance or possibility of danger, loss, injury, or other adverse consequences.

At HWDSB, taking risks and continuous learning is part of the commitment to improving our schools. Allan A. Greenleaf is one example of a school that's not afraid to take chances to improve student achievement.

"Taking risks is important because it shows students that it's OK to try new things," says Katherine Yantzi, principal of Allan A. Greenleaf elementary, whose school in booming Waterdown has been named one of Ontario's Schools on the Move.

Created in 2006, Schools on the Move celebrates schools that have found ways to improve student achievement and connects them with schools of similar backgrounds to share their experiences and challenges.

Starting with 23 schools, the network now includes more than 140 schools, including Beverly Central and Janet Lee elementary schools in HWDSB.

Student achievement officers from the Literacy and Numeracy Secretariat work with boards to select schools that have used evidence-based practice to significantly improve student achievement over a three-year period. Staff also had to articulate the instructional strategies used.

"We started by sitting down and saying, 'OK, this is what they are saying about us. How can we do things differently? Are there high-yield practices we can use? What are we already doing well?'" Yantzi recalls.

She made sure staff felt comfortable taking risks – which may have come in the form of struggling to learn how to use a SMART Board, or finding new ways to teach math, or trying to teach a grade they were not used to.

EQAO tests do show upward momentum at Greenleaf, but Yantzi is quick to add that work remains to be done. From 2007 to 2009, Grade 3 writing went from 63 per cent of students at Level 4 or above to 71 per cent; Grade 3 math went from 66 to 74 per cent; some results were up or down but the overall trend was positive.

The Literacy and Numeracy Secretariat said Greenleaf had increased comprehension skills, used collaborative inquiry in math, had a united leadership and used regular assessments of learning practices that ask, 'How is this working for students?'

For Grade 2 teacher Corrina Grohmann, the gains came as she also gained professional development time. This included Grade 2 lesson study as well as the benefits of teacher moderation (which lets teachers develop similar standards for evaluating student work). In addition, math training opened her eyes to the world of games, dominoes, and problem-solving.

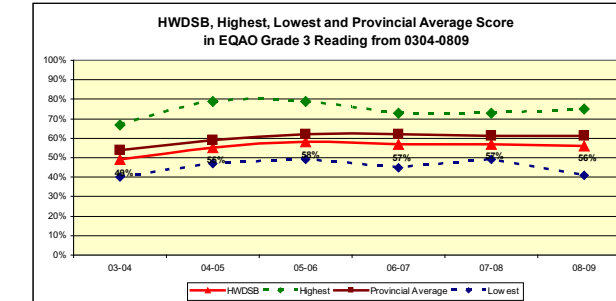
Greenleaf is happy to receive the honour, Yantzi says. But both she and her vice-principal Tim Illman say it's not the end point. The school didn't have one big eureka moment that made everything fall into place. They are still aiming to improve.

"We are not 'it,'" says Yantzi. "We are on a quest for 'it.'"

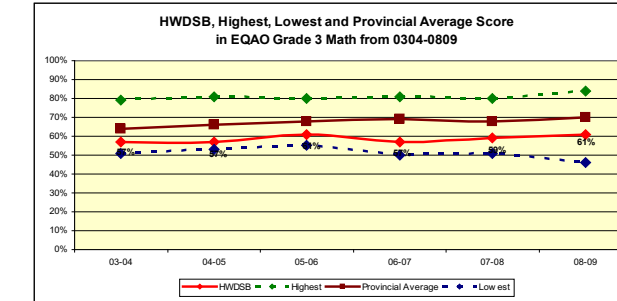


HWDSB, Highest, Lowest and Provincial Average English-Language Board level Results. Based on percentage of students at levels 3 and above for Grades 3 and 6, 2003-04 to 2008-09.

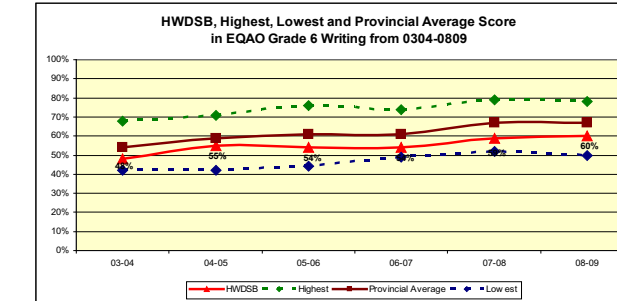
Grade 3 Reading	03-04	04-05	05-06	06-07	07-08	08-09
Result	49%	55%	58%	57%	57%	56%
Highest	67%	79%	79%	73%	73%	75%
Provincial Average	54%	59%	62%	62%	61%	61%
Lowest	40%	47%	49%	45%	49%	41%



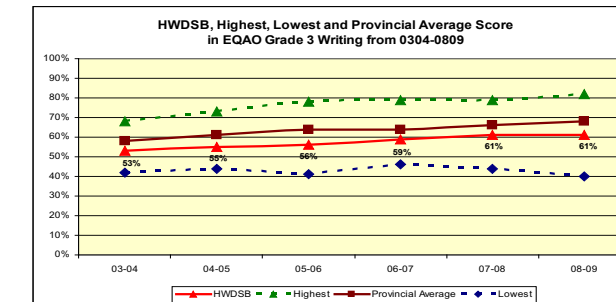
Grade 3 Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	57%	57%	61%	57%	59%	61%
Highest	79%	81%	80%	81%	80%	84%
Provincial Average	64%	66%	68%	69%	68%	70%
Lowest	51%	53%	55%	50%	51%	46%



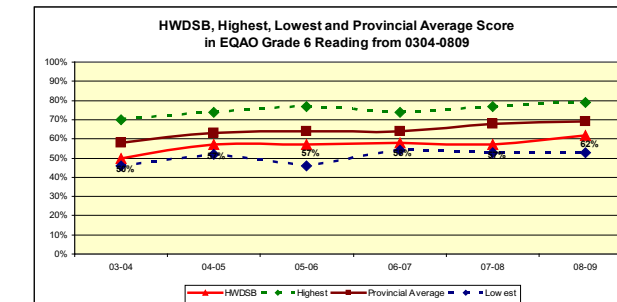
Grade 6 Writing	03-04	04-05	05-06	06-07	07-08	08-09
Result	48%	55%	54%	54%	59%	60%
Highest	68%	71%	76%	74%	79%	78%
Provincial Average	54%	59%	61%	61%	67%	67%
Lowest	42%	42%	44%	49%	52%	50%



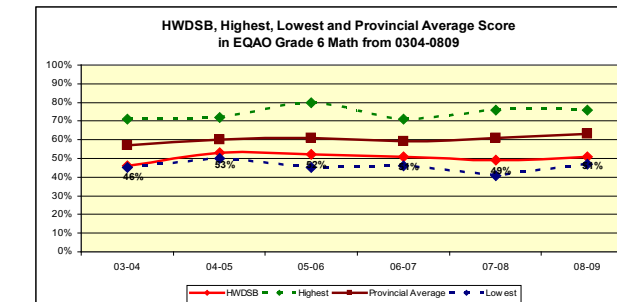
Grade 3 Writing	03-04	04-05	05-06	06-07	07-08	08-09
Result	53%	55%	56%	59%	61%	61%
Highest	68%	73%	78%	79%	79%	82%
Provincial Average	58%	61%	64%	64%	66%	68%
Lowest	42%	44%	41%	46%	44%	40%



Grade 6 Reading	03-04	04-05	05-06	06-07	07-08	08-09
Result	50%	57%	57%	58%	57%	62%
Highest	70%	74%	77%	74%	77%	79%
Provincial Average	58%	63%	64%	64%	66%	69%
Lowest	46%	52%	46%	54%	53%	53%



Grade 6 Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	46%	53%	52%	51%	49%	51%
Highest	71%	72%	80%	71%	76%	76%
Provincial Average	57%	60%	61%	59%	61%	63%
Lowest	45%	50%	45%	46%	41%	47%



"Taking risks is important because it shows students that it's OK to try new things"

The more you read, the more you know

It started in January 2005 with approximately 300 Grade 3 boys and 125 Grade 6 boys in 24 schools. Since then, Read to Succeed has grown to include more than 600 boys at almost every elementary school across HWDSB. The program is just one example of how we are ensuring all students are learning to read at provincial benchmarks.

