



PROGRAM COMMITTEE

September 17, 2015
Education Centre, Room 308

AGENDA

5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Equity of Opportunity, Access and Outcomes
4. Update on Transitions (verbal)
5. Next Program Committee Meeting: October 15, 2015
 - a. Transitions Report (post-transitions 2013-14)
6. Adjournment

HWDSB Program Committee

Topic: Equity of Opportunity, Access and Outcomes

Hamilton-Wentworth District School Board continues to be committed to addressing equity of outcomes through equity of opportunity and access. This commitment involves complex, multi-faceted work that is essential for achieving our vision of all students achieving their full potential and meeting our expectations of:

- All students reading by the end of Grade 1;
- All students improving in the area of greatest need determined by the school and;
- All students graduating.

While the lens of equity is used in daily work and decision-making, this report provides an update on 4 key areas related to equity of opportunity, access and outcome. Specifically, our 2014/15 Work Plan focused on the areas of:

- Program Strategy
 - Secondary Program Strategy
 - K – 1 Reading Strategy
 - Elementary Program Strategy
- Human and Material Resources
 - Staffing
 - Social Workers
 - Decision Making
 - External Resources
- School and Program Fees

Annual Work Plan Report

Name of Report: Equity of Opportunity, Access and Outcomes

To: Manny Figueiredo, Director of Education

From: Executive Council

Date: September 17, 2015

Organizational Alignment

Strategic Direction:

- *Equity Matters: HWDSB will ensure equitable resource allocation to schools, staff and students. HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential*

Annual Operating Plan:

- Know each student's greatest learning need with the area of critical literacy, problem solving and higher order thinking skills
- Know our math learners through rich assessment and provide appropriate programming
- Engage our students in an inquiry based learning environment accelerated by technology and digital resources, leading to increased creativity, collaboration and critical thinking (TLE)
- Enhance student voice, ownership, leadership and well-being in all aspects of learning
- Implement the Secondary Program Strategy
- Develop Elementary Program Strategy
- Build staff capacity to respond to each student's greatest learning need and to enhance each student's well-being, as described in each school's improvement process
- Support transitions from child care and extended care to school, so that our students have a seamless experience
- Create partnerships with community agencies and post-secondary institutions to support student achievement, engagement and well-being

Director's Performance Appraisal:

- Effective implementation of the Secondary Program Strategy focusing on all pathways in every school. Effective communication with the Board regarding the progress of this implementation should begin quarterly
 - Continue to create ways to differentiate human and material resources effectively
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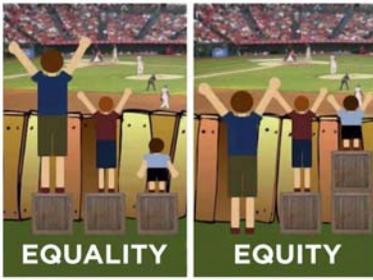
Overview/Context

Hamilton-Wentworth District School Board continues to be committed to addressing equity of outcomes through equity of opportunity and access. This commitment involves complex, multi-faceted work that is essential for achieving our vision of all students achieving their full potential and meeting our expectations of:

- All students reading by the end of Grade 1;
- All students improving in the area of greatest need determined by the school and;
- All students graduating.

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Equity of opportunity and access can often be a challenging concept to implement. Equity is not equality. It means that people get what they need and that implies that some will get less or nothing at all. Equality works if everyone begins at the same point. When this isn't the case, equity of opportunity and access support moving everyone to that same place.



<http://www.sewallfoundation.org/uploads/pdf/Social%20Equity.pdf>

Sometimes there can be questions around why some receive and others do not. Equity is about trying to “level the field.” Equity, within our context means:

- Equity of opportunity – how do we ensure students have the opportunities that they need?
- Equity of access – how do we remove barriers so students can engage in the opportunities?
- Equity of outcomes – all students reading by the end of grade 1, all students improving in the area of greatest need determined by the school, all students graduating.

While the lens of equity is used in daily work and decision-making, this report provides an update on 4 keys areas related to equity of opportunity, access and outcome. Specifically, our 2014/15 Work Plan focused on the areas of:

- Program Strategy
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 - Staffing
 - Social Workers
 - Decision Making
 - External Resources
- School and Program Fees
- Executive Council Capacity Building

Review of Work Plan 2014-15

Essential Component	Strategies	Evidence
Knowing Our Students - Equity Lens	<p>Program Strategy</p> <ul style="list-style-type: none"> • Secondary Program Strategy implementation-Phase 2. • K – 1 Strategy • Elementary Program Strategy <p>Human and Material Resources</p> <ul style="list-style-type: none"> • Staffing • Social Workers 	<p>Sherwood FI Transition Committee convened to prepare for implementation of FI at Sherwood effective 2015,</p> <p>New North School Transition Committee convened to begin the Transition work for New North School.</p> <p>Secondary ESL Committee convened to begin to develop a program delivery model</p> <p>Review of secondary instructional support is undertaken</p> <p>Increases in the number of students reading at grade level by the end of Grade 1</p> <p>Increase in the number of quality Early Learning and Child Care programs in HWDSB schools (or linked to HWDSB schools)</p> <p>Development of Elementary Program Strategy</p> <p>Budget considerations support directions of Elementary Program Strategy</p> <p>Equitable allocation of staffing based on both the Macro (Ministry Compliance) and the Micro (local school needs)</p> <p>Adjustments in staffing levels based upon right-sizing of schools and responding to needs</p> <p>A new approach to social work support allocation to schools is implemented</p>

	<ul style="list-style-type: none"> • Decision-making resources • External Resources – Community Engagement <p>School and Program Fees</p> <ul style="list-style-type: none"> • Guidelines for establishing fees <p>Executive Council Capacity Building</p> <p>Continue to challenge our thinking around equity of opportunity, access and outcomes, specifically how we ensure that, as a system, we believe and work towards equity of outcomes for all.</p>	<p>New LOP Rankings created</p> <p>Database populated</p> <p>Framework is developed</p> <p>Guidelines are created with the support of School Budget Working Group</p> <p>Standard purchases for pre-qualification are identified</p> <p>Actions demonstrate a commitment to equity of outcomes.</p>
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Program Strategy

Secondary Program Strategy

The Secondary Program Strategy is foundational in creating equity of opportunity and access for our students. This Strategy considers which schools provide which programs and how to ensure students are able to participate in the programs that they need. The strategy also considers the role of programs and supports that are essential for some and good for all.

What We Did

We continued our work related to Phase 2 of the Secondary Program Implementation. The major focus of the work this year was to establish a new secondary French Immersion (FI) Program (beginning with grade 9) at Sherwood to provide equity of access for students across HWDSB. As well, we established a New North Secondary School Transition Committee to begin the work required for this new school. Both groups were supported by a Transition Committee comprised of some or all of the following: parents, staff, Student Trustees, Trustees, school administration, the French Consultant, community members, and resource personnel as needed. The Department Head of French Immersion from Westdale Secondary School also was a member of the FI committee.

