AGENDA

5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Elementary Program Strategy (for consultation approval)
4. French Immersion Program Strategy (for consultation approval)
5. Parent & Community Engagement Report
6. Update on Transitions
7. Next Program Committee Meeting: May 19, 2016
   • Transforming Learning Everywhere
8. Adjournment
The Elementary Program Strategy is based on seven (7) vision statements that provide the foundation for decision making regarding Curriculum, Programs, Facilities, Resources, and Special Education Delivery in our Elementary Schools. The vision statements support equity of access and outcomes for all students, supported by a balance of evidence-based and innovative instructional practices. All schools will be accessible and include flexible and specialized learning environments, and although we are working toward a preferred structure of K-8 schools to reduce the number of transitions that students experience, we recognize local needs as well. Our elementary schools will intentionally build parent and community engagement to support students. Core programs will be offered in all schools and some schools in the district will also host programs to which all students may apply, such as French Immersion Language. Schools that are safe, inclusive, and welcoming support environments that promote learning and teaching.

Our Elementary Program Strategy rethinks the way we offer programs and build or renew facilities. While we continue to provide students with foundational knowledge and skills (ie. Mathematics and Literacy), our teachers will support students to develop those skills required in the 21st century (eg. problem solving, critical literacy, and higher order thinking).

The Elementary Program Strategy is an overview of our programs and/or supporting strategies that inform our daily work in our schools. It provides the vision the Board has for elementary education in terms of program delivery K – 8. (eg. program offerings, reporting and assessment, positive school climate, special education, French Immersion, English as a Second Language).

The Elementary Program Strategy includes the HWDSB vision statements. It also includes segments on the following:

- Learning and Teaching in the 21st Century
- Curriculum Requirements (Instructional Core)
- Reporting Requirements
- Special Education
- Arts Strategy
- French Immersion Strategy
- Focus Programs
- English as a Second Language
- Positive School Climate
- Facilities
TO: PROGRAM COMMITTEE  
FROM: Manny Figueiredo, Director of Education  
DATE: April 7, 2016  
PREPARED BY: Executive Council  
RE: Elementary Program Strategy

**Recommended Action:**  
That the Elementary Program Strategy be approved for consultation.

**Background:**  
As the Hamilton-Wentworth District School Board (HWDSB) revitalizes elementary schools, we continue to focus our efforts on creating the best learning conditions possible for our students to reach their full potential as life-long learners. While considering what education looks like in the 21st century, the Elementary Program Strategy (K-8) will reflect our commitment to strengthening conditions for learning, including building relationships, offering opportunities for all, and engaging students in the learning. Effective programs will be delivered in renewed facilities that reflect spaces for the programs being delivered.

**Why an Elementary Program Strategy (K-8)?**  
Our Elementary Program Strategy rethinks the way we offer programs and build or renew facilities. While we continue to provide students with foundational knowledge and skills (i.e. Mathematics and Literacy), our teachers will support students to develop those skills required in the 21st century (e.g. problem solving, critical literacy, and higher order thinking).

The Elementary Program Strategy is an overview of our programs and/or supporting strategies that inform our daily work in our schools. It provides the vision the Board has for elementary education in terms of program delivery K – 8. (e.g. program offerings, reporting and assessment, positive school climate, special education, French Immersion, English as a Second Language).

**Our Vision**  
The Elementary Program Strategy is based on seven (7) vision statements that provide the foundation for decision making regarding Curriculum, Programs, Facilities, Resources, and Special Education Delivery. The vision statements support equity of access and outcomes for all students, supported by a balance of evidence-based and innovative instructional practices. All schools will be accessible and include flexible and specialized learning environments, and although we are working toward a preferred structure of K-8 schools to reduce the number of transitions that students experience, we recognize local needs as well. Our elementary schools will intentionally build parent and community engagement to support students. Core programs will be offered in all schools and some schools in the district will also host programs to which all students may apply, such as French Immersion Language. Schools that are safe, inclusive, and welcoming support environments that promote learning and teaching.
### Vision Statement 1
All elementary schools provide equity of access and outcome.
All students in every school will have support and appropriate resources to enable their success in their school community. Great schools provide a strong academic program, a focus on student well-being and safety, and allow for student voice and engagement, social skill development, and opportunities for extra-curricular activities.

### Vision Statement 2
All elementary schools offer a balance of evidence-based and innovative instructional practices
All students will have curriculum delivered through a variety of instructional methods, such as direct instruction, inquiry-based learning, and experiential learning. Students and staff will have access to technology that can aid in their learning and teaching. Innovative practices that enhance student learning will be acknowledged.

### Vision Statement 3
We will work toward a preferred structure of K-8 in our schools while recognizing local parent, student, and community needs.
Research demonstrates that students who have fewer transitions do better in school.

### Vision Statement 4
All elementary schools be accessible and include flexible and specialized learning environments.
All of our elementary schools will be physically accessible and include flexible learning spaces to meet the needs and learning styles of our students. Wireless accessibility and specialized rooms that support the delivery of the Arts, some Special Education environments, Science, and Health and Physical Education curriculum are preferred.

### Vision Statement 5
All elementary schools intentionally build parent and community engagement to support our students.
Schools respond to student needs in collaboration with, and engagement of parents and caregivers as well as school district supports. HWDSB will continue to build partnerships with community groups and agencies that also support our students.

### Vision Statement 6
All elementary schools provide core programs and some identified schools across the system will also offer focused programs.
HWDSB schools will provide core programs that support student achievement for all students, across all schools, as outlined in the Ontario Curriculum. All schools will use student voice to provide input for programming and extra-curricular activities. Some schools will offer focused programs for students who wish to learn French or Native Languages. The focus programs will be in identified schools in the district, and will be accessible for all students.

### Vision Statement 7
All elementary schools will be safe, inclusive, welcoming environments.
Inclusive Education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals respected. Schools that are safe and welcoming promote positive teaching and learning environments.

---

### Learning and Teaching in the 21st Century
HWDSB is committed to creating a culture of engaged learners by focusing on effective instructional practices being used in our classrooms, accelerated by digital tools. Our goal is to improve students’ essential skills of problem solving, critical literacy, higher order thinking, in addition to teaching foundational knowledge and skills of
literacy and mathematics. We believe it is essential to create learning conditions that support students’ achievement and well-being and also prepare our students to participate effectively and responsibly in the physical and digital world.

This commitment impacts how we are using digital resources to support students in our classrooms and other learning environments. Both students and educators will be co-creating an inclusive climate and culture for learning and rich learning tasks supported by digital tools. When developing these tasks, we will take into consideration the role of educators, the curriculum and students’ needs, interests and lived experiences and strengths.

The emphasis on rich learning tasks requires a change to traditional learning partnerships. Learning experiences may now involve students, staff, parents/guardians/caregivers and external partners working collaboratively. The tasks themselves do not necessarily focus solely on content but on learning process as well. As educators, we will help develop students’ abilities to lead their own learning and do creative and innovative things with their learning.

Our students must be effective readers and writers and they need to be proficient in math. However, they also must create, think, evaluate, collaborate and communicate in order to be successful students, and engaged citizens. We are committed to building a culture of continuous learning that embraces the belief that all students will reach their full potential through our knowledge and use of the instructional strategies most likely to prove effective, building relationships and enhanced learning opportunities.

**CURRICULUM**

A balanced core curriculum in our elementary schools leads to pathways that can be pursued in all of our secondary schools. Teachers use a variety of settings and instructional practices to address the needs and interests of students. These can take many forms, including but not limited to: direct instruction, collaborative work, digital resources, and inquiry-based learning; small group settings, large group settings, one-on-one settings, and alternative environments such as the learning commons or the resource room. Teacher professional judgement combined with evidence-based and innovative practices guide instruction in such a way that students will be engaged and involved in what and how they learn.

**INSTRUCTIONAL CORE**

The Elementary Program Strategy ensures that all students have access to a balanced curriculum. This includes literacy, numeracy, the Arts (music, dance, visual arts, and drama), science and technology, geography, history, health and physical education, and social skill development. These subjects comprise the learning expectations as identified in the Ontario Curriculum as per the Ministry of Education. Through a balanced approach to program instruction, students continue to learn the knowledge and skills outlined in the Ministry documents. With this approach we can incorporate modifications, accommodations and alternate expectations that may be necessary for some students.

The creation of a balanced timetable supports the whole child in that it allows for students to have a multitude of ways to demonstrate their learning. Asking school administrators to reconsider ways that subject and groups of subjects are prioritized within a timetable encourages a creative way to realize Ministry of Education expectations, the teacher’s vision for subject integration, and the specific ways students can show what they have learned. A close monitoring of the allocated minutes permits administrators to accommodate for specific needs within the building and allows for student interest to be captured.

The research shows that an emphasis on instructional strategies and direct instruction has a major impact on outcomes, whereas content does not. (J. Hattie, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, 2009). A school for the twenty-first century “recognizes that today, and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own
communities and in the world.” (Ministry of Education, Social Studies 1-6 and Geography, p.3)

SUBJECT AREAS AND TIME ALLOCATIONS
The illustration below includes each of the reportable subject areas and indicates the span of minutes that allow for a complete yet integrated school timetable. Principals should be mindful that the eventual goal is an integrated and flexible timetable that allows for subject connectedness and innovation resulting in a total of 1500 instructional minutes each five day cycle. Below are selected statements from various educational documents that reflect how a balanced timetable in school supports the priorities within the curriculum such as critical-thinking and problem solving, individual choice in learning strategies, andsuiting an individual's strengths and needs.

CONSIDERATIONS/EXPECTATIONS
The integration of subjects is essential to the successful implementation of curriculum in the elementary panel. Below are several ideas that assist in crafting a balanced timetable that is intended to meet the needs of all students in a comprehensive and meaningful way.

UNINTERRUPTED LITERACY AND NUMERACY BLOCKS
Literacy learning blocks are 100-120 minutes in length and should reflect a comprehensive approach including modeled, shared, guided, and independent instruction on a consistent basis. From Grades 4 to 8, the 200 minutes of Core French can be considered part of instructional time towards fulfilling the Language standard number of minutes. Numeracy /Mathematics blocks are to be no less than 300 minutes per five-day cycle. Math occurring each day is preferable, however, four days a week for longer periods is also beneficial.