Schools offer reading material to entice boys who are reluctant readers: comics, manuals, magazines, online reading, non-fiction as well as fiction. They meet at lunch hour to read, discuss and complete follow-up activities based on the reading materials. There is also a mentorship component. Boys previously involved in Grade 3 actively help run the clubs in the later grades. A resource lending library ensures appropriate literature and materials are available to each club.

The culminating event now takes place over several days at Brock University's Hamilton campus, where the boys have an opportunity to attend interactive sessions with authors, illustrators, storytellers, performers and sports celebrities.

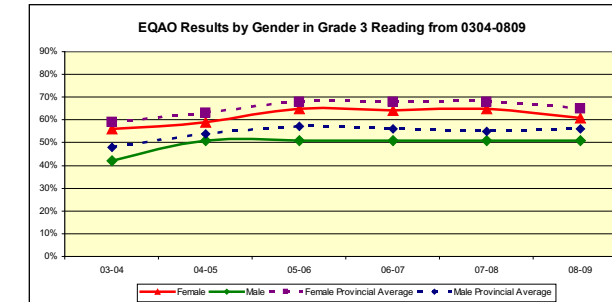
But it's not just fun and games. Results show that Read to Succeed has improved Developmental Reading Assessment (DRA) scores, reduced the gender gap, and increased engagement in boys reading.



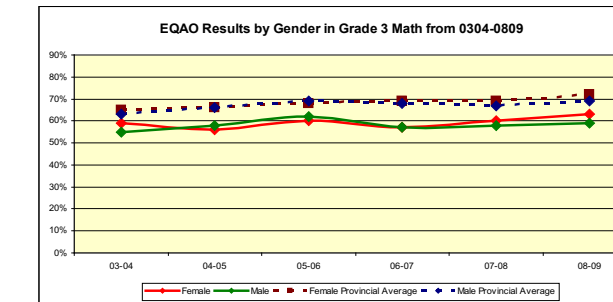
HWDSB EQAO Results by gender for Grades 3 and 6

Percentages of female and male students achieving the provincial standard (Levels 3 and 4)

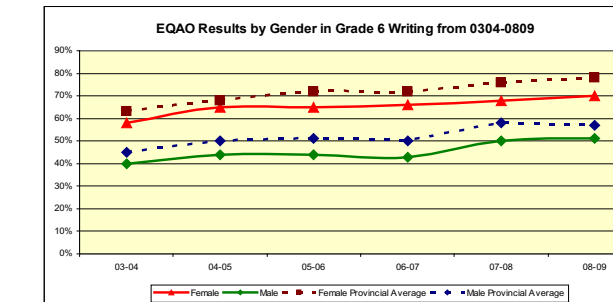
Grade 3 Reading	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	56%	59%	65%	64%	65%	61%
Male	42%	51%	51%	51%	51%	51%
Female Provincial Average	59%	63%	68%	68%	68%	65%
Male Provincial Average	48%	54%	57%	56%	55%	56%



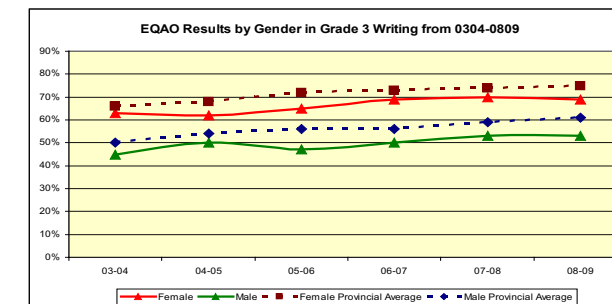
Grade 3 Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	59%	56%	60%	57%	60%	63%
Male	55%	58%	62%	57%	58%	59%
Female Provincial Average	65%	66%	68%	69%	69%	72%
Male Provincial Average	63%	66%	69%	68%	67%	69%



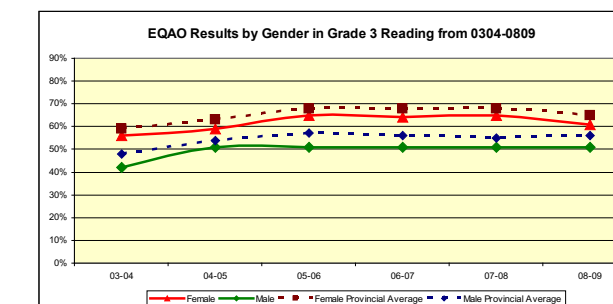
Grade 6 Writing	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	58%	65%	65%	66%	68%	70%
Male	40%	44%	44%	43%	50%	51%
Female Provincial Average	63%	68%	72%	72%	76%	78%
Male Provincial Average	45%	50%	51%	50%	58%	57%



Grade 3 Writing	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	63%	62%	65%	69%	70%	69%
Male	45%	50%	47%	50%	53%	53%
Female Provincial Average	66%	68%	72%	73%	74%	75%
Male Provincial Average	50%	54%	56%	56%	59%	61%



Grade 6 Reading	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	56%	63%	66%	65%	63%	68%
Male	44%	52%	50%	53%	51%	58%
Female Provincial Average	65%	68%	71%	70%	73%	75%
Male Provincial Average	51%	58%	57%	59%	60%	64%



Grade 6 Math	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	48%	52%	53%	50%	48%	51%
Male	45%	53%	51%	51%	49%	50%
Female Provincial Average	60%	60%	62%	60%	62%	64%
Male Provincial Average	56%	60%	59%	58%	60%	61%

Results show that Read to Succeed has improved Developmental Reading Assessment (DRA) scores, reduced the gender gap, and increased engagement in boys reading.

Achievement Matters

Response to Intervention: Piloting a New Response to Literacy Support

A unique pilot project at Hamilton-Wentworth District School Board, Response to Intervention (RTI) is an approach that has educators abuzz, especially in the U.S., where it has been a contrast to old ways of treating at-risk students.

“I first started reading about it in the United States,” explains HWDSB manager of psychological services Dr. Christine Gudas-Murphy. She is the Board lead on the RTI pilot at Collegiate, Eastmount, Gatestone and Guy Brown elementary schools.

At its heart, RTI is a system that uses data to identify and address students’ academic and/or behavioural difficulties. It targets interventions – as in, different doses of instruction – to students based on their needs.

“This is consistent and aligns well with Education for All,” Gudas-Murphy says of the Ministry of Education document that, like RTI, recommends the use of evidence-based teaching, tiers, and best practices for literacy and numeracy.

The goal of the Board’s RTI push – which focuses on literacy in SK to Grade 3 – is a classroom in which at-risk children receive more intensive intervention than those who can progress with regular instruction. What it does not do, however, is replace prior best practices already used for literacy instruction, Gudas-Murphy notes.

“The RTI model is another way of looking at how we provide embedded support to schools, in a multi-disciplinary way, in order to support student literacy development,” Superintendent of Student Services Vicki Corcoran says.

“Data gathered from the pilot schools on this early intervention strategy will help us as we examine the best ways to support all schools.”

RTI aims to reduce failures, by spending resources and time where they are needed; it’s preventative, in as much as a student can benefit from intense instruction in a regular classroom.

First off, RTI requires a solid literacy program that reflects the best practices in the field. “There is a full screening, and then based on their fluency, they are put into tiers,” Jackie Trapp, a primary learning resource teacher at Gatestone explains.

One essential ingredient is progress monitoring, such as measuring literacy with one-minute reading tests, to track student performance and identify students who are at risk.

For older students, it tracks the number of words that a student can correctly read in a grade-appropriate text.