The focus of the work at Sherwood was ensuring that the program offered would continue with the same standard currently offered at Westdale. To this end, aspects of the programming that were

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considered included hiring qualified French teachers, appropriate resources, compulsory subjects to be offered, range of options to be offered, transportation aligned with Board policy, transition activities, and school tours for parents and students.

As part of the Secondary Program Strategy, the New North School Transition Committee convened to begin the transition work for New North School. The mandate for the Committee between now and May, 2017 includes:

- Gathering and considering input from parents, students and staff regarding how to ensure a smooth and successful transition of our students to the New North Secondary School
- Providing advice to senior staff and the System Advisory Committee

The committee is comprised of School Principals, staff, school council representatives, community representatives and students from Delta, Sir John A Macdonald, and Westdale Secondary Schools as well as School Principals from associate elementary schools. **North Cluster** Trustees are non-voting members of the Committee. The Committee has recommended that Sir Winston Churchill should also be represented in the planning.

During 2014/15, Committee discussions included a review and feedback/advice to staff on the key timelines for construction, boundary decisions, design space recommendations as well as specialized programs offered at the New North School as part of the overall program strategy for the system. (Appendix A)

Equity of opportunity and access includes providing support programs for students based upon their learning needs. Hamilton-Wentworth District School Board has approximately 400 secondary English Language Learners (ELLs) requiring some level of specialized programming. As part of the Secondary Program Strategy a Secondary English Language Learner Committee was established to conduct a review of our existing programs in our secondary schools and to make recommendations to staff on the program structure, delivery and the role of Transforming Learning Everywhere in an ESL classroom.

This Committee includes English as a Second Language (ESL) Department Heads, Guidance Counsellors and principals from secondary schools with ESL Programs. In addition, the voice of schools with a few ELLs but no program is represented as well as the System Principal, Consultant and Superintendent responsible for English Language Learners.

The Committee's initial work included developing an understanding of today's English Language Learner attending our schools, reviewing current successful practices and generating a list of program components for the Committee to review. (Appendix B)

In alignment with the Secondary Program Strategy, interventions and supports are now offered in all secondary schools, including the following:

Enriched Programming

Enriched programming began in all HWDSB secondary schools in Grade 9 English and Math in February, 2015. Enriched programming will continue beyond Grade 9, and into Grade 10, in the 2015-2016 school year. By definition, enriched programming is an enhanced program that may be well-suited for students who fit the following criteria:

- Students interested in pursuing the IB stream in Grades 11 and 12.
- Students who are identified with the "Gifted" exceptionality.

- Students who enjoy inquiry-based learning and developing deeper content knowledge of big ideas.

It is important to note that enriched programming is not more work or harder work. It is different work that is differentiated to the specific needs of the learner.

Bump It Up Math

Bump It Up Math will continue in all secondary schools in the 2015-2016 school year. This program was developed by HWDSB staff as it incorporates aspects of Jump Math, Prime Math, Do the Math, Gap Closing and Prodigy. The Math Plus program is offered in Grade 9 in first semester (GLS/GLE 101) followed by MAT1L in semester 2.

Empower

Similar to the math program, the Empower High School will continue to be offered in all secondary schools in September. The Empower Reading program is a program offered by The Hospital for Sick Children. The program is designed to improve literacy skills for students who are struggling readers. The Hamilton-Wentworth District School Board has partnered with The Hospital for Sick Children to offer this program in our schools.

Students who participate in Empower in first semester will take Grade 9 English in second semester. Both classes are generally taught by the same teacher in the same room to allow for the Empower program strategies to be incorporated into English as necessary. Students will complete two credits by the end of Grade 9. Teachers assigned to teach the Empower program will continue to participate in various training sessions as required.

As part of a strategy to re-engage young parents by removing barriers to access, a new program (Young and Expecting Parents Program) was offered at Sir John A. Macdonald Secondary School for parents of children under 18 months of age. This program, staffed by a teacher and a designated early childhood educator (DECE), utilized the experiences of the new parent as the foundation for the curriculum taught. In addition parents learned about attachment theory and the development of their child. Offered in second semester, the program had 22 students enrolled, and 4 graduates.

What We Learned

French Immersion teachers from both Westdale and Sherwood worked together to ensure resources were aligned. As they examined resources, it was noted that new resources were available, and determined that some of the new resources would benefit Westdale, as well. Opportunities were provided for teachers from both schools to meet to discuss program planning as well. Teachers used these opportunities to align program planning with Transforming Learning Everywhere. Students whose designated boundary was in the Sherwood catchment area spent a day at Sherwood to experience program offerings, meet students from other schools who would be attending Sherwood, and to tell us what options they would like to take. The student input reflected some of the same options as Westdale, however, some options were different. Student feedback and interest helped us determine what to include on the option sheets and reinforced the importance of student voice in this transition. The student Trustees were present for this day and were very helpful. This too, reinforced the importance of students helping students.

The *New North Transition Committee* was comprised of many people from schools that had not been involved in Phase 1 of the Program Strategy. The focus for this group was on the history of Phase 1 to ensure that everyone had a clear understanding of the process and decisions to date. The second part

of these meetings established the norms for the committee, and the work to be undertaken, thus providing an opportunity for everyone to put forth their concerns so they would know that these items will be on future agendas

Initial work with the New North Transition Committee has validated the importance of ensuring that we hear the voice of those connected to the transition and future New North Secondary School. The Committee has identified four key Working Groups to support the transition (Appendix A):

- Culture and Traditions
- Transition Activities
- Transportation
- Accommodation and Program

In addition, we learned that representation from Sir Winston Churchill is essential and will be included at the table. Staff also heard that the role of community partners and that the New North School should act as a community hub

The *Secondary English Language Learner Committee* learned that the scope of their work will require meeting once every six weeks to ensure a comprehensive review and the development of sound recommendations. In “knowing our students” the Committee determined that we have many profiles of English Language Learners and we must consider and respond to the profile of each learner. There is a need to review the recommendations of a previous review in 2008 and determine what has been implemented, what has not been implemented and why. There was interest from Department Heads in planning and collaborating across schools.

Intervention programs and strategies provide some of our most at-risk students with the additional support that they need to be successful. Professional development is a key aspect for the success of these programs and staff need support and resources to implement them. We must continue to provide a designated time and space for the teachers of these programs to meet and learn together.

Young parents are very engaged in learning when it connects to their child. In addition, lack of child care is a barrier for some in returning to school. Based upon the success of Young and Expecting Parents Program, in September, 2015, Community and Continuing Education, in partnership with the City of Hamilton, launched the Next Steps program for young parents aged 18 – 25. Located at Glendale Secondary School, this program follows the model of a teacher and designated early childhood educator supporting the learning of the parents connected to their child. Funding support for the DECE is provided by the City.

In addition, a young parent navigator portfolio has been created in the Social Work Department in order to help remove barriers and support young parents in completing their secondary school diploma.

Next Steps

The next step for the *Sherwood FI Transition Committee* will be to conduct a post transition committee mid-year to garner feedback and address any items identified. As well, we will monitor the program to ensure that all necessary supports are in place.

The *New North Secondary School* has established a Workplan (Appendix A) that will define the scope of our work for the 2015/16 school year.