CONSIDERATIONS FOR LITERACY
Language Arts/English are to be timetabled for a total of 500 minutes per five day cycle. Integration of all literacy strands should occur in all subjects. Content area resources should be used for teaching in various subjects. (eg. Analysis of non-fiction texts in Social Studies and History/Geography). Drama is encouraged to be used in the Literacy Block as a vehicle to introduce, scaffold, and/or solidify important literacy concepts.
Core French is offered in all elementary schools in grades 4 through 8. Students are required to receive 200 minutes of French instruction per week. From grades 4 to 8, Core French is considered as part of the 500 minutes of the literacy block of instruction. These Core French instructional minutes will allow students to acquire the 600 required hours of French instruction by the end of Grade 8.

Native Languages: The Ontario curriculum guidelines allow for native Languages to be taken in place of the mandatory Core French Program. HWDSB offers Mohawk Language in some of our schools. This program is currently offered in 2 elementary schools and is not an immersion program. Criteria for program expansion will be considered as increased interest is identified.

CONSIDERATIONS FOR MATHEMATICS
Students should have a minimum of one scheduled math period each day in a five day cycle. In order to fulfill the required 300 minutes for each five-day cycle, other days will require at least one period more. It is encouraged that longer math periods can provide for enhanced conceptual development and retention if timetabling occurs in which there is a grouping of subjects (Math, Science, etc.), increased flexibility will allow for a teacher’s discretion during times where students show they are struggling with particular concepts.

CONSIDERATIONS FOR SCIENCE AND TECHNOLOGY AND SOCIAL STUDIES, HISTORY AND GEOGRAPHY
The use of technology should be incorporated into content areas, making for more engaging, relevant and rich tasks. Key Literacy and Numeracy concepts should be taught in a comprehensive Science classroom. Social Studies and History/Geography should be given ample time to cover subject-specific content material, however, integration into Literacy Blocks will allow for a more connected learning situation for students. Science and Technology requires 100-150 minutes of study per 5 day cycle. Social Studies, History, and Geography together require a total of 100 minutes of instruction per 5 day cycle.

CONSIDERATIONS FOR THE ARTS
The Arts refers to four subjects: Dance, Drama, Music and Visual Arts. Timetables need to reflect that all four strands are being taught and reported on in the school year.

The 300 minutes of instruction for the Arts allows for two 50-minutes periods for Visual Arts, two 50-minutes periods for Music, one 50-minute period for Dance, and one 50-minute period for Drama. In addition, Visual Arts, Music, Dance and Drama can be connected to other areas of the curriculum to promote and demonstrate a developing skill set, as well as to enhance opportunities for application of the skill set and or/alternative strategies for assessment and evaluation. Instrumental Music will be taught to all students in grade 7 and 8 classes.

CONSIDERATIONS FOR HEALTH AND PHYSICAL EDUCATION (HPE) AND DAILY PHYSICAL ACTIVITY (DPA)
Of the 150-200 minutes allotted for H & PE per five-day cycle, 30 minutes should be scheduled for Health Education. Incorporating Literacy and Numeracy skills into Physical Education and Health programs allows for a more hands-on approach to these two main core subject areas. On the days that students do not have Physical Education, 20 minutes of DPA must be on the timetable. If students have Dance, this is an appropriate way to incorporate another 20-minute block for DPA.

CONSIDERATION FOR KINDERGARTEN
The Kindergarten Program document is currently being revised by the Ministry Of Education with the expectation of delivery before the end of 2015/16. This document will be accompanied by a new Kindergarten Report Card, and this strategy will be updated to update these changes.

Kindergarten consists of a two year continuum of learning. Children are viewed competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. (How Does Learning Happen, 2014) The Four Foundations of learning in Kindergarten include belonging, well-being, engagement and expression. Childrens’ learning experiences are
characterized as being:
  o responsive to their interests and needs within an environment co-created by the children and the educator(s);
  o "fluid" and not having prescribed times for all children to be engaged in the same experience;
  o integrated as Literacy and Mathematics are *embedded throughout* the day in all learning contexts;
  o seamless with minimal transitions for students during the day and connected to the extended day program (where applicable);
  o extended beyond the classroom and including daily outdoor "play/learning/inquiry";
  o extended beyond the school and include regular parent engagement in a variety of ways.

The kindergarten program is delivered on a play-based inquiry platform to ensure the children are engaged in their learning and developing the necessary skills to be successful in their academic careers which includes not only literacy skills, but also self-regulation skills. "Social, emotional, and cognitive self-regulation and the ability to communicate with others are foundational to all forms of learning and have been shown to be best developed in play-based environments" (Ontario, 2010, p. 8). The kindergarten document provides a definition of self-regulation as having the internal motivation for adapting to, and understanding emotional and social demands. Children need to have the ability to self-regulate to be active participants in their learning. Children best develop these skills in a kindergarten program with educators who support their learning, and understand their development stage.

**LEARNING SKILLS and WORK HABITS**

"The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement." (Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010)


**REPORTING REQUIREMENTS**

The primary purpose of assessment and evaluation is to improve student learning. However, we know that it is important for parents to be aware and involved in supporting their child’s education. On-going, regular communication between the home and the school is important, however, at certain times of the year, a formal reporting of a student’s achievement, learning skills, and work habits is required.
In grades 1 through 8, student achievement is reported on according to the following guidelines.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Report Card 1</th>
<th>Report Card 2</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Language                 | X             | X             | Grade 4  
|                          |               |               | Listening & Speaking only on Report 1  
|                          |               |               | All strands on Report 2  
| Core French              | X             | X             | Grade 5  
|                          |               |               | Listening, Speaking and Reading on Report 1  
|                          |               |               | All strands on Report 2  
|                          |               |               | Grades 6-8  
|                          |               |               | All strands Report 1 & 2  
| French Immersion         | X             | X             | Grade 1  
|                          |               |               | Listening & Speaking only on Report 1  
|                          |               |               | All strands on Report 2  
|                          |               |               | Grades 2-8  
|                          |               |               | All strands Report 1 & 2  
| Core English             | X             | X             | Being developed  
| Mathematics              | 4 out of 5 strands | 4 out of 5 strands | Check language box if taught in French  
| Science                  | X             | X             | Check language box if taught in French  
| Social Studies           | X             | X             | Check language box if taught in French  
| History                  | X or X        | Report 1 or 2  
|                          |               | Check language box if taught in French  
| Geography                | X or X        | Report 1 or 2  
|                          |               | Check language box if taught in French  
| Health                   | X             | X             | Check language box if taught in French  
| Physical Education       | X             | X             | Check language box if taught in French  
| The Arts                 | 3 out of 4 strands | 3 out of 4 strands | 3 out of 4 of the Arts must be reported on Report 1 & 2. Each Strand must be reported on at least once in the school year, with a minimum two strands being taught throughout the entire year. Check language box at the strand level if taught in French.  
| Learning Skills & Work Habits | X | X | “In the space provided for anecdotal comments, the teacher will elaborate on the student’s demonstration  

7
Report Card 1 reflects achievement and learning skills and work habits from September to February.
Report Card 2 reflects achievement and learning skills and work habits from February to June.

**SPECIAL EDUCATION DELIVERY**

The beliefs and delivery of Special Education program delivery in HWDSB is guided by the Ministry Document entitled ‘Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12.’ (2013). We believe in a responsive and collaborative system where student, classroom and school learning needs are supported and addressed by staff within the school, district and community while valuing parents/guardians as partners.

HWDSB believes in a tiered approach to intervention that will meet the needs of all students. Most students’ needs are met within the regular classroom through differentiated instruction, accommodations and modifications that may be communicated in students’ individual education plans. Some students receive supplemental supports within their home school or through access to short term, targeted interventions or programs. A few students require intensive programming to address educational and alternative needs which may be provided within a regular classroom, through targeted intervention or in an alternative placement. HWDSB’s goal is always to work to develop skills in the students so they can be integrated within a regular class, school and community. Opportunities are provided to integrate students into some schools community based experiences.

Specialized programs to support varied needs are available throughout the system to support students who require intensive and targeted support to develop skills that will better position them to navigate a variety of settings (school, home, community).

Varied programs are available to meet the diverse and unique learning needs of students with special needs. Our goal is to provide strategic, clear and equitable access to programs aligning with a tiered response to intervention approach. Schools will be supported to accommodate students’ needs within a safe, accepting and responsive environment, with an emphasis on inclusion.

HWDSB recognizes the value and strength of relationships in supporting student’ well-being and success. Through strategic placement of specialized programs, HWDSB strives to support stability in school placement by placing special programs in a way that accounts for transitions between programs. For example, best practice would be placing primary programs to meet the needs of students with developmental challenges within the same school as the junior and intermediate programs for students with developmental challenges.

HWDSB recognizes the impact of transitions on students, particularly many students with special needs. Strategic program placement will allow for students to remain within the same schools should they require a continued placement within a specialized program. Home and school as well as peer relationships will be strengthened through this approach.

As students transition from intermediate programs into secondary programs, students from within a program will transition to a designated secondary school to assist in sustaining peer relationships.

**ARTS STRATEGY** (within the Elementary Program Strategy)

“The arts, which includes dance, drama, music, visual arts, and media arts, are important for experiencing the joy of creation, developing attention to detail, attaining fulfilment during school and beyond, and learning ways of expressing thoughts, knowledge, and feeling beyond words. “ Elliott Eisner, 2002.

The Arts Strategy provides a coordinated and focused approach to improved arts programming and services for
our students and addresses the continuum of learning in the Art K--12. The Arts Strategy focuses on learning in, about, and through the arts.

Learning IN the arts refers to learning the specific knowledge and skills of a particular art form.

Learning ABOUT the arts is generally an integral part of the arts program and allows the student to understand and appreciate works of art as well as the function and history of a particular art form.

Learning THROUGH the arts involves arts lessons to teach concepts that are being studied in other subjects of the curriculum (geometric forms in a visual arts lesson to help with mathematics) or a skill (for example conflict resolution through drama). This approach is also called integration and can support Differentiated Instruction and Multiple Learning Styles. The arts are used in this way to teach other subjects or are integrated into other subjects.