Tier one, which comprises 70-75 per cent of students, includes students who progress with their teacher as the only instructor. Tier two (6-25 per cent) students get regular core literacy in the classroom plus small-group work. Tier three students (about 2-5 per cent) get more intensive help, on top of the tier one and tier two instruction, as well as special education services.

In this way, there is a dose, then progress monitoring of the response. A larger dose and more monitoring. The largest dose of the same or slightly-altered approach and more monitoring. Until, of course, a learning disability or other challenges are clear and require a new course.

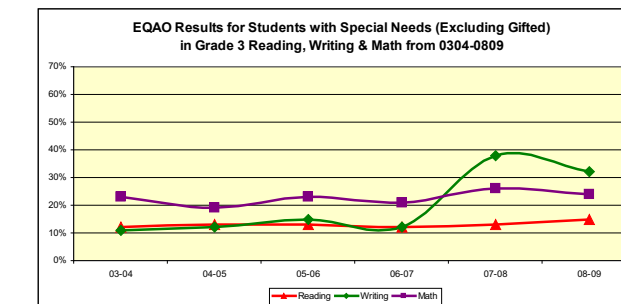
The pilot was funded by a Ministry of Education initiative called the Ontario Psychological Association Student Assessment Project, in which boards like HWDSB applied for funds.



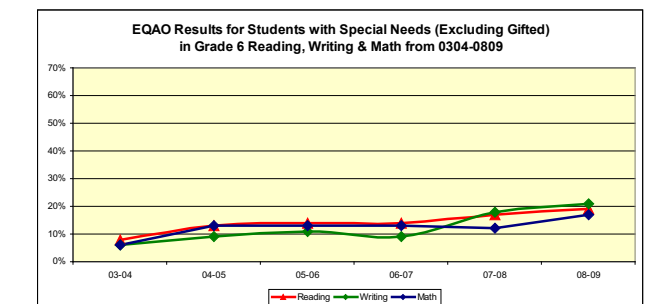
HWDSB EQAO Results for Students with Special Needs (Excluding gifted)

Percentages of students with Special Needs (excluding gifted) achieving the provincial standard (Levels 3 and 4)

Grade 3	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Reading	12%	13%	13%	12%	13%	15%
Writing	11%	12%	15%	12%	38%	32%
Math	23%	19%	23%	21%	26%	24%



Grade 6	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Reading	8%	13%	14%	14%	17%	19%
Writing	6%	9%	11%	9%	18%	21%
Math	6%	13%	13%	13%	12%	17%



HWDSB Efforts Help Students Who Are Learning English

Hamilton has traditionally been a city of immigrants – and recent trends continue to bring us new Canadians, many of whom are now refugees fleeing difficult situations. As a result, many of the programs HWDSB used for English language learners in 2008-09 were aimed at this group.

“We really focused on students who do not have much formal schooling,” explained Lidija Biro, a Board consultant on English as a Second Language (ESL) as well as Equity. “We know that Hamilton settles many at-risk groups, whether they are Karen people, or from Somalia, Congo, Iraq or from other countries where they may not have had access to education.”

To begin this work, the Board’s itinerant elementary ESL teachers used professional development opportunities to build collaborative skills and strategies to use with classroom teachers. They knew they had to adjust regular lesson plans to fit the needs of ESL students, especially those only beginning to learn English.

Partnering with the The Globe, a youth centre for newcomers run by the Settlement and Integration Services Organization, HWDSB created modules intended to develop English literacy. Again aimed at students with little prior schooling, the modules were useful for classroom and non-classroom settings. They can be used by teachers and non-teachers alike.

For example, one leaping off point for a module may begin with the games from an ESL student’s country of origin. This could then lead to explaining the game in English, or learning about similar Canadian games. Eventually it will lead to the learning of new English vocabulary that this requires.

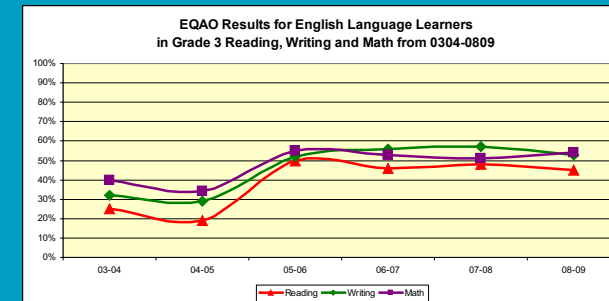
Finding new approaches for ESL students was also a feature of the Learning for All professional development day, organized by Special Education/Student Services with other departments and partners. This was a large-scale, full-day PD session devoted to differentiated instruction. For ESL teachers, it was a chance to discuss equity in the classroom, while showing how to engage and include students from diverse backgrounds.

The past year also saw the Equity Department’s planning of what became the Accelerated Literacy Program Hamilton Area (ALPHA), a pilot program at Dr. J. Edgar Davey elementary school. ALPHA enables students with limited education and English to move through grade levels at an accelerated rate – in short, they are able to “catch up” with same-age peers.

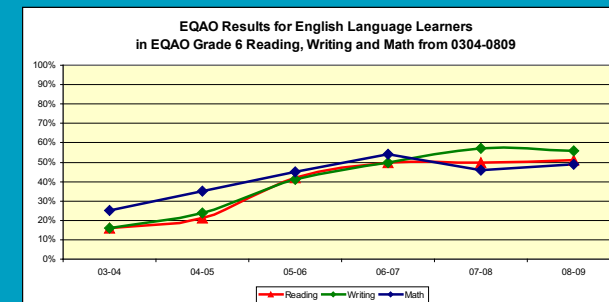
“We have also been developing a pathway for high school,” Biro explained. Similar to the ALPHA program, joint work by HWDSB departments of Equity and Community and Continuing Education created a new way to advance for secondary students. Aimed at newcomers aged 18 to 20, this opened up a non-school setting for the mature learners, so they can feel comfortable working on high school credits without being in classes with younger students.

HWDSB EQAO Results for English Language Learners, 2003-04 to 2008-09. Percentages of English Language Learners achieving the provincial standard (Levels 3 and 4)

Grade 3	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Reading	25%	19%	50%	46%	48%	45%
Writing	32%	29%	52%	56%	57%	53%
Math	40%	34%	55%	53%	51%	54%



Grade 6	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Reading	16%	21%	42%	50%	50%	51%
Writing	16%	24%	41%	50%	57%	56%
Math	25%	35%	45%	54%	46%	49%



HWDSB Student Achievement

EQAO achievement levels in reading, writing and math among Grade 3 students remained fairly static this year, while Grade 6 students showed modest progress in all three subjects, with a great increase in reading. Progress on the Developmental Reading Assessment has also been slow but steady.

Grade 9 EQAO math results improved compared to last year, with the most impressive gains seen in Grade 9 applied math. On the Ontario Secondary School Literacy Test (OSSLT), the percentage of successful Grade 10 students increased from 2007-2008. Student Success indicator data also reveals modest gains overall.

Students continue to make slow and steady progress towards the provincial benchmarks, with results expected slightly below the benchmarks. Moving towards the target of 75 per cent of Grade 6 students achieving the provincial standard by 2011, HWDSB continues to build on the strategies in place to ensure sustainable improvement. For example, system initiatives include:

- Building on the School Effectiveness Framework, which provides supports to focus on students’ needs and staff needs. The framework allows schools to examine how their students are achieving and what high-yield strategies teachers will employ to improve student achievement. All schools in HWDSB will participate in the district review process every three years. The focus of these reviews will help schools create the conditions for collaborative learning and effective implementation of high-yield strategies.
- Expanding Principal Learning Teams in order to network schools and create cultures of collaborative learning across HWDSB. Administrators will learn deeply about focused areas of instruction in order to enhance their skills as instructional leaders. Their schools are networked to provide opportunities for expertise to be shared beyond the walls of any one school. The goal of the network is to wrestle with challenging questions that impact instruction and student achievement.
- Using the Teaching- Learning Critical Pathway (TLCP) to encourage collaboration by focusing on students, engaging the curriculum and providing opportunities for teachers to support each other through assessment and instruction. The goal of the TLCP is to set high expectations for students, use assessment to guide instruction, provide frequent and useful student feedback, as well as create effective classroom discussion which shows evidence of learning. The TLCP is creating a culture where teachers learn together and change practice where necessary. The system will provide differentiated support to schools when questions and issues emerge through the TLCP process.