The *Secondary English Language Learner Committee* will be creating a Workplan with meeting dates that will allow for the scope of topics identified to be thoroughly reviewed. This will include the identification of data that can be used as benchmarks for determining the success of our Program. The System Principal and consultant will meet with other Boards to review their promising practices and Ebest will complete their review of research-based best practices.

For the 2015-2016 school year, our next steps related to *instructional supports* are to continue the necessary teacher training and capacity building to ensure these programs are successful within our schools. We will continue working with the Hospital for Sick Children to ensure teachers are properly trained to teach the Empower program to our students. Based on feedback from staff, we will continue to provide teacher training sessions during the monthly Student Success meetings in order for this professional growth and learning to continue.

Staff will continue to monitor the success of both young parent programs and determine next steps in program evolution.

K – 1 Strategy

The HWDSB K – 1 Strategy focuses on the support necessary for students who are not at grade level in reading by the end of Grade 1. Built upon a foundation of strong instructional classroom practices, this strategy looks at what “some” students may need to improve their skills.

What We Did

Superintendents of Student Achievement met regularly (approximately every 4 to 6 weeks) with their school principals and vice-principals to discuss the progress being made by *ALL grade 1 students with respect to reading*. Principals provided updates on the students’ reading achievement level as determined by the classroom teachers as well as listing the specific interventions being implemented for those students struggling or falling behind. This was also captured within each school’s Action Plan for continuous learning and improvement.

During these SOSA visits schools also provided updates on the reading levels of students in Senior Kindergarten so as to ensure that as many students as possible enter grade 1 as ‘reading ready’. SOSAs together with principals and vice-principals visited FDK and Grade 1 classrooms to observe reading instruction in action. Students found to be struggling were provided specific interventions including but not limited to LLI (leveled literacy intervention).

In addition, to further enhance our understanding of effective supports for students not reading at grade level, ten schools across the North Cluster, who recognized the challenges their primary students face, participated in a pilot to continue to improve the literacy skills, especially phonological skills, of their Kindergarten and Grade 1 students. (Appendix C)

Closely connected to what happens in the classroom is what happens outside of the classroom. This includes the rich learning that students engage in before entry to kindergarten as well as the extended learning experiences when they are in kindergarten and grade 1. Our *Early Learning and Child Care Partners* play a critical role in that learning. During 2014/15 we continued to meet with our Early Learning and Child Care Planning Table to plan for quality Extended Day/Before and After School programs in our schools. In addition, a new Operations Committee was established to look at the role and relationship between Early Learning and Child Care Programs and HWDSB schools.

As part of our annual operations, HWDSB surveyed elementary parents to determine their interest in Extended Day/Before and After School programs. We also transitioned programs from two closing schools into G. L. Armstrong and Franklin Road. The Early Learning and Child Care Planning Table reviewed all schools and considered how before and after school needs were being met. (Appendix D) Further, staff continued to collaborate with the City and co-terminus Board on the location of new Early Learning and Child Care Programs (birth to school entry).

What We Learned

In support of our *K – 1 Reading Strategy*, some teachers provided principals with developmental reading assessment (DRA) scores and others reported on progress using other assessment strategies, all of which utilized their professional judgment.

In order to determine on a system level the extent to which we are making gains with reading we must select a single measure for reporting. As teachers must report on student progress in the Fall through the Progress Report and again on the Term 1 (February) and Term 2 (June) report cards, this data can be used as an indicator of achievement at the school and system level. Any student achieving a B- or greater would be considered 'at or above standard'.

As specific training for Kindergarten and Grade 1 teachers on using the Provincial Achievement Chart for reporting on reading in a consistent manner has not been a focus across the system there is very likely considerable variability between schools and classrooms. If this data is to be used as an indicator of the Board's progress in this area effort will need to be considered for building this capacity.

Our annual Extended Day/Before and After School survey for *Early Learning and Child Care Programs* indicated potential viability at one school – Tapleystown Elementary School. Following our established RFP process, Heritage Green Child Care was selected as the provider. Our collaborative work with the City and HWCDSB resulted in application to the Ministry of Education for Early Learning and Child Care Programs (birth to school entry) for Franklin Road, Ancaster (Tiffany Hill Subdivision), Greensville and Stoney Creek (Summit Park Subdivision). Further, a review of our existing programs and how families' needs are being met identified a number of gaps which will be the focus for 2015/16.

Next Steps

We will continue to focus our efforts on ensuring that all students are reading by the end of Grade 1 as part of our *K – 1 Reading Strategy*. Each day students in the primary grades receive direct instruction on reading and when required, appropriate interventions are utilized.

Starting with 2015-16, reading achievement data based on the Provincial Progress and Report Cards will be analyzed to determine the level of variability that exists so as to inform a capacity building plan. From this a baseline achievement level will be established.

Parental choice is fundamental when determining before and after school options. Home child care or family based care is a great option for some families. In all cases (school-based, community-based, home-based, family provided) we strive for a strong connection to the school in order to support a seamless transition. In some communities, we do not have clarity around how the care is being provided. Where we have identified these gaps, we will be working with the community to further understand if there are unmet needs.

Elementary Program Strategy

Similar to our Secondary Program Strategy, the Elementary Program Strategy is built upon the foundation that equity of outcomes is achieved through equity of opportunity and access.

What We Did

Guiding principles for the *Elementary Program Strategy* were presented to the Program Committee and approved by Board to go forward for public consultation. These guiding principles reflect the Board's commitment to equity of access and opportunity. The guidelines will go out mid-September for consultation. Feedback will be considered with a final recommendation presented to the Program Committee in the fall of 2015.

What We Learned

Through our research and input, we learned that the evidence regarding an *Elementary Program Strategy* is not as concrete as it is related to secondary program. We learned that the considerations for elementary program when developing a strategy are also very different from secondary. The guiding principles for the strategy are broad in nature and they will inform the implementation plan.

Next Steps

The next step in the *Elementary Program Strategy* process is the development of the implementation plan, including consultation, which will provide a foundation for considerations to be made in the future, such as program locations and budget decisions.

Human and Material Resources

HWDSB continues to review and modify the way in which we allocate human and material resources. A purely formulaic approach supports the lens of "equal." Using a formula as a starting point and then adjusting in response to school needs moves us closer to using a lens of equity.

Staffing

What We Did

Budget allocation is based on the Strategic Directions of the Board. Resources have been allocated to support Board initiatives. During the 2014-15 and 2015-16 budget process, all areas of the Board were examined to ensure that any budget reductions had the least impact on students and student achievement.

As an example, the complement of social workers was reviewed as part of the budget process. Even though we have experienced declining enrolment for over 10 years and we have reduced our number of schools, the Board felt it was in the best interest of students to keep the same number of social workers. This allows for more support for students.

Staffing levels for elementary schools were adjusted based on school and student needs in discussion with Superintendents last spring. Additional staffing and smaller class sizes for schools were applied in

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an attempt to minimize teacher movement and support students. Literacy intervention staff were assigned by School Superintendents based on school data and the need to provide adequate support.