All students will have equitable access to a balanced and comprehensive arts education, based on the Ontario Arts Curriculum (K-12), that develops:

- critical and creative thinking, collaboration and communication skills
- ability to generate ideas and bring them to life, appreciate, think critically, collaborate, explore and experiment, problem solve and reflect (Creative Process)
- transferable skills in observation, analysis, interpretation, and evaluation (Critical Analysis Process)
- thinking that can be communicated and applied to other areas of the curriculum
- personal identity, self-esteem, values, beliefs, well-being, and understanding of self and others in our diverse world.
- love of the arts, enriching future experience as audience members and enhancing personal and cultural identity.

**FRENCH IMMERSION (FI) STRATEGY** (within the Elementary Program Strategy)

Hamilton-Wentworth District School Board (HWDSB) offers French Immersion Programming at a Grade 1 entry level. The aim of the program, is to provide a quality immersion program that meets the expectations of the Ontario Curriculum.

Students in these programs, similar to those in French as a Second Language, will strive to:

- use French to communicate effectively in a variety of settings
- make meaningful connections between Canada's two official languages, other cultures and the global community
- use effective language strategies
- become lifelong learners for personal growth and for active participation as world citizens

French Immersion is offered in some schools of the board and can be accessed by all students of the board. Catchment areas are defined by the board as to which schools the students will attend. Programs follow the same expectations as the English programs regarding minutes of instruction in specific subject areas. The Hamilton-Wentworth District School Board provides more than the required number of hours of French instruction in our immersion programs, which ensures that our students attain a minimum of 3800 hours of French instruction by the end of Grade 8.
The following chart outlines the percentage of instructional time by grades, as well as the subjects required in French.

<table>
<thead>
<tr>
<th>Grades</th>
<th>%Time for French Instruction</th>
<th>Required Subjects</th>
<th>Optional subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68-80%</td>
<td>French(Literacy) Math, Science, Social Studies (750 minutes) English (200 minutes)</td>
<td>Art, Drama, Music, Dance Phys Ed/Health (450 minutes)</td>
</tr>
<tr>
<td>2, 3</td>
<td>68%-80%</td>
<td>French(Literacy) Math, Science, Social Studies (750 minutes) English (200 minutes) Art, Drama (200 minutes)</td>
<td>Music, Dance Phys Ed/Health</td>
</tr>
<tr>
<td>4, 5, 6</td>
<td>68%-80%</td>
<td>French(Literacy) Math, Science, Social Studies (750 minutes) English (200 minutes)</td>
<td>Art, Drama, Music, Dance Phys Ed/Health (450 minutes)</td>
</tr>
<tr>
<td>7, 8</td>
<td>50%-60%</td>
<td>French(Literacy) Math, History/Geography, Science</td>
<td></td>
</tr>
</tbody>
</table>

**Determination of Program Locations**

Program locations will be determined using the following criteria:
- Continuation of exemplary program delivery and sustainability
- Sufficient enrolment to open a grade 1 class
- Balance of English and French enrolment in dual track schools
- Pupil place capacity and space utilization rate (Grade 1 to Grade 12 pathway)
- Projected enrolments over time
- Portables as an option to accommodate additional pupils
- The maintenance of viable English programs, characterized by the relative populations in both the English and French streams
- Location of site within a catchment area, where feasible
- Transportation costs and/or walkability
- Existing French Immersion within the school area
- Equitable opportunity to attend French Immersion programming
- Space requirements for other school programs (music, child care, etc)

**PROCESS FOR APPLYING FOR FRENCH IMMERSION PROGRAMS IN HWDSB** (effective Sept. 2017)

To avoid the accommodation challenges that we have experienced in HWDSB in schools with French Immersion, we will begin to use a systemic approach to enrolment in the elementary French Immersion program. HWDSB will guarantee a placement (not the school) in French Immersion if an application meets the application timeline. Applications will be available on-line or available from any of our elementary schools. All applications will be received in the Education Centre Office. Within a designated timeline of the closing date for applications, parents/guardians will be offered a program placement. Acceptance of the placement will be acknowledged by registering at the school offered. The application process applies to students entering grade 1, or students who are ‘late admissions that are coming from another FI school in another Board.
Transportation will be provided for program placement locations offered by the Board as per the Transportation Policy. Once a pupil has been accepted in a French Immersion program placement the student may continue in that program placement through to the end of grade 8 so long as they remain at the address used for admission purposes.

Addressing Current Needs in French Immersion Accommodations

The HWDSB recognizes that we currently have accommodation challenges in the following schools with French Immersion: Guy Brown, A.M Cunningham, Earl Kitchener, and Fessenden. The French Immersion Strategy outlines a systemic approach to French Immersion programs and program locations going forward that would be implemented beginning in September, 2017. Facilities Management will engage the communities involved for managing these accommodation challenges once the French Immersion Program Strategy is approved. The Board will implement plans for September, 2017, as a transition plan while we work toward full implementation of the French Immersion program strategy. The French Immersion Strategy, Pupil Accommodation Reviews, and The Long-Term Facilities Master Plan should accommodate any challenges currently existing and mitigate these challenges going forward.

FOCUS PROGRAMS

Focus programs in our elementary schools are optional programs that have a specific criteria attached to them when they originally opened. Students from across the board can apply to enrol in a focus program, and may be accepted if space is available and they meet the criteria. Transportation is not provided for focus programs. HWDSB is not expanding the number of, or enrolment in these programs. The programs may be relocated if space in the host school is needed for in-catchment students. The elementary programs currently in existence are:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CURRENT LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey Program</td>
<td>Tapleytown</td>
</tr>
<tr>
<td>Mandarin (Language Transition Program)</td>
<td>Cootes Paradise</td>
</tr>
<tr>
<td>Sage</td>
<td>Strathcona</td>
</tr>
<tr>
<td>Sagequest</td>
<td>Ryerson</td>
</tr>
<tr>
<td>Sports Academy; Basketball</td>
<td>R.A.Riddell</td>
</tr>
<tr>
<td>Sports Academy</td>
<td>Hillcrest</td>
</tr>
</tbody>
</table>

These optional programs were originally based on specific interests with specific criteria. As teaching and learning have changed over the last several years in all of our schools and classes, the enrolments in these programs have varied greatly. HWDSB will conduct a review every two years to determine the continued interest and viability of the programs. The following criteria will be used for the review.

Viability Criteria for Maintaining Optional Programs

- Program maintains the original intent /mandate of the program
- Sufficient student enrolment to assign a teacher
- Ontario Curriculum is embedded in the delivery model
- Feasibility of maintaining on-going operating costs, including fees to external organizations
- Continuation of exemplary program delivery and sustainability

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

The Elementary English as a Second Language (ESL) and English Literacy Development (ELD) programming promotes second language acquisition and academic achievement for English Language Learners (ELLs) in grades 1 to 8. ESL and ELD programming supports successful outcomes for ELLs as they learn the language of instruction and meet the expectations of the Ontario curriculum while engaging ELLs in learning that enables them to develop their talents, meet their goals, and acquire the knowledge and 21st century skills needed to achieve personal success and to participate in Canadian society.

ELLs are supported by either a System Itinerant ESL/ELD Teacher or a Special Assignment Teacher: ESL/ELD Programs. While every elementary school in HWDSB has access to an ESL/ELD Teacher, the amount of support
available to schools depends upon the number of ELLs in the school population.

Some schools have a full time System Itinerant ESL/ELD Teacher on-site providing students in the early stages of language acquisition with English language literacy instruction or in-class support. Many schools have a System Itinerant ESL/ELD Teacher making daily or weekly scheduled visits. These teachers also provide regularly scheduled literacy instruction or in-class support to the ELLs in those schools. Other schools have a Special Assignment Teacher: ESL/ELD Programs who visits the school periodically to work with staff on effective instructional strategies for ELLs in their classes.

The ESL/ELD Elementary Program Strategy also provides a targeted intervention program for students aged 9-14 who have recently arrived in Ontario schools with limited prior schooling. The Accelerated Literacy Program, Hamilton Area (ALPHA Program) is an accelerated program that is intended to help students make significant gains in second language development, literacy and numeracy skills, as well as academic skills and knowledge, so that they can have academic success in the regular program.

**POSITIVE SCHOOL CLIMATE**

In HWDSB we recognize if our students are to achieve their full potential, it is critical that a positive culture for learning and working exists.

All students, staff, families and community partners contribute to creating conditions where our Elementary Schools are experienced as safe, equitable, accessible and inclusive places where the mental and physical well-being of all is a priority and recognized as an essential condition for learning.

Students’ learning is activated within a welcoming and collaborative environment, by caring adults who believe in and support the success of all students through the relationships they build and the learning opportunities they provide. Learning occurs through rich and authentic experiences that are reflective of and responsive to the diverse strengths, needs and interest of each student.

To assist in creating the learning and working conditions essential for success, classrooms, schools and the system engage in learning opportunities that explicitly enhance our abilities to sustain positive relationships and respond appropriately and effectivley to situations that compromise the well-being of ourselves and/or others.

**RESOURCES:**

Our Equity and Inclusive Education Policy provides Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Creating the conditions in our schools for our diverse populations and for our Aboriginal students to be successful, includes establishing a culture that empowers and encourages our students to be proud of their identity. For example, school staff need to ensure that all students are exposed to Aboriginal approaches (e.g. program strategies, classroom resources, and community connections), across subject areas. As well, students need to see themselves represented in the classroom and need to be encouraged to use their story as part of their learning. Aboriginal traditions, cultures and histories need to be included in classroom approached in an integrated way. Community partners should be engaged to ensure that the learning is authentic and respectful.