“...HWDSB continues to build on the strategies in place to ensure sustainable improvement.”



achievement matters

New Board Program, Nicknamed T3, Yields Impressive Math Results

Leaps in EQAO scores were made at schools involved in the new numeracy program Tips, Technology, Tutors (T3). It brings a unique package of Board resources to applied math instruction, with supports that include professional learning, use of interactive technology, math coaches to help classroom teachers and online help through the onMATH program.

In 2008-2009, Board students made a 10 per cent leap compared to the year prior. It also saw 37 per cent of the 1,365 applied-level math students who wrote the test attain a Level 3 result or better. Ontario saw a gain of 4 per cent.

At T3 schools, applied math results were:

- Up 27 per cent at Ancaster High
- Up 24 per cent at Delta
- Up 18 per cent at Sir Allan MacNab
- Up 2 per cent at Barton
- Up 1 per cent at Westdale

It all began with a teacher's request that her students get in-class instruction or daytime onMATH tutoring, depending on their need. Board staff agreed, adding to this the sharing of best practices and supportive technology like SMART Boards, laptops and remote keypads, which can overcome a student's reluctance to ask questions.

Teachers also received ample training.

"We know that getting everybody into a room, filling their heads with great ideas, and then sending them back to their classroom doesn't work. They will be inspired but, if they are unsure, they will revert back to the old ways of doing things," Donna Hale, secondary program consultant, said of T3's emphasis on follow-up.

So, T3 saw math facilitators freed from their classrooms, trained by provincial experts and sent to high schools across the Board. The first schools in T3 - which began in fall 2008 - were Ancaster, Barton, Delta,

and MacNab. Westdale joined later in 2008-09.

Math facilitators Melinda Lula and Christine Chan began to visit teachers and students, to share their approaches and help with the use of technology. Last year, HWDSB added more math facilitators in its elementary and secondary schools.

Having web resources at their fingertips can open up new ways for teachers to explain their lessons; using online tutors, for example, may let a student hear a concept explained in a new way, Hale notes. Students are also engaged by the arrival of new technology.

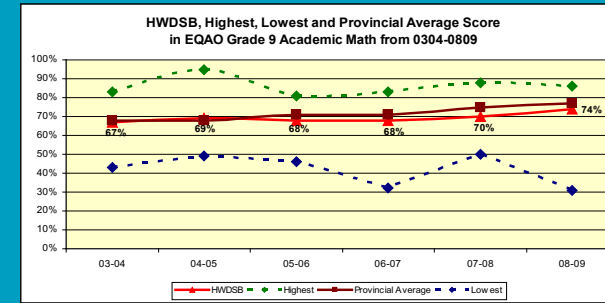
"We know that technology is not the be-all and end-all in this, it's about instruction," said Hale, noting that an effective T3 class might be one that sees a lot of small-group work, with students at several learning stations, using different approaches and tools.

And T3 is certainly catching on. For the 2009-10 school year, HWDSB will add another math facilitator, as well as six more schools to the T3 roster. Last year's math teachers - who were pioneers when T3 was first rolled out - will become mentors this year to the new arrivals.

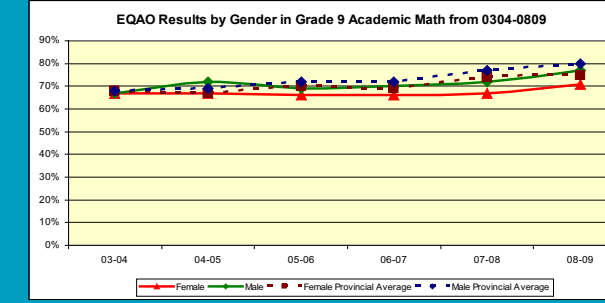


HWDSB EQAO Results Grade 9 Academic and Applied Math, 2003-04 to 2008-09

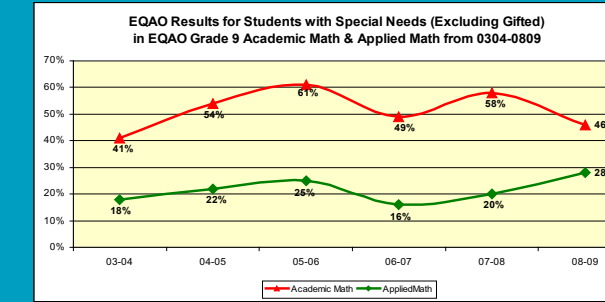
Grade 9 Academic Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	67%	69%	68%	68%	70%	74%
HWDSB	67%	69%	68%	68%	70%	74%
Highest	83%	95%	81%	83%	88%	86%
Provincial Average	68%	68%	71%	71%	75%	77%
Lowest	43%	49%	46%	32%	50%	31%



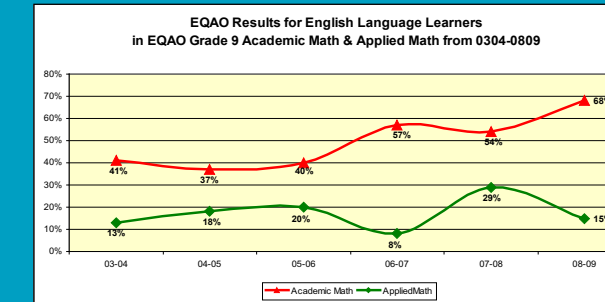
Grade 9 Academic Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	67%	67%	66%	66%	67%	71%
Female	67%	67%	66%	66%	67%	71%
Male	67%	72%	69%	70%	72%	77%
Female Provincial Average	68%	67%	70%	69%	74%	75%
Male Provincial Average	68%	69%	72%	72%	77%	80%



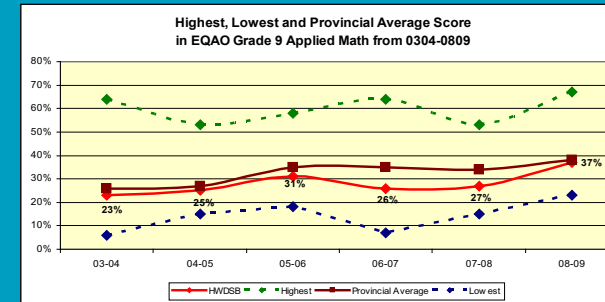
Grade 9	03-04	04-05	05-06	06-07	07-08	08-09
Result	45%	54%	61%	49%	58%	46%
Academic Math	45%	54%	61%	49%	58%	46%
Applied Math	18%	22%	25%	16%	20%	28%



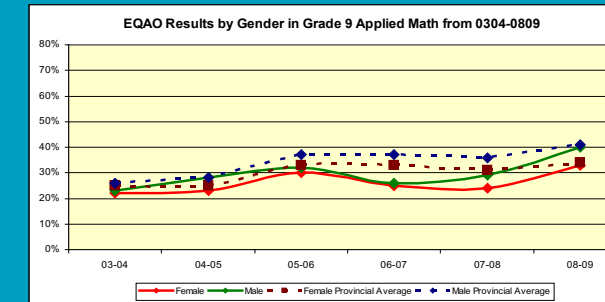
Grade 9	03-04	04-05	05-06	06-07	07-08	08-09
Result	41%	37%	40%	57%	54%	68%
Academic Math	41%	37%	40%	57%	54%	68%
Applied Math	13%	18%	20%	8%	29%	15%



Grade 9 Applied Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	23%	25%	31%	26%	27%	37%
HWDSB	23%	25%	31%	26%	27%	37%
Highest	64%	53%	58%	64%	53%	67%
Provincial Average	26%	27%	35%	35%	34%	38%
Lowest	6%	15%	18%	7%	15%	23%



Grade 9 Applied Math	03-04	04-05	05-06	06-07	07-08	08-09
Result	22%	23%	30%	25%	24%	33%
Female	22%	23%	30%	25%	24%	33%
Male	23%	28%	32%	26%	29%	40%
Female Provincial Average	25%	25%	33%	33%	31%	34%
Male Provincial Average	26%	28%	37%	37%	36%	41%



CALL for Collaborative Literacy Teaching Pays Off

Last year, an innovative program known as CALL (Cross Curricular Applied Literacy Learning) helped prepare students for the Ontario Secondary School Literacy Test (OSSLT). It drew teachers of applied-level courses together, so they could collaborate in their assigning, their marking and their post-test follow-up.