Secondary schools were supplied with additional staff in areas of co-operative education and return to learn to help support our students. As well additional staff were added to schools where required to ensure smaller class sizes in areas such as applied mathematics. School Superintendents in conjunction with HR added staff in specific program areas such as literacy and Wilson Reading where needed.

What We Learned

Aligning budget to priorities is fundamental to achieving equity of opportunity and access. When reviewing budgets, it is important to provide sufficient time to consider the impact of changes before decisions are made. With that in mind, the Finance and Facilities Subcommittee is establishing a Workplan which will support the review of areas earlier in the budget process.

A responsive model of staffing, which meets collective agreement requirements and allows for responding to school needs, continues to move our practices closer to being equitable.

Next Steps

The equitable allocation lens will continue to be employed in staffing and budget decisions. Further work on a responsive model is required in secondary schools. Budget timelines will be adjusted to ensure a review of budget areas begins earlier.

Social Workers

In supporting equity of opportunity and access it is important to reflect on structures and processes to ensure alignment with the equity lens.

What We Did

In order to increase the provision of evidence based mental health services within HWDSB, Social Work Services altered its services for some elementary schools last year. Schools that were rated as Low Needs received Social Work Service via two Social Workers who responded to requests for service by telephone. The telephone response Social Workers attempted to resolve the issue over the phone and where this was not possible without face to face contact with the client, another Social Worker assigned to that cluster was given the case file.

What We Learned

By altering the service delivery model for lower needs schools, time was created for Social Workers to provide more targeted intervention to students with specific needs. The following services were offered:

- A dedicated Social Worker for students with ASD, students with FASD, students identifying as LGBTQ and students from First Nations, Metis and Inuit communities.
- Increased evidenced based treatment groups for students experiencing depression and anxiety as well as the introduction of a parent education program for Kindergarten to Grade Two students

who present with extreme shyness, school avoidance behaviours and trouble separating from their parents.

Next Steps

Given the significant change in Social Work service delivery experienced by lower needs schools, we are committed to continuous evaluation and refinement of the service to ensure that optimal service is being provided.

Many of the Principals of the lower needs schools were interviewed about new service delivery and their feedback is being incorporated into changes that are being made. Areas that are being addressed include response time, consistency, guides to community resources and enhanced communication.

Decision-Making Resources

What We Did

As we move to a model of allocating resources based upon needs and less on a formula there was a need to review existing formulae to understand the components captured and to update the formulae where necessary. The *Learning Opportunity Ranking* (LOP) is one element that supports decision-making. Each year these scores are calculated to determine our high, moderate and low needs schools. The formula used to calculate these scores was developed in 2005-2006 by a committee, and includes using data from the 2006 Census. For the past several years, the scores have been calculated using the 2011 Census and National Household Survey (NHS), which replaced the mandatory long-form census. As the 2011 Census and NHS were voluntary, it had a high non-response rate that varies by such factors as location, socioeconomic status, ethno-cultural origin, and family status. For example, single parents, one-person households and renters had lower response rates. In essence, the data marginalizes the groups most in need. In order to ensure that HWDSB's Learning Opportunity scores are calculated appropriately, and given the problematic 2011 Census data, E-BEST began a review process in consultation with other boards in Ontario to determine appropriate next steps. E-BEST also attended a special workshop held in Toronto to address the topic.

During 2013/14, schools were engaged in a resource mapping process in support of creating a database of resources currently available in schools. (Appendix E) The analysis of this data is currently in progress.

This past year, the Transportation Policy was reviewed and revised to provide enhancements that contribute to equity of access for students who are eligible for transportation. A scheduled 60 minute total ride time one way was incorporated to limit the amount of time a student spends travelling to and from school. In rural areas, the number of group pick-up spots was increased. For French Immersion students, students in Grades 1 to 6 will have transportation provided via yellow bus, while grade 7 & 8 students will use HSR

What We Learned

While some Ontario school boards only rely on demographic census data (which was not impacted by the voluntary nature of the National Household Survey), others have begun to explore adjusting their

practices by using different sources of data. Several larger school boards (e.g., Toronto District School Board, Peel District School Board) purchased data from a private company that has created a Canadian Attributes Database. These boards have successfully used this data to calculate new Learning Opportunity scores. Through our regional Managing Information for Student Achievement (MiSA) group we have recently (July 2015) received this data for HWDSB. In July, E-BEST hosted a workshop with attendees from 12 other boards to begin to explore how to use the data. This workshop was led by members of the Halton Catholic board and Durham board who have experience using this type of data to calculate Learning Opportunity scores. As the process to change our Learning Opportunity formula is a major endeavor, the 2015-2016 Learning Opportunity scores calculated using the current formula.

As the resource mapping concluded in June, the next steps include the analysis and the identification of gaps, followed by strategies to address the gaps.

The Transportation Policy allows for more equitable access to French Immersion programs in the district in communities where that program is offered.

Next Steps

In fall 2015, an internal committee will work together to develop a new Learning Opportunity formula. E-BEST will also continue to liaise with other boards and through our colleagues in our regional Managing Information for Student Achievement (MiSA) group regarding this work. A revised formula will be brought forward to Executive Council prior to December 2015.

External Resources

Community engagement in our schools is a valued way in which student learning opportunities are transformed. When community organizations are interested in supporting school activities, we employ the lens of equity of opportunity and access in decision-making.

What We Did

In 2014/15 we finalized our approach to reviewing and connecting schools with community-based opportunities. (Appendix F) All community-based requests were directed to the Community Engagement Department and processed accordingly. A summary of the opportunities and schools who were connected with the opportunities is summarized in Appendix G..

The HWSB works very closely with The HWDSB Foundation. The Foundation is committed to growing the student support fund to continue to provide to students who are in need of assistance. The Foundation will be providing an annual report to the Board of Trustees early in 2016 and it is expected that the report will detail how they expect to grow for the 2015-2016 school year. Funds provided from the Foundation provided equity of access to events, trips, and other learning supports.

What We Learned

Requests received by the Engagement Department were processed in a timely fashion and positive feedback was received from the schools. While this is an internal process, we realized it is important for community, schools and staff to be aware of the process for their planning purposes.

The support from the HWDSB Foundation enabled a large number of students to have equitable access to trips, theatres, and other learning environments that enhance students' experiences.

Next Steps

Staff will continue to monitor processes from an equity lens. Further we will look at communicating the approach beyond the department level.

School and Program Fees

When considering equity of access it is important to consider what barriers might exist for students who are interested in engaging in an opportunity.

What We Did

The School Budget Advisory Committee reviewed school budgets in the current year to ensure equity between all schools. The Board continues to work within the Ministry guidelines to ensure equity between students and schools. The Hamilton-Wentworth District School Board Foundation works with the Principals at all schools to ensure that students that require assistance receive the financial help that they need.

What We Learned

We learned that principals are very aware of the guidelines and any new fee that is added by a school is reviewed to ensure that it follows the guidelines. This was the first year that the HWDSB Foundation provided student support and school support grants and was able to provide assistance to many students.

As Purchasing continues to review all purchasing done at school level, the department is working with schools to ensure that they receive the best value and are able to incorporate this value into fees charged at the schools.