Hamilton-Wentworth District School Board, via Ministry funding, provides learning materials for all students as needed to support the inclusionary practices above, and to address the foundational curriculum requirements provided in the Ministry curriculum documents. These include, but are not limited to items such as textbooks, notebooks, gym equipment, technology, etc. Additional resources are provided by the board as set out in specific priorities of the board in the budget. A current example of these additional resources are the technology supports that are provided in the technology plan to specific grades across the boards, such as mini iPads in Kindergarten and iPads in grades 4 and 5. When the board mandates specific program requirements that require specialized equipment, such as instrumental music in grades 7 and 8, the in-class resources needed are also provided.
FACILITIES
The facilities department has developed standards for elementary school renewal and new schools. The goal continues to be to work toward all of our elementary schools reflecting the Ministry benchmarks for schools, including classroom size, gym size with change rooms, rooms for art and science, purpose built FDK spaces, accessibility standards, flexible learning spaces, etc. This will ensure that all schools, over time, will reflect conditions and environments that promote effective and efficient student learning and teaching spaces.
HWDSB Program Committee

Topic: French Immersion Strategy

Hamilton-Wentworth District School Board (HWDSB) has been offering French Immersion to non-French speaking students for many years, in addition to the Core French Program in our elementary schools. We recognize that French is one of Canada’s two official languages and it is a language used widely around the world. Proficiency in French is a valuable skill and an element of student achievement. We have been, and will continue to provide quality programs which develop students’ ability communicate in French.

We have had significant growth in our French Immersion Programs, however, we have not had a systemic plan for operationalizing this growth. HWDSB, along with many other boards, has faced a number of challenges related to the growth of French Immersion. These include challenges such as a wider selection of resources and ability to hire French speaking staff. In HWDSB we also have had accommodations challenges resulting from lack of a system approach to planning locations for French Immersion programs within defined boundaries.

The French Immersion Strategy addresses the following topics:

- Accommodations
- Determination of Program Locations
- Process for Applying for French Immersion Programs
- Late Admissions
- Criteria for Program Location Offerings
- Acceptance by Parents of Program Offerings
- Process for Accommodating Space When Insufficient Space is Available
- Class Size
- Designated Pathways
TO: PROGRAM COMMITTEE
FROM: Manny Figueiredo, Director of Education
DATE: April 7, 2016
PREPARED BY: Executive Council
RE: French Immersion Program Strategy

Recommended Action: That the French Immersion Program Strategy be approved for consultation.

Background: (FI = French Immersion) (Lists included in this document are not arranged in order of importance)

Hamilton-Wentworth District School Board (HWDSB) has been offering French Immersion to non-French speaking students for many years, in addition to the Core French Program in our elementary schools. We recognize that French is one of Canada’s two official languages and it is a language used widely around the world. Proficiency in French is a valuable skill and an element of student achievement. We have been, and will continue to provide quality programs which develop students’ ability to communicate in French.

HWDSB believes in equity of access and outcomes in terms of our program delivery. It is our belief that all students have the ability to learn French. Our programs include English language learners and students with special education needs and are inclusive and reflective of our diverse communities.

Transportation for French Immersion is offered as per our Transportation Policy, which is available on our Board website.

Core French is a mandated subject in the Ontario Curriculum for students in grades 4 to 8. French is taught as a subject, while all other instruction is in English.

French Immersion in HWDSB is an optional program offered beginning in Grade 1. Elementary students are taught French as a subject and French serves as the primary language of instruction for other content areas in the beginning years of the program. The HWDSB exceeds the Ministry guidelines for the minimum number of hours of instruction required for French Immersion in grades 1 through 8, which provides a solid foundation for students who wish to pursue French Immersion in secondary school.

As of September, 2017, students beginning in Grade 1 and in each grade thereafter in the French Immersion Program, will also be required to have English taught as a subject.
Accommodation
Long-term accommodation issues at HWDSB are reviewed regularly by the Planning and Accommodation Department. We currently have several challenges in our schools with French Immersion. Planning and Program staff will use a systemic approach to consider the necessity for consolidation, relocation or expansion of French Immersion programs. As a result, the HWDSB will begin a new process for enrolment in French Immersion effective September, 2017.

Determination of Program Locations
Program locations will be determined using the following criteria:
• Continuation of exemplary program delivery and sustainability
• Sufficient enrolment to open a grade 1 class
• Balance of English and French enrolment in dual track schools
• Capacity of the school and space utilization rate (SK to Grade 12 pathway)
• Projected enrolments over time
• Portables as an option to accommodate additional pupils
• The maintenance of viable English programs, characterized by the relative populations in both the English and French streams
• Transportation costs and/or walkability
• Equitable opportunity to attend French Immersion programming
• Space requirements for other school programs (music, child care, etc)

Location of Schools Currently Offering French Immersion (Sept., 2016)
A list of current school offer French Immersion can be found at www.hwdsb.on.ca

PROCESS FOR APPLYING FOR FRENCH IMMERSION PROGRAMS IN HWDSB (effective Sept. 2017)

Applications:
HWDSB will guarantee a placement (not the school) in French Immersion if an application meets the application timeline. Applications will be available on-line or available from any of our elementary schools. All applications will be received in the Education Centre Office. Within a designated timeline of closing of applications, parents/guardians will be offered a program placement. Acceptance of the placement will be registration of the student at the school offered by the required deadline. This application process applies to students entering grade 1, or students who are ‘late admissions that are coming from another FI school in another Board. Transportation will be provided for program locations offered by the Board as per the Transportation Policy. Once a pupil has been accepted in a French Immersion program, the student may continue in that program through to the end of grade 8 so long as they remain at the address used for admission purposes.

NOTE:
1) Deadline dates for applying, notification of location of program offering, and registration at the program offering location will be provided on an annual basis.
2) Late Admission: Students may be admitted to a French Immersion program at grades other than the grade 1 entry after a review of student records or confirmation of an equivalent background in French, as determined by the principal in consultation with Program staff from the French as a Second Language.

Review of Applications Committee for Program Offerings Locations
HWDSB Planning and Accommodation, a School Superintendent and the French as a Second Language consultant will meet to determine Grade 1 intake at all French Immersion sites. Late admissions will also be processed centrally through this committee.

Should the demand illustrated by the application process exceed the maximum space at any given school, a placement will be offered at an alternative existing site.
Criteria for program offerings:
- Availability of the program closest to the student’s home address
- Availability in FI sites within the student’s French Immersion boundary
- Balance of English and French Immersion enrolment
- Placement of siblings entering French Immersion may attend the same school as their older sibling, space permitting
- Year over year impact as pupils progress through grades

Acceptance of Program Offering by Parent/Guardian
Parents/guardians accept the program placement by registering at the school named in the program offering prior to the deadline date.

Process for Accommodating Students Where Insufficient Space is Available
If Planning and Accommodation determine an increased need for space, the HWDSB will expand by:
- Increasing the intake amount at the requested school if feasible as determined by Planning and Accommodation.
- Opening new alternative sites as a relief for one year,
- Opening new alternative sites as permanent relief,
- Conducting Boundary Reviews for French Immersion catchment areas

Class Size:
Class size requirements are determined annually by the Ministry and are aligned with Primary Class Size Legislation. French Immersion programs are subject to the Ministry requirements.
As in all schools, combined grades may be utilized.

Designated Pathways:
Each elementary school offering French Immersion has a designated secondary school catchment area where students may attend should they wish to continue French Immersion.
Parent and community engagement in support of student achievement and well-being continues to be a priority within Hamilton-Wentworth District School Board. Parents are their child’s first and most important teacher and strong home/school connections have a positive impact on outcomes for students. Parent engagement can take many forms. School staff continue to reach out to bring parents into their school. This important engagement supports building a comfort level and confidence level with parents. A more recent trend in engagement, is supporting the parent in the home. Research suggests that this engagement is essential in supporting improvements in student achievement. As a system, we need to ensure a balanced approach to engagement.

This report provides an update on parent and community engagement strategies as outlined in the 2015-16 Workplan. It is important to note that due to the labour action, many of the school-based strategies have been delayed and implementation is shifting to 2016-17. Areas of focus include:

- Policy
- Positive School Climate – Tiered Approach to Parent Engagement
- Parent Voice
- Community Engagement in Support of Achievement, Engagement and Equity

System-level, targeted parent engagement continued to be a focus in 2015/16. Addressing the specific needs of parents, in support of their child’s learning and achievement, the following overview of system work is provided:

- Transforming Learning Everywhere
- Parent and Family Literacy Centres
- Welcome to Kindergarten
- Parents as Partners – Student Support Services
- Supporting Parents of Transgender and Gender Non-Conforming Youth
- My Path, My Way Pathways Night

The 2016/17 Work Plan focuses on the following essential areas:

- Parents/guardians/caregivers, feeling welcome, respected and valued as partners in student learning, achievement and well-being, as reported through the Parent Voice Survey
- Partnerships align and support student learning and achievement, positive culture and well-being or school renewal
Annual Work Plan Report

Name of Report: Parent and Community Engagement Report

To: Program Committee

From: Manny Figueiredo, Director of Education

Prepared by: Sharon Stephanian, Superintendent of Leadership and Learning

Date: April 7, 2016

Organizational Alignment

- **Strategic Direction:**
  - HWDSB will achieve high levels of parent engagement in our school communities
  - HWDSB will maintain and strengthen collaborative relationships with community partners

- **Annual Operating Plan:**
  - Knowing our parents and community

- **Director’s Performance Appraisal:**
  - Create opportunities to improve Student Achievement and well-being through effective parent and community engagement.
  - Implement all transition processes effectively in order to enhance and promote student achievement and well-being and positive parent and community engagement

(Note: the use of parent in this report is intended to be inclusive term representing parents, guardians and caregivers)

Overview/Context

Parent and community engagement in support of student achievement and well-being continues to be a priority within Hamilton-Wentworth District School Board. Parents are their child’s first and most important teacher and strong home/school connections have a positive impact on outcomes for students. Parent engagement can take many forms. School staff continue to reach out to bring parents into their school. This important engagement supports building a comfort level and confidence level with parents. A more recent trend in engagement, is supporting the parent in the home. Research suggests that this engagement is essential in supporting improvements in student achievement. As a system, we need to ensure a balanced approach to engagement.