“We knew that students who take English at the applied level were not as successful on the literacy test as students who take English at the academic level. That’s consistent at the provincial level,” explained Carolyn Craven, an HWDSB secondary school consultant.

That matters because the OSSLT itself matters: it must be successfully completed if a student hopes to graduate high school. It made sense to look at struggling students, so they pass and go as far as possible in their education.

Schools invited into the CALL project were those whose applied-level students had OSSLT results below the provincial average. Participants included Glendale, Hill Park, Sir Allan MacNab, Sir John A. Macdonald, Sir Winston Churchill and Westdale.

Using strategies developed by a central CALL team, in-school CALL teachers came together if they taught applied-level courses. They designed activities to reflect the OSSLT’s format, but the assignments related to many types of courses, not just English.

Teacher moderation sessions developed common standards for student work. It gave teachers and students a consistent barometer by which to judge their work.

“In the absence of collaboration, there can be ambiguity in assessing student work, more than would be allowed in other parts of life,” Craven explained. Imagine if the number of points given for a goal in hockey was in debate each time Sidney Crosby stepped on the ice?

At Hill Park, CALL assembled 28 teachers of applied courses, about half of the school’s complement. “They developed a consistent standard for what a paragraph looks like, what is a news story, what answers look like for Level 3 or Level 2,” said vice principal Colin Hazell.

CALL schools held practice test days, using the OSSLT from past years. It revealed gaps in student learning.

“All the CALL teachers marked it, and this is where the teacher moderation helped, because everyone felt confident marking, whether they were an English teacher, a science teacher or a tech teacher,” said Hill Park’s lead teacher for the CALL program, Maria Papalia-Potvin.

“Students who needed remediation were brought in for two days, and teachers went over with them the areas they could work on to improve their mark,” she added, of the days leading up to the real OSSLT.

Most CALL schools saw gains. Applied-level results rose over last year’s results at Hill Park (up 12 per cent), MacNab (up 1 per cent), SJAM (up 5 per cent), Churchill (up 3 per cent), and Westdale (up 30 per cent; which had a small sample). Glendale’s applied results fell 1 per cent, although the school’s overall score improved by 7 per cent.

“We were happy, and we always hope for a little bit better, obviously,” said MacNab math department head and student success site lead Vicki Kudrenski, who was involved in CALL. Her school’s overall OSSLT results rose six per cent, to 77 per cent at provincial standard, in 2008-2009.

She said CALL at MacNab started small, with applied-level math, science, English, French, history teachers. But it is poised to expand to other departments in 2009.

“We knew it was all about moderation, which is something you look for in your department anyway,” Kudrenski said. “It was an opportunity to make sure we are being consistent, that we are making that connection between literacy and things like mathematics, so they can read and understand the questions.”

Secondary Student Success - Credit Accumulation

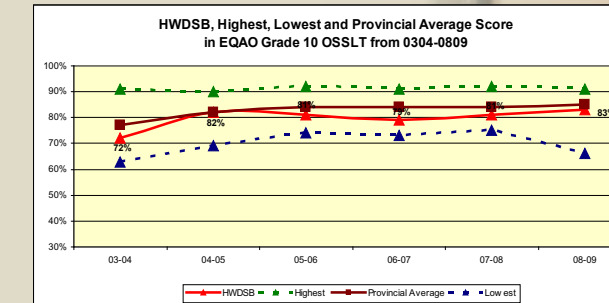
The percentage of students who have completed 16 credits as of June 30 in their second year of high school.

School Year	16 or more credits
2005-2006	51.0%
2006-2007	58.3%
2007-2008	59.3%
2008-2009	59.8%

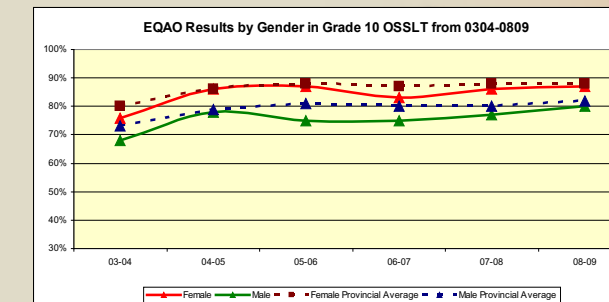
achievement matters

HWDSB Grade 10 OSSLT Results from 2003-04 to 2008-09

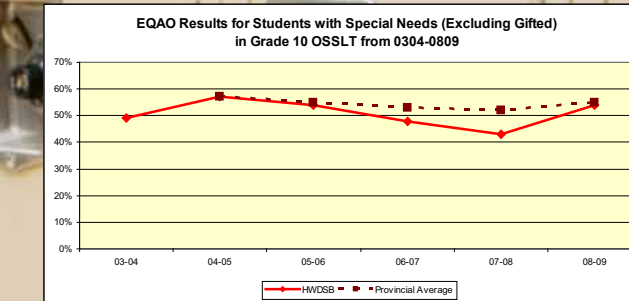
Grade 10 OSSLT (First-Time Eligible)	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
HWDSB	72%	82%	81%	79%	81%	83%
Highest	91%	90%	92%	91%	92%	91%
Provincial Average	77%	82%	84%	84%	84%	85%
Lowest	63%	69%	74%	73%	75%	66%



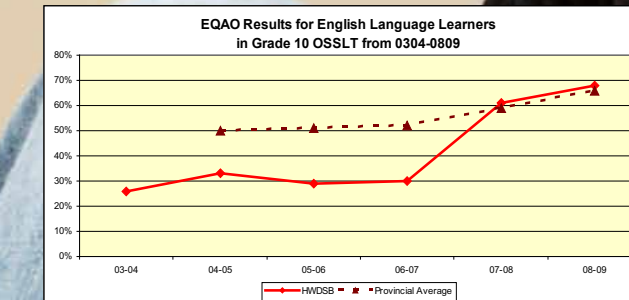
Grade 10 OSSLT (First-Time Eligible)	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
Female	76%	86%	87%	83%	86%	87%
Male	68%	78%	75%	75%	77%	80%
Female Provincial Average	80%	86%	88%	87%	88%	88%
Male Provincial Average	73%	79%	81%	80%	80%	82%



Grade 10 OSSLT (First-Time Eligible ELL)	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
HWDSB	49%	57%	54%	48%	43%	54%
Provincial Average	n/a	57%	55%	53%	52%	55%



Grade 10 OSSLT (First-Time Eligible ELL)	03-04	04-05	05-06	06-07	07-08	08-09
	Result	Result	Result	Result	Result	Result
HWDSB	26%	33%	29%	30%	61%	68%
Provincial Average	n/a	50%	51%	52%	59%	66%





engagement matters

engagement matters
engagement matters
engagement matters

Programs of Choice Lineup Grows Five-fold

The number of Programs of Choice offered at HWDSB schools increased five-fold in 2009, allowing students to learn in the outdoors, on the tennis court, in art studios and more.

In the past two years, the slate of specialized programs - whether focused on the arts, sports, academics, science or languages - has risen from four in 2007-08 to 20 for the 2009-10 school year.