Next Steps

Schools will continue to review fees regularly. The HWDSB Foundation will continue to provide increased assistance to schools and students as it grows.

School budgets will be monitored in the current year to ensure that changes made to the budgets in 2015-16 are sustainable and equitable.

Purchasing will continue to assist schools and continue to look for opportunities to prequalify vendors in order to ensure schools are receiving the best value.

Executive Council Capacity Building

What We Did

Equity of opportunity, access and outcomes is complex and multi-faceted work. Executive Council continues to employ this lens in our decision-making and we continue to challenge ourselves to further learn and grow. As one example, in 2014/15 we reviewed our Leadership and Learning outcomes with respect to staff engaging in integrated work. We were concerned that there were times when staff learning was siloed or not aligned with other learning. As a result we adjusted our consultant accountability/reporting structure to streamline and simplify. Further, we created a Leadership and Learning Planning Table which consists of system principals, managers, supervisors and staff responsible for our work and strategies within HWDSB. This group is responsible for scoping and sequencing the learning for HWDSB staff including administrators, instructional coaches, consultants, superintendents etc. They will also collaboratively plan and respond to learning needs that exist within classrooms and schools. This structure ensures multiples viewpoints or lenses are included in all capacity building.

What We Learned

This group has met twice to unpack their mandate and to begin to understand what current learning structures exist within HWDSB. Since this is a new model, we are working through a short transition period given that some 2015/16 capacity building has already been planned. A review of these short term plans surfaced connections to other departments’ work that had not been previously identified. This highlighted the importance of planning in an integrated way.

Next Steps

As part of Executive Councils ongoing commitment to equity of opportunity, access and outcomes, we will continue to monitor and review our structures, process and tools and look for ways to improve.

Work Plan 2015-16

Essential Component	Strategies	Evidence
Knowing Our Students - Equity Lens	<p>Program Strategy</p> <ul style="list-style-type: none"> • Secondary Program Strategy implementation- Phase 2 (cont’d) • See work Plan in Appendix A • Secondary Instructional Support • K – 1 Strategy 	<p>Conduct post-transition committee and/ or surveys/forums to determine what worked and what may still need to be done</p> <p>New North School Transition Committee to continue their Transition work as per Appendix A</p> <p>Secondary ESL Committee has developed a model for program delivery and support</p> <p>Provide on-going training for Empower and Math Interventions; as well as program pathways for students using these programs</p> <p>Increases in the number of students reading at grade level by the end of Grade 1</p>

	<ul style="list-style-type: none"> Elementary Program Strategy Parent Engagement Increase Equity of Access to Parental Engagement and Achievement through increased access to and us of social media <p>Human and Material Resources</p> <ul style="list-style-type: none"> Staffing Material Resource Decision-making resources <p>School and Program Fees</p>	<p>Conduct consultation re: Elementary Program Strategy Guidelines</p> <p>Develop Elementary Program Strategy Implementation Plan</p> <p>Budget considerations support directions of Elementary Program Strategy</p> <p>Support the implementation of the Staff Social Media Directive from the lens of equity of opportunity and access.</p> <p>The number of teachers using email, blogs, D@L, etc. The number of teachers provided with laptops and trained to use social media increases</p> <p>Equitable allocation of staffing based on both the Macro (Ministry Compliance) and the Micro (local school needs)</p> <p>Adjustments in staffing levels based upon right-sizing of schools and responding to needs</p> <p>Initiate a process to review how the lens of equity is employed in the allocation of material resources</p> <p>New LOP Rankings created</p> <p>Database populated</p> <p>Ensure HWDSB Foundation supports students in financial need with regards to program fees.</p> <p>Continue to work with purchasing to ensure best value for goods and services required by schools.</p>
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	<ul style="list-style-type: none"> • Guidelines for establishing fees <p>Executive Council Capacity Building</p> <p>Continue to challenge our thinking around equity of opportunity, access and outcomes, specifically how we ensure that, as a system, we believe and work towards equity of outcomes for all.</p>	<p>Actions demonstrate a commitment to equity of outcomes.</p>
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Appendix A – Program Strategy – New North Transition Committee

Draft Norms for Committee

- Promote a positive environment
- Treat all other members and guest with respect
- Recognize and respect the personal integrity of each member of the committee
- Use established communication channels when concerns and questions arise
- Promote high standards of ethical practice at all times

New North Secondary School – Outline of the Work (2015 – 2017):

Outline of the Work: 2015-2016

The Transition Committee must have at least five meetings in 2015-2016. Suggested dates and timelines below:

- Tuesday, September 22, 2015 Westdale
- Tuesday, November 24, 2015 Delta
- Tuesday, January 2016 Sir John A. MacDonald
- Tuesday, March 2016 Westdale
- Tuesday, May 2016 Delta

One of those five meetings in 2015-2016 will be “public” in the sense we will allow public comment and give the community an opportunity to provide input, suggestions, etc. on any items that will affect the community. If the Committee decides there needs to be more than one community meeting that could be added to the schedule.

Outline of the Work: 2016-2017

The Transition Committee will meet monthly in 2016-2017. All meetings open to the public.

Suggested Working Groups

- **Culture and Traditions:** What artefacts and traditions from the closing schools will be incorporated into the new school
 - **Transition Activities** (including Opening & Closing Ceremonies): What activities will help bring the schools together and help students prepare for the changes?
 - **Transportation** and traffic issues related to the new school (although this is not something the Board can control, we can involve City Councillor and make suggestions for City to consider);
 - **Accommodation and Program** (providing any recommendations do not exceed the overall funding available to the school or contravene City, Board and/or Ministry requirements)
 - **Other**
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Appendix B – English Language Learner Committee

Goal: To develop an approach for programming and supporting English Language Learners in Hamilton-Wentworth District School. This model should embrace transformed learning environments for the 21st century, which are safe, equitable and inclusive and which support student achievement and well-being.

Who Are Our English Language Learners Today

1. Students arriving with no formal schooling
2. Canadian born English Language Learners
3. English Language Learners with potential special education needs
4. Students educated in their home language
5. VISA students
6. International Students
7. Students arriving in Grade 11
8. Students potentially “in risk” for a variety of reasons including trauma

Scope of Committee Work - Components for Programming

1. Program and support structure – models in other boards
2. Guidance for English Language Learners
3. Support for students when they leave congregated classes
4. PD for non ESL teachers as they transition
5. Transportation
6. Peer Tutors
7. Homework Support
8. Extra-curricular-School based, outside of school
9. OSSLT
10. Stacking
11. Package of program with choices or not (ie. School decides what they take, or not)
12. Assessment Centre Procedures
13. Parent Involvement
14. What are the baseline measures for success?
15. How many students are needed for a rich program?

Appendix C – North Cluster Literacy Inquiry

What We Did?

Ten schools across the North Cluster, who recognized the challenges their primary students face, participated in this pilot to continue to improve the literacy skills, especially phonological skills, of their Kindergarten and Grade 1 students. Each school brought their unique needs to this exploratory year. Interdisciplinary system personnel provided support to their respective school teams in a variety of ways (e.g., supporting the analysis of DIBELS school data, co-leading lessons, job-embedded literacy coaching, recommending and in some cases, co-delivering evidence-based interventions to classrooms of students).