This report provides an update on parent and community engagement strategies as outlined in the 2015-16 Action Plan. It is important to note that due to the labour action, many of the school-based strategies have been delayed and implementation is shifting to 2016-17. Areas of focus include:

- Policy
- Positive School Climate – Tiered Approach to Parent Engagement
- Parent Voice
- Community Engagement in Support of Achievement, Engagement and Equity

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>Strategies (What We Will Do)</th>
<th>Evidence (Anticipated Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• Support school administrators in the implementation of the Volunteer Policy through tools, support materials, and training • Create a “Volunteer Handbook” for volunteers • Develop and implement a volunteer tracking system in order to measure the number of volunteers and the volunteer activities</td>
<td>• Principals have a greater awareness and are implementing the new policy • A baseline for the number of volunteers and their respective volunteer activities in each school is established and communicated</td>
</tr>
<tr>
<td>Positive School Climate – Tiered Approach to Parent Engagement</td>
<td>• Provide support for school-level parent engagement initiatives including capacity building with administrators, system principals, consultants and positive school climate teams • All schools adopt approaches to enhance communication between the school and home • All schools engage a selected group of parents in an effective way, with a focus on supporting parents in the home</td>
<td>• Parent voice survey shows improvement in positive, good news communication from the school • Parent voice survey shows parents have an increased understanding of what is being taught in the classroom • Engagement approaches gathered for each school demonstrate a focus on supporting parents in the home</td>
</tr>
<tr>
<td>Parent Voice</td>
<td>• Positive School Climate teams are supported in analyzing their parent voice data to inform their Continuous School Improvement Plan • Alternative ways for parents to provide voice are developed and piloted</td>
<td>• Schools align their focus with their parent voice data (as per above) • An increase in the number of parent voices and barriers to providing voices are identified • An increase in newcomers providing voice</td>
</tr>
<tr>
<td>Community Engagement in Support of Achievement, Engagement and Equity</td>
<td>• Community Engagement Report Card is piloted and the data is analyzed to determine gaps and potential areas of focus • Staff investigate the potential use of the International Association for Public Participation Engagement (IAP2) Continuum as part of our Engagement Framework • Engagement Framework is piloted for key Strategies • Community partners are “recruited” in support of providing volunteer opportunities for HWDSB secondary students</td>
<td>• Baseline datasets are established and gaps inform areas of focus • Community Engagement Framework is finalized and integrated across departments • &quot;Hour Republic&quot; database for student volunteer hours is populated with opportunities</td>
</tr>
</tbody>
</table>
**POLICY**

**What We Did**

Hamilton-Wentworth District School Board demonstrates support for the important role that parents play, through the creation and implementation of a Parent Engagement Policy. During 2015/16 staff supported the implementation of the related Volunteer Policy at the school level. Transforming Learning Everywhere (TLE) includes the transformation of learning environments. The capacity building of staff related to the Volunteer Policy, employed a transformed approach to learning including:

- a learning video for school administrators;
- a learning video for use with parents (used as determined by the school administration);
- a Handbook designed for volunteers (Appendix A);
- a Volunteer Tracking Form to support schools in recognizing volunteer contributions;
- a Section on the HWDSB website and Board website dedicated to understanding how to become a volunteer in one of our schools and
- an evolving Frequently Asked Questions document to support schools in implementation.

The implementation of the Policy has included the introduction of enhanced tracking of volunteer experiences and a revised approach to Vulnerable Sector Screening.

In the interest of gaining an understanding of student interests related to extra-curricular activities, the 2015/16 Student Voice Survey included questions related to interests of students outside of the regular school day.

**What We Learned**

HWDSB students benefit every day from the involvement of volunteers in our schools. 2015/16 provided the opportunity for schools to begin implementation of the Volunteer Policy. One significant change in the Policy requires volunteers to have an updated Vulnerable Sector Screening, every 3 years, with an annual Declaration being signed by the volunteer at the school level. The job action this year delayed school-level implementation until January, 2016. As a result, schools are being provided with additional time to have this requirement in place (June, 2016). In addition, some schools do not have accurate records for volunteer years of service. 2015/16 will act as a transition year as we support schools in establishing and maintaining a process for tracking this information. In 2014/15 Profiling Volunteer Excellence was redesigned by the Parent Involvement Committee as a recognition event for years of service as a volunteer, which includes volunteers who have reached 2, 5 and 10 plus years of service. As of March 21st, preparations for the 2015/16 event would indicate that we have 350 volunteers who will be invited to attend the event across 40 schools. HWDSB will also issue over 1700 certificates of appreciation across those same schools.

**Next Steps**

The transformed approach to learning about the Volunteer Policy was designed to support administrators in having accessible tools available when they were needed. Feedback will be collected from Administrators on the approach taken as well as determining any further support that may be required. In addition, very positive feedback was received from participants at the Profiling Volunteer Excellence event. One suggestion was to consider how to continue to profile groups of volunteers, who organize specific events/initiatives. This will be reviewed during 2016/17.
**POSITIVE SCHOOL CLIMATE – TIERED APPROACH TO PARENT ENGAGEMENT**

**What We Did**

HWDSB has had the opportunity to be involved in targeted research, supported by Dr. Ken Leithwood, related to effective parent engagement. That work led to the identification of the following Guiding Principles of engaging parents:

**Guiding Principles of Parent Engagement (based upon our learning and research):**

- Parent engagement is about building relationships, maintaining seamless connections between the school and the home; **personal contact** is essential.
- Engagement will be more likely if the work **connects** to something that is already being supported or if the parents have a **common** experience.
- The parent’s wants and needs should lead the engagement – ask them **what they want** and work to meet those requests.
- Remove barriers to create a welcoming and inclusive **environment**.
- Engagement is not necessarily about parents coming into the school, but having parents **involved** in their child’s learning.

The 2015/16 Action Plan focused on three school-level strategies which are aligned with research, our guiding principles and feedback received from the Parent Voice Survey. Specifically:

- Provide support for school-level parent engagement initiatives including capacity building with administrators, system principals, consultants and positive school climate teams;
- All schools adopt approaches to enhance communication between the school and home;
- All schools engage a selected group of parents in an effective way, with a focus on supporting parents in the home.

Systemic progress in this area was limited due to the job action and an inability to provide capacity building for school administrators. These key areas will be carried forward into the 2016/17 Work Plan.

System-level, targeted parent engagement continued to be a focus in 2015/16. Addressing the specific needs of parents, in support of their child’s learning and achievement, the following overview of system work is provided in Appendix B.

- Transforming Learning Everywhere
- Parent and Family Literacy Centres
- Welcome to Kindergarten
- Parents as Partners – Student Support Services
- Supporting Parents of Transgender and Gender Non-Conforming Youth
- My Path, My Way Pathways Night

**What We Learned**

School-level and system-level engagement continue to be important. For each engagement opportunity, there is the need to gather feedback from the participants to determine next steps. We also need to consider ways in which to meet the needs of those who are unable to participate in these opportunities. At the school-level, there is a need to provide some targeted training around effective communication and supporting parents in the home.
Next Steps

Carryforward the items from the 2015/16 Work Plan as indicated above.

**PARENT VOICE**

**What We Did**

Parent Voice is an important part of the work that schools undertake in support of creating positive and welcoming school climates. Since June, 2015, Trustees have been engaging parents and community in the development of our new Strategic Directions. This intensive process has included multiple, new forms of communication resulting in the largest HWDSB consultation to date. This consultation included surveys, extensive use of social media including Twitter and Facebook as well as face to face focus groups. This was a multi-staged process which included a reflection on the previous vision and strategic directions as well as feedback on proposed new commitments, mission and strategic priorities.

The HWDSB annual Parent Voice Survey gathers data on how schools can support parents, positive climate elements, communication and volunteering. The data is collected at the system-level and school-level data is also provided to administrators to support their work in continuous school improvement. A result of the job action, there has been a delay in working with Positive School Climate teams on a review of their data. This will be part of the data review before June, 2016. This review will be based upon the 2014/15 administration of the survey. The 2015/16 administration of the survey is planned for May, 2016, after the new Strategic Directions are confirmed and no other parent voice data is being collected on a system-wide basis.

**What We Learned**

Our multi-staged approach to our Strategic Directions resulted in extensive input being received. Close to 1000 responses were received from parents and community related to our previous Strategic Directions. Over 4400 pieces of input were generated to inform our next steps resulting in our recently approved Mission Statement, Commitment Statement and Strategic Direction Priorities. Staff need to continue to explore a variety of ways to reach out and to gather parent voice. We need to consider how to best gather the voice of those that we do not currently hear from.

**Next Steps**

Staff are currently drafting an Annual Operating Plan in support of the new Mission, Commitment and Strategic Direction Priorities. This will be followed by consultation during the month of April and a finalized Annual Operating Plan in June.

The Parent Voice Survey will be administer across all schools during May, aligned with the Student Voice Survey. This Survey will provide data to inform both system-level work and will provide school-based data to support continuous learning and improvement at the school level.
COMMUNITY ENGAGEMENT IN SUPPORT OF ACHIEVEMENT, ENGAGEMENT AND EQUITY

What We Did

HWDSB continued to support a wide range of opportunities offered by the community in support of student achievement and well-being (Appendix C) with a target on supporting schools identified by the Ministry of Education through the Priority Schools Initiative (Appendix D). Staff recognize that parents and community play a critical role in providing enhanced learning opportunities for students. Educators are no longer the sole source of knowledge in the classroom. Embracing parents and community transforms our opportunities for students.

In addition to the highlighted engagement opportunities, HWDSB has entered into a long term collaborative relationship with the Hamilton Community Foundation through ABACUS. ABACUS focuses on early intervention that gets students and their parents thinking about life after secondary school – during their middle school years. These pivotal years are characterized by significant developmental changes, yet are among the least supported in terms of focused community programs and other education strategies. ABACUS is based on four pillars of successful intervention programs: academic upskilling: supports the educational success of students, mentoring: provides counseling and encourages accountability, goal-setting: creates and fosters career aspiration and provides timely information at pivotal moments, and incentives: uses financial and motivational supports to encourage students throughout the program. ABACUS also recognizes the importance of parental engagement to post-secondary access. ABACUS’ three components are: expansion of community programs through proactive granting, encouraging the reorganization of initiatives, implementing engagement strategies such as arts & recreation, and rethinking delivery methods. In 2015-16, 17 community partners will be positively impacting the achievement and well-being of our Grades 6 – 8 students through projects ranging from coding clubs to numeracy support to recreation opportunities (Appendix E). Many HDWSB schools will have the opportunity to draw on the expertise of community partners to collaborate in the healthy development of our students by supporting their projects.