The growth represents two years of increases due to recent work on the Programs of Choice policies, which saw the Board support programs but not officially add them to the Programs of Choice roster.

It's part of a push by Hamilton-Wentworth District School Board to augment its top-quality, core programming with specialized programs to help each student become engaged and to reach his or her full potential.

"At its core, it's really about engaging out students," Superintendent of Education Scott Sincerbox said of the Programs of Choice, which are open to all students and offered at schools across the district.

There are many benefits when a speciality is recognized as a Program of Choice, Sincerbox said. It maintains high standards for learning, encourages staff to tap into a broad professional learning community, increases student engagement, and brings Board support that can translate into resources, training and partnerships, he added.

Barry Smith, a vice-principal at Delta secondary, was a special assignment teacher in 2007-08 who visited the early Programs of Choice such as SAGE and aspiring programs. His reports helped shape the policy on the specialized programs.

"It was rather amorphous when we began to look at it," he said. "But what the programs were doing was really quite simple: they were meeting student needs through specialized programming."

The Board was responding to what students, parents and staff had been creating themselves, he notes. The programs that he visited all had amazing champions, links to the community, and unique interpretations of how a school day should be structured.

He said HWDSB's work on Programs of Choice has also inspired healthy discussion about issues such as transportation, fees, school boundaries and more. "The debate we have seen around this indicates that there is an appetite for these programs," Smith said. "People have the debate because they care."

Sincerbox notes that equity was a theme HWDSB gave much thought to as it looked at existing and aspiring Programs of Choice.

For example, in the case of the International Baccalaureate program at Westdale - and expected at other HWDSB schools - no student who seeks admission will be denied due to an inability to pay, Sincerbox said.

Parents Gain New Web Tools This Fall

For fall 2009, parents of students at HWDSB secondary schools gained new insight into their child's academic life with the wider rollout of the interactive Parent Assistant web service.

Tapping into the Board's student information system, eSIS, the program allows parents to view information about their child such as school attendance, marks, diploma requirements, schedules for classes and sports, as well as option sheets.

"This is part of what we call our WWW philosophy – being able to find whatever you want, wherever you are, whenever you need it," Superintendent of Education John Laverty explains during a demonstration.

Parents of secondary-level students under age 18 will receive a user ID and password with an information brochure. They can log in to the service to view information, share messages with staff, and update items such as emergency contacts for their student.

The goal of Parent Assistant is to improve communication between the school and home. Laverty said it reflects a trend in education in which parents play a more active role, to the point where some refer to themselves as "helicopter parents."

For example, with access to attendance records, parents can immediately see if their child is absent. Or, they can check a student's marks and volunteer hours to ensure he or she is on track for graduation. Or, a parent can learn about upcoming sports events that their student-athlete will attend.

"Other boards have parent portals, but are having to go to third-party vendors," Laverty said, noting that HWDSB is unique in Ontario for using Parent Assistant to tap into its existing student information database.

In the 2008-09 school year, Parent Assistant was piloted at Waterdown District High School and Ancaster High School. At Waterdown, about 700 parents are using it; at Ancaster, demand for the service overwhelmed the Board's servers, Laverty recalls.

Information technology consultant Aaron Puley said parents can interact with the information in interesting ways. For example, they can see a course schedule for any given day, to understand how their child's day looks on day one or day two of a rotating school schedule.

With access to course options, for example, parents can use pull-down menus to help their student select courses. They will easily be able to see which courses remain for graduation. Parent Assistant also contains a messaging service, which will help schools relay information.



Focus on Youth Benefits Everyone

When Chad Farquhar, a.k.a. Hutch, was looking for a job this summer, his options looked slim due to a slow economy. So the Grade 12 Delta student was pretty happy when he got word that he was one of the 92 youth at HWDSB hired under the Focus on Youth (FOY) program.

HWDSB received \$400,000 from the Ministry of Education this summer to build on last year's Focus on Youth initiative. This meant the Board could reduce or drop fees for community groups running programs at schools, hire nearly 100 youth, and start or expand leadership programs.

"It's great. The kids change nearly every week, some come back. We go on field trips, places like (Niagara campground) Bissell's Hideaway," said Farquhar, a Focus on Youth counsellor, a big lad who holds a Canadian under-18 powerlifting record due to a 440-pound deadlift.

The burly teen in the 275-pound weight class also learned from one young camper in particular: Max, a YWCA Active Kids camp-goer with autism, who found it hard to connect with fellow campers but has really bonded with his buddy.

"I love to go to camp," says Max, who is in Grade 1 at A.M. Cunningham elementary. "We did a treasure hunt," the curly-haired boy adds, before reciting verbatim one of the treasure hunt clues he heard more than one month earlier.

Reached at a weeding day for the kids at east-end elementary school Memorial (City), FOY project monitor Teri Scouten said the YWCA saved on labour costs due to Focus on Youth's hires and offered two free spots a week at its camp.

For the YWCA, it also meant the camps can use school space at Central Public School behind Hamilton City Hall and at Holbrook elementary near Chedoke Hospital, said Ottawa Street YWCA recreation supervisor Nancy Rumble.

"...the Board could reduce or drop fees for community groups running programs at schools, hire nearly 100 youth, and start or expand leadership programs."



Success Begins with the Opening of King William Learning Centre

Sometimes the best ideas are born out of a simple conversation over a cup of coffee.

The new King William Learning Centre is the result of just such an impromptu brainstorming session between Lisa Neale, Principal of Community and Continuing Education and Angela Ferguson former Principal of Student Success and now at Hill Park Secondary School.

When they sat down to catch up two years ago, they didn't realize that they'd come away with the seeds of what would become a spectacular facility for at-risk learners.

"The vision became the creation of a downtown learning hub – a shared space where someone who had been disconnected from the education system, regardless of age, could find no wrong door – they could get connected to a path, to one of HWDSB's alternative education system programs or to community and continuing education," said Ferguson at the opening of the new centre in late August 2008.

It is especially appropriate that this centre was designed collaboratively because that's exactly the way it serves the variety of students who access it. Spanning 17,000 square feet, the new building offers students who have become disengaged from the regular school system a way to reach goals they might not otherwise attain.

"This is a program that services students first – from continuing education to re-engaging students who have dropped out to offering programs for students who have been suspended or expelled," said Neale.

"All of us together have the goal that, regardless of age, there's no wrong door. People can come in and be served."

According to the principals, the architectural design of the space is almost as significant as the programs offered there. Often, disenfranchised students who attend these programs are placed in squalid conditions. At the King William Learning Centre, it's a whole new world.