Two opportunities (November, February) were provided to bring school administrators, school champions and system staff together to address several topics (e.g., learning more about the importance of literacy development, DIBELS training, review of evidence-based materials, professional learning team and planning time). Schools were encouraged and provided with a variety of evidence-based programs to support student learning. A system implementation team provided on the ground input and direction to this pilot. Support from E-BEST along this exploratory year was very helpful, including an end of the year detailed, check-in survey for administrators and system personnel to provide recommendations on a go forward basis.

What We Learned?

- enhanced appreciation of the complexity of collaboration and team work moving forward
- enhanced appreciation of the varied needs of all stakeholders (students, staff and system personnel)
- renewed emphasis of the need for a common language of literacy terms
- many of our primary-level educators struggle to know how to teach reading or know the progression of reading development; they are very receptive to a collaborative approach to enhance their student's literacy
- providing training and coaching support to schools including materials are essential ingredients to this process
- use of a Response to Intervention model seems helpful
- having schools designate a champion is paramount to facilitate this initiative
- use of continuous and responsive assessment cycle based on real student data highly informed program planning

What we will do next?

Capacity building has started based on the solid efforts of participating school staffs. The learning and collaborative work needs to continue.

School	Agency	KSK Neigh	Cluster	MCTS Progs	MCTS Capacity	Notes	
Ancaster Meadow	UFCC	Ancaster Urban	Ancaster				
CH Bray	YMCA	Ancaster Urban	Ancaster				
Fessenden	YMCA	Ancaster Urban	Ancaster				
Michaëlle Jean	UFCC	Hamil Rural	Ancaster				
Mount Hope	UFCC	Hamil Rural	Ancaster				
Queen's Rangers	No	Hamil Rural	Ancaster				
Rousseau	YMCA	Ancaster Urban	Ancaster				
A.M. Cunningham	YMCA	Central Lower	Delta				
Adelaide Hoodless	St. Peter's	Central Lower	Delta	YMCA - Beyond Bell	25	PFLC	
Memorial (City)	YWCA	Central Lower	Delta	YWCA - Ham Resid and Rec	30	PFLC	
Memorial (City)			Delta	YWCA - after school	30		
Prince of Wales		Central Lower	Delta	Kiwanis LGM	35	PFLC	
Queen Mary	BGC	Central Lower	Delta	Kiwanis LGM	35		
Beverly Central	Wesley	Hamil Rural	Dundas Valley				
Dr Seaton	No	Hamil Rural	Dundas Valley	Closing June 2016			
Dundana	UFCC	Dundas	Dundas Valley				
Dundas Central	UFCC	Dundas	Dundas Valley				
Greensville	UFCC	Hamil Rural	Dundas Valley	Closing June 2016			
Millgrove	No	Hamil Rural	Dundas Valley			community prog	
Sir William Osler	YMCA	Dundas	Dundas Valley				
Spencer Valley		Hamil Rural	Dundas Valley	closing June 2016			
Yorkview	YMCA	Dundas	Dundas Valley				
Elizabeth Bagshaw	BGC	East Lower	Glendale				
Elizabeth Bagshaw	UFCC	East Lower	Glendale				
Glen Echo	UFCC	East Lower	Glendale				
Lake Avenue	No	East Lower	Glendale	City of Ham	158	private home care	PFLC
Sir Isaac Brock	No	East Lower	Glendale			St. Davids, unknown	
Sir Wilfrid Laurier	UFCC	East Lower	Glendale				
C B Stirling	No	South Ham Mtn	Henderson	Kiwanis LGM	35		
Helen Detwiler	UFCC	South Ham Mtn	Henderson				
Lincoln Alexander	UFCC	South Ham Mtn	Henderson				
Ray Lewis	UFCC	South Ham Mtn	Henderson				
Templemead	UFCC	South Ham Mtn	Henderson				
Collegiate	Today's Family	Lower SC	OP				
Eastdale	No	Lower SC	OP			private home care and multi generations	
Green Acres	YWCA	Lower SC	OP	Kiwanis LGM	35		
Memorial (Stoney Creek)	UFCC	Lower SC	OP				
Mountain View	Umbrella	Lower SC	OP				
R L Hylsop	No	Lower SC	OP			unknown	
Winona	UFCC	Lower SC	OP				
Bellmoore	UFCC	Hamil Rural	Saltfleet				

Bell-Stone	No	Hamil Rural	Saltfleet			unknown	
Billy Green	YMCA	SC Mtn Urban	Saltfleet				
Gatestone	UFCC	SC Mtn Urban	Saltfleet				
Janet Lee	YMCA	SC Mtn Urban	Saltfleet				
Mount Albion	Heritage Green	SC Mtn Urban	Saltfleet				
Saltfleet	TF	SC Mtn Urban	Saltfleet				
Tapleystown	Heritage Green	Hamil Rural	Saltfleet				
Buchanan Park	No	North Ham Mtn	SAM			unknown	
Cardinal Heights		South Ham Mtn	SAM				
Chedoke	YMCA	North Ham Mtn	SAM				
G. L. Armstrong	TF	North Ham Mtn	SAM	YWCA - Girlspace	45		
Gordon Price	UFCC	South Ham Mtn	SAM	YWCA 18 most - 3.8yr			
Holbrook	YMCA	North Ham Mtn	SAM				
James MacDonald	UFCC	South Ham Mtn	SAM				
Mountview	UFCC	North Ham Mtn	SAM				
Queensdale	UFCC	North Ham Mtn	SAM				
Riddell	TF	South Ham Mtn	SAM				
Westwood	YMCA	South Ham Mtn	SAM			PFLC	
Pauline Johnson	YMCA	South Ham Mtn	SAM/Henderson				
Ridgemount	YMCA	South Ham Mtn	SAM/Henderson				
Franklin Road	TF	North Ham Mtn	Sherwood				
Highview	YMCA	North Ham Mtn	Sherwood				
Huntington Park		North Ham Mtn	Sherwood				
Lawfield	UFCC	South Ham Mtn	Sherwood				
Lisgar	No	South Ham Mtn	Sherwood			unknown	
Richard Beasley	YMCA	South Ham Mtn	Sherwood				
Bennetto	Jamesville	North Lower	SJAM	YMCA - Beyond Bell	40	PFLC	
Cathy Wever	UFCC	Central Lower	SJAM	Wever Hub WAVE	300		
Cathy Wever			SJAM	YMCA - Beyond Bell	35		
Central	YWCA	SW Lower Ham	SJAM				
Dr Davey	No	Central Lower	SJAM	Ham Resid and Rec	30	community prog	PFLC
Dr Davey			SJAM	YMCA - Beyond Bell	40	community prog	
Hess Street	Wesley	SW Lower Ham	SJAM	Wesley School Age	42		
Queen Victoria	YMCA	Central Lower	SJAM	Wesley School Age	63	PFLC	
Queen Victoria			SJAM	YMCA - Beyond Bell	40		
Hillcrest	BGC	East Lower	SWC				
Hillcrest	UFCC	East Lower	SWC				
Parkdale	No	East Lower	SWC	Kiwanis LGM	35	unknown	
Rosedale	No	East Lower	SWC			private home, Kiwanis	
Viscount Montgomery	No	East Lower	SWC	Kiwanis LGM	35	unknown	
W.H. Ballard	YMCA	East Lower	SWC	Kiwanis LGM	35		
Allan A. Greenleaf	YMCA	Waterdown	Waterdown				