During 2015/16 staff completed a pilot of the Community Engagement Report Card, which was designed to gather feedback on the tool. The tool has been revised and the Community Engagement Report Card is ready for implementation. In order to avoid “survey fatigue” and to not compete with participation on the Re-imagine survey, implementation was deferred to the Fall of 2016.

Professional training for central office staff on concepts related to community development and engagement has been developed in collaboration with McMaster University’s Community and Continuing Education and the Hamilton Neighbourhood Leadership Institute. The foundation course (39 hours of training) training with Hamilton community organization staff will be rooted in real Hamilton issues and available in the Fall of 2016. We anticipate sending 8 – 10 key staff for the first course offering. Staff who take the foundation course will have the opportunity to continue and deepen their learning through 4 additional course offerings, leading to a certificate.

What We Learned

While we continue to support community engagement opportunities to contribute toward student achievement and well-being, it is important to align our practices and build capacity for all staff to develop mutually beneficial relationships with community partners who provide expertise and supports for our students.
In reviewing professional development opportunities for staff around community development/engagement best practices, a made-in-Hamilton *Foundational Principles and Practices in Community Engagement- Community Development* course that will be offered through McMaster University’s Community and Continuing Education aligns most closely with HWDSB’s focus on supporting community engagement and partnerships. The 39-hour course including in-class time and experiential learning opportunities will be offered to working professionals in the urban setting of the City of Hamilton. The overarching purpose is to enable greater knowledge and skill in the practice of community engagement/development. Networking and relationship building are anticipated to result from this course model.

**Next Steps**

In Fall, 2016, staff will implement the Community Engagement Report Card externally in order to gather baseline data for how we might improve our engagement strategies when building relationships or partnerships with the community. We will expand our learning by supporting 8 – 10 HWDSB staff in attending foundational training to build capacity amongst staff to engage with the community.

At the school and system level, staff will continue to develop new relationships with and foster existing relationships with community partners who align with HWDSB’s strategic priorities and that support student achievement and well-being at an organization level with individual partners and at a system level with community initiatives like Hamilton Community Foundation’s ABACUS.
## 2016/17 Parent and Community Engagement Work Plan

<table>
<thead>
<tr>
<th>Essential Component</th>
<th>Strategies (What We Will Do)</th>
<th>Evidence (Anticipated Outcomes)</th>
</tr>
</thead>
</table>
| **Parents/guardians/caregivers, feeling welcome, respected and valued as partners in student learning, achievement and well-being, as reported through the Parent Voice Survey** | • Provide support for school-level parent engagement including capacity building with administrators, system principals, consultants and positive school climate teams – support creating the conditions to transform relationships between the school and home.  
• All schools adopt multi-directional approaches to enhance communication between the school and home as part of their school improvement planning process  
  o Good news communication  
  o “What My Child is Learning” communication  
  o “Supporting parents in the home” communication  
• Alternative ways for parents to provide voice are developed (e.g. newcomer voice) | • 10% improvement in percentage of parents who receive positive, good news communication from the school (Parent Voice Survey)  
• 10% improvement in percentage of parents who have an understanding of what is being taught in the classroom  
• 10% improvement in parents perception of the climate of the school in receiving parents |
| **Partnerships align and support student learning and achievement, positive culture and well-being or school renewal** | • Development of a “relationship” tool to scope the parameters of a potential relationship at the school or system level (linked to HWDSB priorities) with external community organizations  
• Development of Formal Partnership tools for those “relationships” that are systemic and that last longer than one year  
• Community Engagement Report Card is piloted and the data is analyzed to determine gaps and potential areas of focus  
• Consistent standards and approaches to community engagement are explored | • Tools are developed and staff are trained on use  
• Baseline datasets gathered through the CE Report Card are established and gaps inform areas of focus  
• Community Engagement Framework is drafted |
Appendix A – Volunteer Handbook

Appendix B – System-Level Parent Engagement

Transforming Learning Everywhere

Throughout the 2015-2016 school year staff created a forum for Parents/Guardians to voice their experiences with Transforming Learning Everywhere (TLE). The Parent Advisory Committee was engaged to provide voice and guidance to increase home-school links as the TLE roll-out continues throughout the HWDSB. The committee consisted of parent representatives of the seven original schools involved within the TLE roll-out, PIC Members, EBEST, and various School Administrators and Staff involved within the TLE. This Advisory provided insights into how staff could showcase student learning, use of technology and methods to increase and deepen home-school connections as we continue the roll-out throughout the system.

A second parent workgroup was also established to consider the development of resources to support learning of parents in schools who are not part of a current TLE pilot. This included, creating material to support how School Councils and Home and School Associations could better understand TLE.

In 2015/16 these two groups have been merged to support alignment and learning from each other. Parent Advisory meetings continue to focus on how staff can increase home-school links as the landscape of learning within HWDSB is transformed. As we move forward we will continue to access parent/guardian voice to support and deepen our practice.

Parent and Family Literacy Centres

In 2013 the Ministry of Education released a document titled, Ontario Early Years Policy Framework. The policy framework included four priority areas for action. One of the areas of focus in that framework included creating an effective approach to family support programs.

Currently family support programs across Ontario include three community-based and community operated programs, and one Board operated program. The Board operated program is called Parenting and Family Literacy Centres (PFLCs), and they are located in eight HWDSB schools.

- Adelaide Hoodless
- Bennetto
- Dr. Davey
- Lake Avenue
- Memorial (city)
- Prince of Wales
- Queen Victoria
- Westwood

The objectives of these programs include:

1. supporting children's early learning and development and lay the foundations for successful transition to school, and
2. engaging parents/caregivers positively with the school system using an inclusive approach.
These programs offer parents and children from birth to age six a school program with play-based learning activities that focus on numeracy and literacy. These programs are facilitated by an Early Childhood Educator with expertise in these areas. Parents are engaged in their children's learning, and see their role in their child's education as valuable.

Part of the recommendation in the Ontario Early Years Policy Framework for these programs was to create a single system functioning with a common governance structure that would make the system simpler for parents to navigate. Staff are members of a number of community-based planning tables engaged in collaborating around the future vision and operation of these newly named Ontario Early Years Family Support Programs. Collectively the community is planning for a community response to the introduction of these community assets. Part of the decision-making around these programs will relate to supporting the current HWDSB staff during the transition.

On February 19, 2016 the province made the announcement that the municipalities will have oversight of all parent support programs. The commitment from the province is to provide funding for the Board operated programs for the 2016-2017 school year leaving us with sufficient time to work with our municipality on the future of these programs.

**Welcome to Kindergarten**

As children transition to Kindergarten it is important that all families have the opportunity to participate in a Kindergarten orientation offered at their child's school during the last two weeks of May. During 2015/16, staff have been working on creating a system-wide approach to this orientation to better meet the needs of families. Beginning in May, 2016, the revised Kindergarten orientation will welcome families to HWDSB, and will provide them with information families find informative, and supportive as they begin on the path to their child's start in school. The orientation package will be developed by Corporate Communication in partnership with the Early Years department to ensure all new families are receiving the same high quality orientation to HWDSB.

The Kindergarten orientation will be modelled after the successful grade 7/8 nights that have been well received by families, and have helped students with the transition from elementary to secondary school. The Kindergarten orientation will include information on what families can expect from the Kindergarten program, and how families can engage in their child's education. It will also allow for an opportunity to tour the school, and to meet the Kindergarten educators.

Once a child begins school in kind in September we will utilize Kindergarten blogs, and other means of communication from the classroom to the home, to determine how the transition to school was for their family. Based on that feedback we will refine the Kindergarten orientation process to better meet the needs of families. One example of a systematic change based on feedback from families is the development of an on-line Kindergarten registration process. We are targeting February 2017 Kindergarten registration to pilot this new process currently in the development process.

**Parents as Partners – Student Support Services**

During the 2015/16 school year, staff continued to reach out to parents in a variety of forums. A free parent session was held on Executive Functioning and was offered in conjunction with a community partners. Over 150 parents and community service providers attended this session
with Sarah Ward. Based upon feedback, Sarah has been invited to return to Hamilton and support deeper learning by parents and educators.

Parents as Partners evening sessions are offered during the year on a variety of topics related to Special Education. This includes entry to school, IEP process, transition to secondary school and Collaborative and Proactive Solutions. Parent feedback is positive however attendance at the sessions has been declining. Staff are currently exploring new ways to meet parent needs in this area.

**My Path, My Way Pathways Night**

On October 14, 2015 HWDSB hosted their third annual My Path, My Way Pathways Night. The purpose of this evening is to invite students and parents of grades 7-10 out to the Ed Centre to begin conversations about the various pathways and destinations that can be explored. All five pathways: apprenticeship, workplace, community living, college and university are highlighted as equally valued. As well, students and teachers host store fronts explaining the vast number of system programs, tier 3 programs and support programs available to our students as they begin to think about high school and post-secondary. This year we also invited many of our community organizations including Mohawk College, McMaster University, Industry and Education Council as well as Pathways to Education.

This year’s event was attended by over 700 people. Last year, over 500 people attended and our first year over 300 people attended. From speaking to parents at the event, we learned that parents want to learn more about the various options that are available to students in high school. There is a growing recognition that the high school experience recognizes student voice and interests. Our most popular program booths and panel discussions were those that were hosted by students. Parents wanted to hear about student experiences and students related better to student speakers. As well, when we examined our participant data we found that the majority of students/families attended represented mostly middle school aged students, not as many grades 9 and 10.

We will continue to offer this wonderful engagement opportunity to students and parents. Perhaps a larger venue than the Ed Centre will need to be explored for next year’s event. We will also need to work on strategies to promote the engagement of students and parents in high school. Knowing that parents are looking for more information on system programs and pathways, Student Success will work Corporate Communications to create information materials for students, parents and staff.