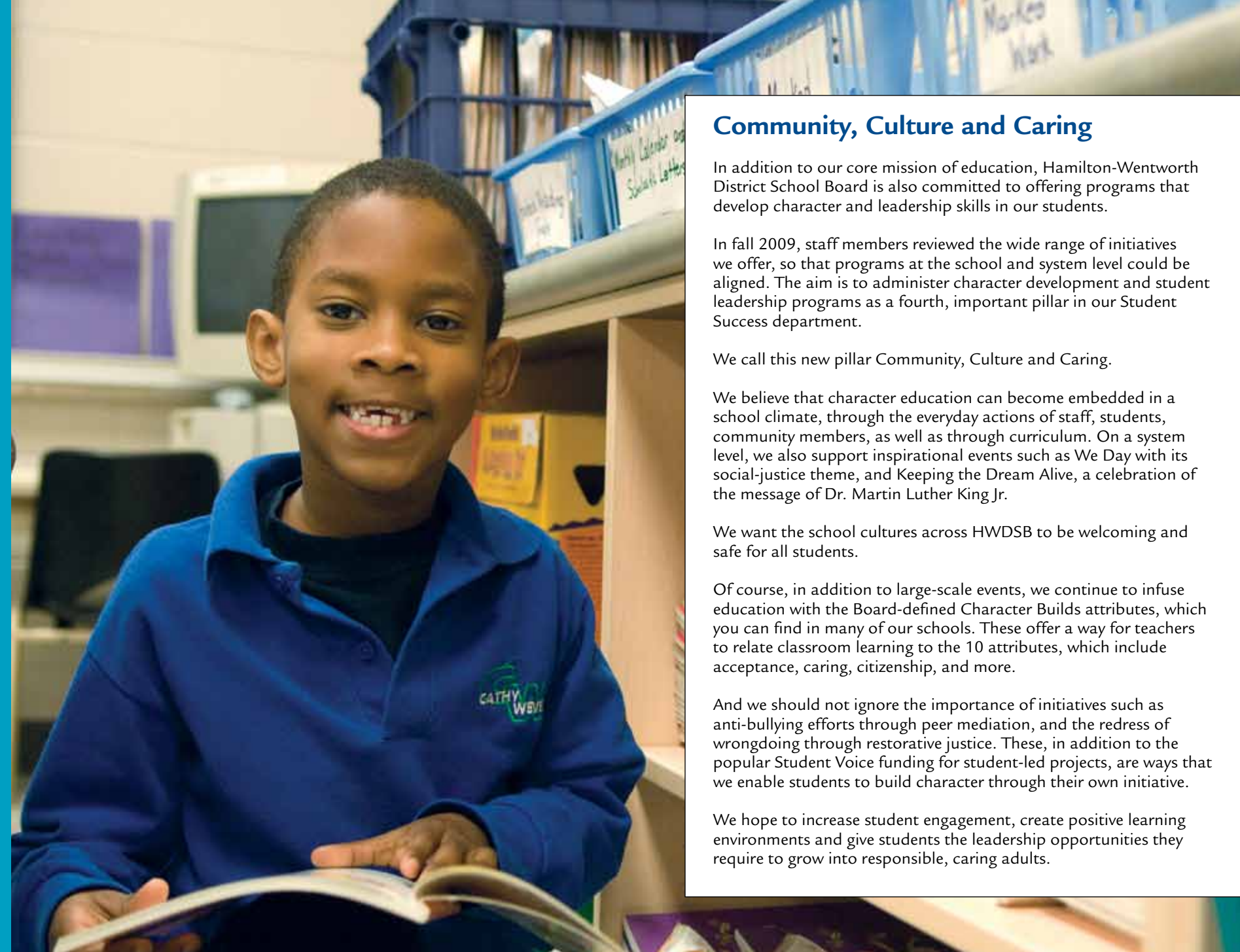
It's impossible to escape the sunshine in the light, airy and transparent atrium. Students participating in co-op or updating work skills work in a state-of-the-art print shop with brand new equipment.

A gleaming student lounge equipped with a full kitchen will soon become a place where students can work toward earning chef co-op credits. Funky colours and concrete walls round out an industrial, 21st- century look.

"Students are blown away. It really does serve the students who haven't had the greatest experience and are working hard to re-engage, to bring them back to what they need to find success," said Neale.

"Their surroundings need to reflect the feelings of self-worth they are working on."

engagement matters



Community, Culture and Caring

In addition to our core mission of education, Hamilton-Wentworth District School Board is also committed to offering programs that develop character and leadership skills in our students.

In fall 2009, staff members reviewed the wide range of initiatives we offer, so that programs at the school and system level could be aligned. The aim is to administer character development and student leadership programs as a fourth, important pillar in our Student Success department.

We call this new pillar Community, Culture and Caring.

We believe that character education can become embedded in a school climate, through the everyday actions of staff, students, community members, as well as through curriculum. On a system level, we also support inspirational events such as We Day with its social-justice theme, and Keeping the Dream Alive, a celebration of the message of Dr. Martin Luther King Jr.

We want the school cultures across HWDSB to be welcoming and safe for all students.

Of course, in addition to large-scale events, we continue to infuse education with the Board-defined Character Builds attributes, which you can find in many of our schools. These offer a way for teachers to relate classroom learning to the 10 attributes, which include acceptance, caring, citizenship, and more.

And we should not ignore the importance of initiatives such as anti-bullying efforts through peer mediation, and the redress of wrongdoing through restorative justice. These, in addition to the popular Student Voice funding for student-led projects, are ways that we enable students to build character through their own initiative.

We hope to increase student engagement, create positive learning environments and give students the leadership opportunities they require to grow into responsible, caring adults.

equity matters

HWDSB Leads the Way with Equity Policy

HWDSB became a leader when it took the initiative to develop its own Equity Policy, prior to the Ministry of Education request that all Ontario school boards do the same.

The Board considers the evolving Draft Equity Policy a “pillar policy” – meaning that, it is so fundamental to our work, it will become a foundation for many other policies we employ.

This innovative policy is being developed in stages, with unique guidelines addressing specific aspects of equity such as gender, race and sexual orientation. So far, we have approved guidelines for antiracism and ethnocultural equity, for anti-classism and socio-economic equity, as well as for sexual orientation.

Each guideline is opened to extensive public consultation, to ensure that it reflects the diverse views of our community. Most recently, the Board completed the second round of consultation for the Gender Equity guideline. Those invited to respond included the Parent Involvement Committee, school councils, home and school associations and community members.

Meanwhile, staff members have completed a draft guideline for persons with disabilities that will soon open for public consultation. The steering committee for this guideline includes representatives from employee groups, professional groups as well as community organizations.



Equity Matters: Engaging Diverse Partners

In addition to the development of the Equity Policy – which will see more inclusive education at HWDSB – the Board has also engaged parents and consulted diverse communities and stakeholders by:

- Consulting the LGBTQ Community Wellness Centre of Hamilton for input on initiatives to support students of a sexually-diverse background. Related initiatives have included Positive Space training, a draft Positive Space group manual, support for Positive Spaces in our secondary schools, as well as trans-gender awareness and training.
- Ensuring the HWDSB Equity Department is represented on the Hamilton Positive Space Collaborative, a community organization that strives to make Hamilton a positive place to live, work and play for the LGBTQ community.
- Ensuring that the Equity Department is represented on the City of Hamilton’s Advisory Committee Against Racism, as well as the Interfaith Advisory Committee.
- Inviting Settlement Workers in Schools-Hamilton (SWISH workers) into all HWDSB schools, through the Settlement and Integration Services Organization in Hamilton.

leading
engaging
measuring

Equity Matters: Measuring Progress

We are also aware of the importance of monitoring our efforts, to ensure that we are on track in our initiatives and that we are seeing improvement in indicators that matter. The Board has established a process and indicators to monitor progress in future years by:

- Creating and implementing a Student Equity Inventory so the Board can learn more about the diversity in its school communities, and respond effectively to these communities. This survey was first piloted in 2009, in ten languages, after two years of consultation with the Hamilton and HWDSB community. It will be administered again in spring 2010, and all secondary school students will be invited to participate.
- Using the Safe Schools Survey to give staff and students an anonymous voice to express concerns about the safety of Board programs, facilities and school cultures. Note that in 2010-2011, the Safe Schools Survey and the Student Equity Inventory will be integrated to create one survey, the Safe and Equitable Schools Survey.
- Regularly updating Board trustees on Equity Department initiatives. This helps them understand and contribute to the draft Equity Policy’s development.



NYA:WEH Program Expands

The Native Youth Advancement with Education Hamilton – otherwise known as the NYA:WEH Program – has expanded from its inaugural site at Sir John A. Macdonald secondary to a new home at Parkview secondary.

NYA:WEH is a stay-in-school initiative aimed at helping Aboriginal youth achieve their Ontario Secondary School Diploma. In 2006 Statistics Canada stated that the rate of Canadian Aboriginal students completing school was 56.3 per cent. But the rate among Hamilton's Aboriginal students is an impressive 65.8 per cent.