Balaclava	UFCC	Hamil Rural	Waterdown			
Flamborough	No	Hamil Rural	Waterdown			community, older siblings
Guy Brown School	WDCC	Waterdown	Waterdown			
Mary Hopkins	WDCC	Waterdown	Waterdown			
Waterdown District H	WDCC	Waterdown	Waterdown			
Earl Kitchener	YMCA	SW Lower Ham	Westdale			
G.R Allan	YMCA	West Lower Ham	Westdale			
Ryerson		SW Lower Ham	Westdale			middle school
Strathcona	No	SW Lower Ham	Westdale			family-community
Norwood Park	YMCA	North Ham Mtn				

Appendix E – Resource Mapping/Database

To gain a better understanding of the supports and services in schools throughout the district all schools were asked to provide information about the types of programs, events, and community services in their schools.

General categories included:

Anti-poverty Initiatives

Recess Programs

Peer Led/Driven Initiatives/Events

Extra-curricular Activities

Special Events (day, week, month)

Speakers

Social-Emotional Learning Programs or Activities

Schools were also asked to identify for each of the respective categories, who was involved in organizing, facilitating and leading the activity/event/initiative i.e. students, teachers, EAs, Admin, parents/caregivers, system staff, community partner agency staff, other.

Appendix F – Community Engagement with Schools Process

Request is submitted to Engagement Supervisor



Does the request support our:

- Strategic Directions?
- Annual Operating Plan?
- Curriculum?



No

Thank the requester but decline the opportunity at this time

Yes



Engagement Supervisor meets with staff lead/consultant etc. to determine possible schools where this opportunity aligns with their work. The identification of schools also considers equity of opportunities.



Superintendent posts opportunity and suggested schools for Executive Council feedback.



Executive Council provides input.



Engagement Supervisor contacts Principal and provides the opportunity.



Engagement Supervisor contacts the partner and makes the connection to the school.



Opportunity is tracked in support of equity of access and opportunity

Appendix G - 2014-15 Equity of Outcomes HWDSB Engagement Opportunities

Community Partner(s)	Description of Engagement	HWDSB School(s) Engaged
ArcelorMittal F. H. Sherman Recreation & Learning Centre	The <i>RH Sherman Recreation and Learning Centre (Dofasco Park)</i> hosted schools for a day-long trip to their recreation centre. This opportunity included lunch and use of the facilities (mini-putt, arena space, gym space, volleyball court, etc.), with no charge to the student or school.	Queen Victoria, Westwood, CB Stirling, Delta Secondary, Hess Street, Bennetto
Big Brothers/Big Sisters of Hamilton, Boys and Girls Clubs of Hamilton, Hamilton Conservatory for the Arts, North Hamilton Community Health Centre, The Living Rock, The Rotary Club of Hamilton, Today's Family Early Learning and Child Care, Umbrella Family and Child Centres of Hamilton, Wesley Urban Ministries, YMCA of Hamilton/Burlington/Brantford, Ontario Youth Mind Building Club, Super Girls Basketball Camp, YWCA Hamilton, Hamilton Regional Indian Centre, Hamilton Downtown Mosque, Globe Football Youth Club	<p><i>Focus on Youth</i> is a program funded by the Ontario Ministry of Education that partners HWDSB with not-for-profit groups to support them in delivering free or low cost summer programs and activities that keep young people safe and active. goal is to enhance high quality summer program opportunities for children and youth throughout Hamilton by:</p> <ul style="list-style-type: none"> - Offering free use of school space for organized, community-based programs - Improving the quality of life for children and youth in high and moderate needs communities who otherwise would have limited access to organized summer programming - Providing employment opportunities for youth in Hamilton with a focus on hiring and supporting the employment experiences of "at or in risk" youth 	<p>Secondary Schools and Alternative Education Program with Hired Students: Sir John A Macdonald, Westmount, Westdale, Dundas Valley, Sir Allan MacNab, Ancaster, Grace Haven, Mountain, Turning Point, Vincent Massey, Sherwood, Saltfleet, Sir Winston Churchill, Glendale, Orchard Park, King William, Delta, Section 23, Nora Henderson</p> <p>School-Based Program Locations: Memorial (City), Huntington Park, Westwood, Queen Mary, Cathy Wever, R.A. Riddell, Collegiate Avenue, Eastmount Park, Sir Wilfrid Laurier, Hillcrest, Lawfield, Ray Lewis, Templemead, Queen Victoria, Cootes Paradise, Dr. J. Edgar Davey, Hess Street, Bennetto, Allan A. Greenleaf, Sir Winston Churchill, Gordon Price, Central, Westdale</p>
Canadian Warplane Heritage Museum	<i>Project High Flight</i> brings grade 6 classes from high priority neighbourhood schools to participate in a full-day field curriculum-based trip to the museum. This opportunity includes admission, bussing and a hot lunch for each participant. The workshops delivered are directly linked to the 'History of Flight' unit in the grade 6 curriculum.	Hess Street, Queen Mary, Lake Avenue, Prince of Wales, Adelaide Hoodless, Elizabeth Bagshaw

Food4Kids	<p><i>Food4Kids</i> provides packages of healthy food for kids aged 5-14 years who have limited or no access to food each weekend. Packages of healthy food are prepared by volunteers and delivered to schools each Friday to ensure children have nourishment over the weekend. The <i>Summer Feeding Program</i> provides containers of food to referred students who have with limited access to food during the summer months. Weekly food packages contain a variety of fruits, vegetable and grains, including a recipe and ingredients for a healthy meal, using foods typically provided by local food banks.</p>	Bennetto, Cathy Wever, C.B. Stirling, Central, Chedoke, Cootes Paradise. Dr. J. Edgar Davey, Dundas Central, Elizabeth Bagshaw, Helen Detwiler, Hillcrest, Queen Mary, Queen Victoria
Hamilton Family Health Team	<p>The Hamilton Family Health Team, which operates a full-service medical clinic near Bennetto Elementary, formed a new relationship with the school that saw their staff volunteering with a variety of programs, including:</p> <ul style="list-style-type: none"> - Helping with the collection, sorting and set-up of a new Clothes Closest for students and their families - Delivering a Nutrition Program that included lessons prepared by a Registered Dietitian, that included student-prepared snacks - Reading one-to-one with students identified as needing extra literacy support - Sharing skills such as poetry and film writing during weekly arts workshops with grade 7 and 8 students 	Bennetto Elementary
Lightway Baptist Church	<p>Through Community Use of Space, a mutually beneficial, ongoing, and supportive arrangement was created between Lightway Baptist Church and Lake Avenue Elementary that saw volunteers from Lightway commit their time and resources to activities benefitting Lake Avenue and the Riverdale community, including assisting with a school based reading program and organizing a free</p>	Lake Avenue