**Supporting Parents of Transgender or Gender Non-conforming Youth**

Supported by a Ministry of Education Parent Reaching Out Grant, parent sessions were offered on a monthly basis to support parents of transgender or gender non-conforming youth. Session agendas were designed by the parents to support their learning needs as individuals and as a group. Initial participation began with 6 parents and ultimately expanded to a group of 30. In response to student and parent requests, a child/youth session was developed and offered at the same time.
In addition to our monthly discussions, HWDSB would like to invite parents/guardians of transgender and gender fluid youth to engage with and learn from Dr. Carys Massarella. We encourage parents/guardians to attend with their child for this session.

Dr. Massarella has spent the last few years establishing a busy transgender clinic at Quest Community Health Centre where she sees transgender clients of all ages. She is a well-known public figure and speaks extensively about transgender care to medical students, residents and members of the public. She was the first openly transgender physician to serve as President of a Hospital Medical staff and has given TED talks on transgender identity. She was also recognized as one of 50 transgender icons by the Huffington Post in 2012. She supports and treats children and families who have questions about gender.

DATE TUESDAY MARCH 29, 2016
TIME 7 TO 9 P.M.
LOCATION EDUCATION CENTRE - ROOM 180A
20 EDUCATION COURT
Off of Upper Wentworth, behind Mark’s Work Warehouse

RSVP by Thursday, March 24, 2016 to Will Rowe at transpeerssupport@gmail.com or Lori Burnagiel at 289-775-1562
Please indicate in your RSVP if you will need bus tickets and/or child care
In addition to our monthly discussions, HWDSB would like to invite parents/guardians of transgender and gender fluid youth to engage with and learn from Dr. Carys Massarella. We encourage parents/guardians to attend with their child for this sessions.

Dr. Massarella has spent the last few years establishing a busy transgender clinic at Quest Community Health Centre where she sees transgender clients of all ages. She is a well-known public figure and speaks extensively about transgender care to medical students, residents and members of the public. She was the first openly transgender physician to serve as President of a Hospital Medical staff and has given TED talks on transgender identity. She was also recognized as one of 50 transgender icons by the Huffington Post in 2012. She supports and treats children and families who have questions about gender.

**DATE**  
Tuesday, March 29, 2016

**TIME**  
7 to 9 p.m.

**LOCATION**  
EDUCATION CENTRE - ROOM 180A  
20 Education Court  
Off of Upper Wentworth, behind Mark’s Work Warehouse

RSVP by Thursday, March 24, 2016 to Will Rowe at transpeersupport@gmail.com  
or Lori Burnagiel at 289-775-1562  
Please indicate in your RSVP if you will need bus tickets and/or child care
## Appendix C – Community Engagement Highlights

**Engagement in Support of Achievement and Well-Being**  
(note: this is a sample only and not exhaustive of engagement)

<table>
<thead>
<tr>
<th>Community Partner(s)</th>
<th>Description of Engagement</th>
<th>HWDSB School(s) Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>ArcelorMittal F. H. Sherman Recreation &amp; Learning Centre</td>
<td>The <em>RH Sherman Recreation and Learning Centre (Dofasco Park)</em> 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.</td>
<td>Queen Victoria, Westwood, CB Stirling, Delta Secondary, Hess Street, Bennetto</td>
</tr>
</tbody>
</table>
| 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, YWCA Hamilton, Hamilton Regional Indian Centre, Hamilton Downtown Mosque, Globe Football Youth Club | **Focus on Youth** 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:  
- 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 | 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  
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                                                   | <strong>Project High Flight</strong> brings grade 6 classes from high priority neighbourhood schools to participate in a full-day field                                                                                                                                                                                                                                    | Hess Street, Queen Mary, Lake Avenue, Prince of Wales, |</p>
<table>
<thead>
<tr>
<th>Community Partner(s)</th>
<th>Description of Engagement</th>
<th>HWDSB School(s) Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>Adelaide Hoodless, Elizabeth Bagshaw</td>
</tr>
<tr>
<td>Food4Kids</td>
<td><em>Food4Kids</em> 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 <em>Summer Feeding Program</em> provides containers of food to referred students who have 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.</td>
<td>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</td>
</tr>
</tbody>
</table>
| Hamilton Family Health Team | 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:  
  - Helping with the collection, sorting and set-up of a new Clothes Closet 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 | Bennetto Elementary |
<table>
<thead>
<tr>
<th>Community Partner(s)</th>
<th>Description of Engagement</th>
<th>HWDSB School(s) Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lightway Baptist Church</td>
<td>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 weekly summer soccer league for children in the Riverdale neighbourhood.</td>
<td>Lake Avenue</td>
</tr>
<tr>
<td>Neighbour to Neighbour (N2N)</td>
<td>Neighbour to Neighbour’s (N2N) Kids Can Succeed Reading Tutor Program 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.</td>
<td>R.A. Riddell, G.L. Armstrong, Eastmount Park, Westwood, Helen Detwiler, C.B. Stirling, Richard Beasley, Huntington Park, Franklin Road</td>
</tr>
<tr>
<td>No. 9 Contemporary Art &amp; Environment</td>
<td><strong>Imagining My Sustainable City</strong> 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.</td>
<td>Sir William Osler, Allan A. Greenleaf, Ancaster Meadow, Cardinal Heights, Mount Albion, Westview, Queen Mary, Adelaide Hoodless, Hess Street</td>
</tr>
<tr>
<td>Pathways to Education</td>
<td><strong>Pathways to Education</strong> 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</td>
<td>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</td>
</tr>
<tr>
<td>Community Partner(s)</td>
<td>Description of Engagement</td>
<td>HWDSB School(s) Engaged</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Royal Botanical Gardens</td>
<td>Green Angels 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 being offered (i.e. Growth and Change in Reptiles, Air and Water in Nature).</td>
<td>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</td>
</tr>
<tr>
<td>Start2Finish</td>
<td>Start2Finish supports for HWDSB include Run4Change, 20/20 Challenge, Running &amp; 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 &amp; 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.</td>
<td>All Elementary schools for Run4Change and 20/20 Challenge: Running and Reading Clubs: Dr. J. Edgar Davey Davey, Prince of Wales, Bennetto Backwards (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</td>
</tr>
<tr>
<td>United Way of Hamilton/Burlington</td>
<td>Approximately 20% of HWDSB’s 2014 United Way Campaign 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.</td>
<td>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</td>
</tr>
<tr>
<td>Community Partner(s)</td>
<td>Description of Engagement</td>
<td>HWDSB School(s) Engaged</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Wesley Urban Ministries</td>
<td><em>Raising the Roof</em> 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.</td>
<td>Saltfleet and Sir Winston Churchill</td>
</tr>
<tr>
<td>YMCA Hamilton/Burlington/Brantford</td>
<td><em>Y on Wheels</em> 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 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.).</td>
<td>Adelaide Hoodless, Central, Eastmount Park, Hillcrest, Parkdale</td>
</tr>
<tr>
<td>YMCA of Cambridge &amp; Kitchener-Waterloo</td>
<td>Grade 6 classes from select high priority neighbourhood schools to participate in <em>The Weston Family Environmental Leaders of Tomorrow Program</em> 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 continued learning and working on developing the skills that support personal and community action. The excursion included all</td>
<td>G. L. Armstrong, Linden Park, Hillcrest, Queen Victoria, Hess Street</td>
</tr>
<tr>
<td>Community Partner(s)</td>
<td>Description of Engagement</td>
<td>HWDSB School(s) Engaged</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Lisgar Elementary</td>
</tr>
<tr>
<td>YWCA Hamilton</td>
<td>The YWCA of Hamilton introduced a new Ministry of Tourism, Culture and Sport (MTCS) free afterschool program. 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 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.</td>
<td></td>
</tr>
</tbody>
</table>

*Early Learning and Child Care/Before and After School/Ministry of Tourism, Culture and Sport Programs in Schools (MTCS)*

<table>
<thead>
<tr>
<th>School</th>
<th>Partner</th>
<th>0-3.8 (LICENSED)</th>
<th>K (LICENSED)</th>
<th>Grade 1+ (LICENSED)</th>
<th>FSP</th>
<th>MTCS (GR 1-5)</th>
<th>Other (GR 1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A M Cunningham</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adelaide Hoodless</td>
<td>St Peters</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>HWDSB</td>
<td>YMCA</td>
</tr>
<tr>
<td>Allan A. Greenleaf</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancaster Meadow</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Organization</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balaclava</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellmoore</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bennetbo</td>
<td>Jamesville</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bevery Central</td>
<td>Wesley Urban Ministries</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billy Green</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buchanan Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cathy Weaver</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Public School</td>
<td>YWCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CB Stirling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BGC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH Bray</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chedoke</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegiate Avenue</td>
<td>Today's Family</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cootes Paradise</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Davey</td>
<td></td>
<td></td>
<td></td>
<td>HWDSB/HARRRP/IN REC CTR</td>
<td>YMCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Seaton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dundana</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dundas Central</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earl Kitchener</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastdale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Bagshaw</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>BGC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fessenden</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Program</td>
<td>Services</td>
<td>Partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flamborough Centre</td>
<td>Today's Family</td>
<td>PLAN PROCESS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin Road</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G L Armstrong</td>
<td>Today's Family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatestone</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Echo</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon Price</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon Price</td>
<td>YWCA</td>
<td></td>
<td>TF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green Acres</td>
<td>YWCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greensville</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>PLAN PROCESS</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guy Brown School</td>
<td>Waterdown District Children's Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Detwiler</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hess Street</td>
<td>Wesley Urban Ministries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highview</td>
<td>YMCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillcrest</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holbrook</td>
<td>YMCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huntington Park</td>
<td>Today's Family</td>
<td>Rec Centre</td>
<td>Rec Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James MacDonald</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janet Lee</td>
<td>YMCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Organization</td>
<td>HWDSB</td>
<td>WESLEY/IN REC CTR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Ave</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawfield</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Alexander</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linden Park</td>
<td>Today's Family</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisgar</td>
<td></td>
<td></td>
<td>YWCA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Hopkins</td>
<td>Waterdown District Children's Centre</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial (city)</td>
<td>YWCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial (Stoney Creek)</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michaelle Jean</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>PLAN PROCESS</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millgrove</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Albion</td>
<td>Heritage Green</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Hope</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain View</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountview</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norwood Park</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkdale</td>
<td></td>
<td></td>
<td>BGC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauline Johnson</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince of Wales</td>
<td>PLAN PROCESS</td>
<td>HWDSB</td>
<td>BGC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen Mary</td>
<td>Boys and Girls Club</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BGC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Organization</td>
<td>HWDSB</td>
<td>WESLEY</td>
<td>YMCA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen Victoria</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queen's Rangers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queensdale</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R A Riddell</td>
<td>Today's Family</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS Hyslop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ray Lewis</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Beasley</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ridgemount</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosedale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rousseau</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saltfleet</td>
<td>Today's Family</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir John A MacDonald</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir Isaac Brock</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir Wilfrid Laurier</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sir William Osler</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathcona</td>
<td></td>
<td></td>
<td></td>
<td>BGC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tapleytown</td>
<td>Heritage Green</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Templemead</td>
<td>Umbrella Family &amp; Child Centres</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viscount Montgomery</td>
<td></td>
<td></td>
<td></td>
<td>BGC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.H. Ballard</td>
<td>YMCA</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waterdown District High School</td>
<td>Waterdown District Children's Centre</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westwood</td>
<td>YMCA</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winona</td>
<td>Umbrella Family &amp; Child Centres</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Centres</td>
<td>YMCA</td>
<td>INVESTIGATION</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are you a member of a community group who wants to access space in our schools?