Parkview's NYA:WEH Program began in the 2008-09 second semester. In that short time, 30 students self-identified as being Aboriginal. For the 2009-10 academic year, the program has a new room, new furniture and a new Aboriginal youth advisor.

Parkview advisor Jordan Carrier is working with 40 Aboriginal youth to complete class assignments, find co-op placements, provide personal council as well as to discover the richness of their Aboriginal heritage.

Students have been participating in group drumming, lessons on medicine, receiving healthy lifestyle workshops and have attended the Niagara Peninsula Aboriginal Area Management Board's Dream Walkers Gathering.

"I look forward to continuing helping these young people break down barriers that may impede receiving a high school education," says Carrier, noting that many of his students are experiencing their culture for the first time at NYA:WEH.



equity matters

Positive Spaces Grow for Students, Staff

HWDSB took key steps in 2008-09 to engage all of its diverse students and staff, as it began to implement the new Equity Policy Supporting Guideline: Sexual Orientation and encouraged the rise of Positive Space groups and training.

On one hand, nearly 300 Education Centre staff completed half-day Positive Space training on how to foster a workplace where human rights are respected and lesbian, gay, bisexual and transgender people and their allies are supported.

"What it came down to was: If we are going to implement our supporting guidelines for sexual orientation – and we are – how can we actually live the Equity Policy?" said Brent Monkley, then vice-principal for equity at HWDSB.

In our schools, HWDSB students saw equity-related efforts take several forms. Positive Space groups existed in three secondary schools, and were in the works at many more. These create receptive environments for students, as well as heightened awareness for all. Westmount secondary is a leader in the area of Positive Space groups.

"It started as a grassroots movement by our students three years ago," Susan Corrigan, teacher-advisor, said of Westmount secondary's Positive Space group. "A Positive Space involves a shift in culture."

She said the clubs are not about roping off part of the school or posting rainbow triangles outside various offices. Instead, it makes the whole school more positive to issues that affect the LGBTQ community, she explains.

In 2009-10, Monkley said, it is anticipated that all school staff will receive awareness training around Positive Space issues. This will combat bullying, increase understanding, yet acknowledge that each person will have their own beliefs, he explained.

"This is about capacity-building. As educators, the best way we educate is by modelling. So it's hard to teach when you don't know what is going on," said Monica Knott, a speech language pathologist, who found the vocabulary of LGBTQ issues quite valuable.

positive spaces

The Board's broad efforts to address sexual orientation and equity brought recognition from groups including The Well, a local LGBTQ community wellness centre. The Hamilton Positive Space Collaborative declared the Education Centre a Positive Space on May 15, the date of the International Day Against Homophobia.

Meanwhile, the year saw schools like Orchard Park launch Positive Space groups, while Westmount hosted its second annual Day of Difference. With 500 students and 25 adults attending, it was a successful day packed with politics, discussion and support for LGBTQ students and their allies.

"Normally, some of these kids are at risk. One of the lead members in our group was at risk of not continuing in school, but things have really changed and she is going to university in September," Corrigan said of the successful Day of Difference.



New Program Restores Hope for Youth who Commit Offense

Restorative justice is an approach that lets offenders take meaningful responsibility for their actions, by considering the victims of harm, the harm created and whose responsibility these are.

Now, Hamilton youth can address conflicts with the law using restorative justice, thanks to the unique partnership between The John Howard Society of Hamilton, Burlington and Area, Hamilton Police Services and Hamilton-Wentworth District School Board (HWDSB).

The program, known as Restorative Justice of Hamilton, received a \$149,600 grant from the Ontario Trillium Foundation. In the next two years, 105 trainers from Hamilton police, HWDSB and local agencies will be trained in restorative justice practices. The program will follow a 'train-the-trainer' model, which will allow 320 individuals to receive training by the end of year two.

Research suggests that traditional discipline measures – such as suspension and expulsion – can further alienate youth offenders, who are in need of positive, social relationships. Restorative justice can help victims and offenders reintegrate into their school and the community; both can return as healthy, cooperative members of society.

Restorative justice is an integral part of HWDSB's Progressive Discipline model, which is taking proactive efforts to reduce suspensions and expulsions. All staff dealing with students in Grades 7 to 12 will be trained in the concept by the end of 2010.

hope for youth

“Restorative justice can help victims and offenders reintegrate into their school and the community...”

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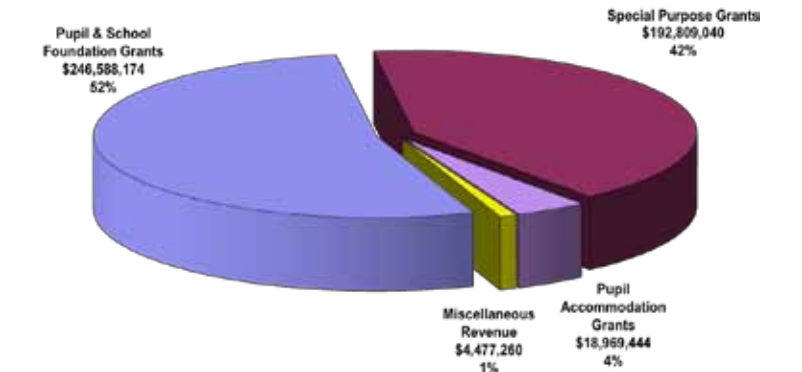
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**Hamilton-Wentworth District School Board
2008 / 2009 Budget**



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Trustees are officials elected to serve parents, students, taxpayers and the school system. They are the link between communities and the school board, ensuring Hamilton public schools meet the diverse needs of students in their respective communities.

... representing the community



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Wards 1 & 2

Bennetto Central Dalewood Earl Kitchener G.R. Allan Glenwood Hess St.	Prince Philip Queen Victoria Ryerson Sir John A. Macdonald S.S. Strathcona Westdale S.S.
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Ward 4

A.M.Cunningham Delta S.S. Hillcrest Parkdale Queen Mary	Roxborough Park Sir Winston Churchill S.S. Viscount Montgomery W.H. Ballard Woodward Avenue
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Ward 6

Barton S.S. Cecil B. Stirling Highview Huntington Park	Lisgar Richard Beasley Sherwood S.S. Templemead
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Ward 8

Buchanan Park Chedoke Gordon Price Holbrook James MacDonald Mountain S.S.	Mountview R.A. Riddell Sir Allan MacNab S.S. Westmount S.S. Westview Westwood
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Wards 11 & 12

Ancaster S.S. Ancaster Meadow Ancaster Senior Bell-Stone Bellmoore C. H. Bray	Fessenden Mount Hope Queen's Rangers Rousseau Taplestown Winona
--	--



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Wards 14 & 15

Allan A. Greenleaf Balaclava Beverly Central Dr. J. Seaton Flamborough Centre Greensville	Guy Brown Mary Hopkins Millgrove Spencer Valley Waterdown S.S.
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Ward 3

Adelaide Hoodless Cathy Wever King George Memorial (City)	Parkview S.S. Prince of Wales Sanford Avenue
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Ward 5

Elizabeth Bagshaw Glen Brae Glen Echo Glendale S.S.	Lake Avenue Rosedale Sir Isaac Brock Sir Wilfrid Laurier
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Ward 7

Cardinal Heights Eastmount Park Franklin Road George L. Armstrong Helen Detwiler Hill Park S.S. Lawfield	Lincoln Alexander Linden Park Norwood Park Pauline Johnson Queensdale Ray Lewis Ridgemount
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Robert Barlow
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Wards 9 & 10

Billy Green Collegiate Eastdale Gatestone Green Acres Janet Lee	Memorial (St. Creek) Mount Albion Mountain View Orchard Park S.S. R.L. Hyslop Saltfleet S.S.
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Ward 13

Dundana Dundas Central Public Highland S.S.	Parkside S.S. Sir William Osler Yorkview
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Haakim Nainar
Student Trustee



Matthew Fondevilla
Student Trustee

For more information, visit the
"Trustees" page on our Website at
www.hwdsb.on.ca

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