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	weekly summer soccer league for children in the Riverdale neighbourhood.	
Neighbour to Neighbour (N2N)	Neighbour to Neighbour's (N2N) <i>Kids Can Succeed Reading Tutor Program</i> works to improve the reading skills of children who are reading below grade level and are under-resourced. The program pairs a student with an adult tutor for one-on-one support to increase reading skills, self-confidence, foster an appreciation of literature and to provide a positive role model.	R.A. Riddell, G.L. Armstrong, Eastmount Park, Westwood, Helen Detwiler, C.B. Stirling, Richard Beasley, Huntington Park, Franklin Road
No. 9 Contemporary Art & Environment	<i>Imagining My Sustainable City</i> is a 4 day intensive program that introduced HWDSB students to sustainable urban planning and architecture. The project's goal is to infuse the real world, interdisciplinary aspects of the architectural profession with the compulsory grade 7 and 8 curriculum, while giving HWDSB students the tools they need to be agents for change in their communities. Collectively, the students' vision for their sustainable city leads to discussions of civic engagement, governance and living a sustainable lifestyle.	Sir William Osler, Allan A. Greenleaf, Ancaster Meadow, Cardinal Heights, Mount Albion, Westview, Queen Mary, Adelaide Hoodless, Hess Street
Pathways to Education	<i>Pathways to Education</i> program's goal is to promote student achievement by supporting high school students within specific geographic neighbourhoods of community-based agencies to successfully complete high school and continue their education at the post-secondary level. To meet these goals, the Pathways Program provides four integrated community-based supports: 1-1 support, monitoring & intervention, Mentoring, Academic Support, and Financial Supports (which may include HSR tickets or meal/lunch vouchers and a Scholarship toward the cost of tuition for post-secondary education/training).	Program renewed for the next 3 school years (2015-16 to 2017-18): Ancaster High, Delta, Dundas Valley, Glendale, Mountain, Saltfleet District, Sir Allan MacNab, Sir John A. Macdonald, Sir Winston Churchill, Westdale, Westmount HWDSB Feeder Schools: (main feeder school in bold) Benetto , Cathy Wever, Dr. J. Edgar Davey, Hess Street, Prince of Wales, Ryerson
Royal Botanical Gardens	<i>Green Angels</i> is a program that brings classes from high priority neighbourhood schools to participate in a full-day field curriculum-based trip to the RBG. Free access to programs	Westwood, Sir John A MacDonald Secondary, W. H. Ballard, Mountain Secondary, Sir Wilfrid Laurier

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	being offered (i.e. Growth and Change in Reptiles, Air and Water in Nature).	
Start2Finish	Start2Finish supports for HWDSB include Run4Change, 20/20 Challenge, Running & Reading Clubs, and backpack donations. Their fitness and literacy model is rooted in volunteerism, children's literacy, health, and education. The 20/20 Challenge, culminating in the annual Run4Change event, provides comprehensive DPA activities for use in the classroom, their annual backpack program distributes backpacks filled with school supplies to provide students with the tools that they need to succeed, and the Running & Reading Clubs meet weekly after-school to empower children to improve their literacy skills, physical fitness and social and behavioural skills, and prepare them to achieve life-long success.	All Elementary schools for Run4Change and 20/20 Challenge Running and Reading Clubs: Dr. J. Edgar Davey Davey, Prince of Wales, Bennetto Backpacks (700 in total, in preparation for the 2015-16 school year): Dr. J. Edgar Davey, Prince of Wales, Bennetto, Cathy Wever, Elizabeth Bagshaw, Hess Street. Lake Avenue, Sir Wilfrid Laurier, Queen Victoria, Queen Mary, Hillcrest, Viscount Montgomery, Westwood
United Way of Hamilton/Burlington	Approximately 20% of HWDSB's 2014 <i>United Way Campaign</i> funds were generated through school-based special events. These events saw teachers, students and community members working together to raise funds through a variety of activities, including a garage sale, themed dress-up days and teacher versus student sports competitions.	A.M. Cunningham, Ancaster High School, Ancaster Meadow, Collegiate Avenue, Dundas Valley Secondary, Eastmount Park, Gatestone, Holbrook, Lisgar, Mount Albion, Mountain Secondary, Mountview. Queen Victoria, Saltfleet District High School, Sir William Osler, Tapleystown, Viscount Montgomery, Waterdown District High School, Winona
Wesley Urban Ministries	<i>Raising the Roof</i> is Canada's only national charity dedicated to raising funds and awareness for not-for-profit agencies tackling homelessness. In the Hamilton area, proceeds go to Wesley Urban Ministries, an organization founded in 1955 that currently provides as many as 200 free meals daily. Students had the opportunity to sell toques and socks, host information booths and program activities to promote awareness in their schools.	Saltfleet and Sir Winston Churchill
YMCA Hamilton/Burlington/Brantford	<i>Y on Wheels</i> is an initiative from the YMCA of Hamilton/Burlington/Brantford that works to bring YMCA programs and services to the Hamilton community on demand and free of	Adelaide Hoodless, Central, Eastmount Park, Hillcrest, Parkdale

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	<p>charge, including: yoga, Zumba, bootcamp/total body tone, kickboxing, sports, Leader Corps Program (Leadership Training), babysitting course, employment sessions (resume writing, interview skills, job searching, etc.).</p>	
<p>YMCA of Cambridge & Kitchener-Waterloo</p>	<p>Grade 6 classes from select high priority neighbourhood schools to participate in <i>The Weston Family Environmental Leaders of Tomorrow Program</i> at the YMCA Outdoor Centre at Camp Ki-Wa-Y in St. Clements. This opportunity occurred in 3 stages. Before the trip a trained educator connected with each class to introduce students to the natural science concepts and environmental issues that are explored throughout the duration of the program. The second stage of the trip was a residential visit (overnight for two nights) to the YMCA Outdoor Centre where students to continued learning and working on developing the skills that support personal and community action. The excursion included all programming accommodations and meals. The last stage was an action project reinforcing the learning from the earlier program phases. A Classroom Action Kit with lessons, resources and project ideas, was provided to each class to support the class learning experience through each phase of the program.</p>	<p>G. L. Armstrong, Linden Park, Hillcrest, Queen Victoria, Hess Street</p>
<p>YWCA Hamilton</p>	<p>The YWCA of Hamilton introduced a new <i>Ministry of Tourism, Culture and Sport (MTCS) free afterschool program</i>. This program is in addition to the existing 16 MTCS programs in HWDSB schools, operated by a variety of community agencies. MTCS provides funding to help sport and recreation organizations deliver quality programs for children and youth in priority neighbourhoods across the province. The programs generally run between 3:00 p.m. – 6:00 p.m. and aim to help children and youth get active, develop healthy eating habits, gain</p>	<p>Lisgar Elementary</p>

	confidence and do better in school, which help to decrease childhood obesity and youth violence. Each year, the program provides thousands of children and youth, who may not otherwise have an opportunity, a chance to participate in fun, safe, supervised activities.	
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