HWDSB schools are community hubs where people are able to gather, learn and participate in a range of activities. Locating programs and services in schools encourages community access. HWDSB seeks to ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.

It’s easy. Complete the Community Use of Schools application online.

**Available Hours:**
- Weekdays - 6:00 p.m. to 10:00 p.m.
- Saturdays - 8:00 a.m. to 10:00 p.m.
- Sundays - 8:00 a.m. to 10:00 p.m.

(exceptions include statutory holidays, Board holidays and school breaks)

Find the application and information on availability, rates and conditions of use at [www.hwdsb.on.ca/schoolrental](http://www.hwdsb.on.ca/schoolrental) or call 905-527-5092 ext. 2524 or 2522.

HWDSB is committed to achievement, engagement and equity. We strive to open our HWDSB facilities for groups who are also committed to improving student achievement and well-being, creating healthier neighbourhoods and encouraging lifelong learning.
Through the Priority Schools Initiative, the Ontario Ministry of Education has provided additional subsidy so that eligible, not-for-profit groups can access select schools after-hours. Free use of school space will allow local not-for-profit organizations to offer affordable or no-cost programming.

The Ministry of Education has provided Hamilton-Wentworth District School Board with Priority Schools Initiative funding for the following 25 schools:

- Adelaide Hoodless Elementary School
- Bennetto Elementary School
- Cathy Wever Elementary School
- Cecil B. Stirling Elementary School
- Delta Secondary School
- Elizabeth Bagshaw Elementary School
- George L. Armstrong Elementary School
- Green Acres Elementary School
- Helen Detwiler Elementary School
- Hess Street Elementary School
- Hillcrest Elementary School
- Lake Avenue Elementary School
- Memorial (City) Elementary School
- Mountain Secondary School
- Parkdale Elementary School
- Pauline Johnson Elementary School
- Prince of Wales Elementary School
- Queen Mary Elementary School
- Queen Victoria Elementary School
- Sherwood Secondary School
- Sir John A. Macdonald Secondary School
- Sir Wilfrid Laurier Elementary School
- Viscount Montgomery Elementary School
- W.H. Ballard Elementary School
- Westwood Elementary School

For more information, including available hours and conditions of use, please visit www.hwdsb.on.ca/schoolrental or call 905-527-5092 ext. 2524 or 2522
## Appendix E – ABACUS Funded Projects

<table>
<thead>
<tr>
<th>Organization / Program Name / Description</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDAR - Bimaadziwin: Youth at risk program</td>
<td>Dr. Davey, Cathy Wever, Possibly more in SJAM catchment area if room for more participants</td>
</tr>
<tr>
<td>Provides a culturally relevant learning program for Aboriginal students in Grades 6 to 8 who attend the feeder schools into the Sir John A. MacDonald NYA:WEH program. Program consists of a week-long lodge in the summer months with four pre-lodge workshops and four post-lodge workshops.</td>
<td></td>
</tr>
<tr>
<td><strong>Empowerment Squared - Homework circle young scholars</strong></td>
<td>Immigrant Working Centre drawing from:</td>
</tr>
<tr>
<td>Academic mentoring and tutoring and goal setting for successful transition to high school and post-secondary education. The target population is primarily newcomer and minority youth.</td>
<td></td>
</tr>
<tr>
<td><strong>Hamilton East Kiwanis Boys' and Girls' Club - Crown Point educational engagement</strong></td>
<td>Queen Mary</td>
</tr>
<tr>
<td>Sessions twice weekly with hands-on experiential learning; homework help/literacy and math/science support, individualized mentoring, skill development and goal setting. Also included will be trips to high school and post-secondary institutions.</td>
<td></td>
</tr>
<tr>
<td>Extracurricular code clubs for students in Grades 6 to 8. Additional supports and services will be available at other times at the new tech centre on the 4th floor of the Hamilton Public Library. Summer programming will also be offered.</td>
<td></td>
</tr>
<tr>
<td><strong>McMaster University - McMaster Child Youth University in the city</strong></td>
<td>Central, Dr. Davey, Possibly in SJAM</td>
</tr>
<tr>
<td>This is a Science, Technology, Engineering and Mathematics (STEM) initiative designed to provide on-campus and community-based interactive workshops for youth from challenged communities. Twenty different workshops will be delivered weekly from January to April. One hundred McMaster students will be trained in problem-based pedagogies and community engagement.</td>
<td></td>
</tr>
<tr>
<td>Will also be delivered in afterschool programs associated with:</td>
<td></td>
</tr>
<tr>
<td>YMCA Beyond the Bell, Boys &amp; Girls Club, Pathways, Cathy Wever</td>
<td></td>
</tr>
<tr>
<td>Organization / Program Name /Description</td>
<td>Locations</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Mission Services of Hamilton - HOSTS</strong></td>
<td>Takes place at Mission Services building and expects to draw heavily/ exclusively from Cathy Wever</td>
</tr>
<tr>
<td>A Monday to Friday afterschool homework and sports club for students in Grades 6 to 8 in the Gibson-Landsdale neighbourhood. The program is being offered in partnership with Mohawk College.</td>
<td></td>
</tr>
<tr>
<td><strong>Neighbour to Neighbour Centre (Hamilton) - Math success program</strong></td>
<td>Includes Grade 7 &amp; 8 students from Westview</td>
</tr>
<tr>
<td>An afterschool math tutoring program using JUMP Math as the basis of the lesson plans for Grade 7 and 8 students.</td>
<td></td>
</tr>
<tr>
<td><strong>Niwasa Head Start Preschool - NYAWEH elementary</strong></td>
<td>To be confirmed</td>
</tr>
<tr>
<td>Provides holistic indigenous programming for Aboriginal students in Grades 6 to 8 and assists with the transition to post-secondary education.</td>
<td>Gatestone, Queen Mary, Prince of Wales</td>
</tr>
<tr>
<td><strong>North Hamilton Community Health Centre - PATH program</strong></td>
<td>Bennetto Elementary</td>
</tr>
<tr>
<td>This program will provide preview days for Grade 8 students at least once per month for the school year. Each student will also participate in individual goal-setting to initiate individualized support and development with a goal of career readiness and a successful transition into high school.</td>
<td>Offered at Eva Rothwell Resource Centre, Drawing participants from Bennetto, Cathy Wever</td>
</tr>
<tr>
<td><strong>Robert Land Community Association - Trades are the way</strong></td>
<td></td>
</tr>
<tr>
<td>Provides two afterschool programs for students and their parents in the Keith neighbourhood. The programs are Trash Trek Lego Robotics Build and Team Building through the Trades. This is a STEM initiative for students from three local elementary schools.</td>
<td></td>
</tr>
<tr>
<td><strong>Royal Conservatory of Music - Learning through the arts - Hamilton</strong></td>
<td></td>
</tr>
<tr>
<td>To expand the number of students served through the Learning through the Arts initiative. LTTA provides arts-based activities delivered in classroom settings that are targeted to the needs of Hamilton's students.</td>
<td>Queen Victoria, Templemead, Sir Wilfred Laurier, WH Ballard, Lisgar,</td>
</tr>
<tr>
<td><strong>The John Howard Society - ACHIEVES</strong></td>
<td></td>
</tr>
<tr>
<td>Support and programming for identified high-risk students engaging in anti-social behaviour. Program includes parenting workshops.</td>
<td>Draws from any Catholic or public school, The location is a community space with transportation support available. Each session may be in a different location.</td>
</tr>
<tr>
<td><strong>THRIVE (formerly Community Child Abuse Council of Canada) - Get ready</strong></td>
<td>To be confirmed</td>
</tr>
<tr>
<td>Specialized support for refugee and newcomer youth in Grades 6 to 8.</td>
<td></td>
</tr>
<tr>
<td>Organization / Program Name / Description</td>
<td>Locations</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| **Wesley Urban Ministries** - *Middle school program*  
Programming and supports to middle-school-aged children at Dr. Davey School and at Victoria Park Community Homes at 155 Queen St. North (serving Hess St. School students). | • Dr. Davey (in Beasley centre)  
• Hess Street School (at Victoria Park Community Homes) |
| **Wever Community Development Committee** - *WAMM (Wever and MoMac)*  
SPONSORSHIP BY ROTARY CLUB  
To cover the costs of taking Grade 7 students to McMaster for three days, and engaging with the McMaster Child and Youth University. | • Cathy Wever |
| **YMCA of Hamilton/Burlington/Brantford** - *Senior beyond the bell*  
To expand the YMCA Senior Beyond the Bell program to two additional sites. The program is offered three times a week and includes a recreational component as well as academic support. | • Bennetto  
• Queen Victoria |