

# HWDSB

## Program Committee

Thursday April 20, 2017

Room 340-D

Hamilton-Wentworth District School Board  
20 Education Court, P.O. Box 2558  
Hamilton, ON L8N 3L1

### **AGENDA: 4:30 p.m.**

1. Call to Order
2. Approval of the Agenda
3. Secondary Program Strategy - update
4. Referral motion to Committee: Toronto District School Board re: changes to curriculum
5. Parent & Family Literacy Centre - Update
6. Partnerships Report
7. Adjournment

**curiosity • creativity • possibility**



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO: PROGRAM COMMITTEE**

**FROM: Manny Figueiredo, Director of Education**

**DATE: April 20, 2017**

**PREPARED BY: Peter Joshua, Executive Superintendent of Leadership and Learning**

**RE: Secondary Program Strategy Update - Specialized SHSM and Non-SHSM Programs  
(Tier 3) Placements and Enrolment**

**Action X**

**Monitoring**

**Recommended Action:**

That the following be recommended for approval:

- A.** That we invite all schools to submit an application next year in the sector that they would like to offer SHSM programs.
- B.** That we run multiple SHSM programs within in each school.
- C.** That we adopt a Tier 2 approach to reach the goal of raising program participation levels to 25 per cent.

**Rationale:**

In order to change our approach to the development of SHSM programs, it's important that we make decisions **based on student voice, course selection data and support of community partners** (through coop data). Changing to this model would also be another effective strategy for reaching our target of 25% participation. SHSM programs will have greater participation if a significant number of students in that school already show an interest in that sector and teachers are excited about delivering the program.

Schools with multiple SHSM programs are finding that it is not actually twice as much work to run a second SHSM as it is to run one. Teachers often work together to deliver common certifications, experiential learning and reach ahead opportunities. Most schools should be able to support multiple SHSM programs.

Finally, to increase participation levels in SHSM programs, it would be important to adopt an approach which allows schools to apply for programs to run at their locations and satisfy the need of their student population.

**Background:**

**Ministry of Education's Goals for SHSM:**

The Premier's expert panel on the Highly Skilled Workforce made the following recommendation regarding SHSM: **"Expand Ontario's Specialist High Skills Majors Program to 25% of all students in grades 11 and 12 in the next three years to expose more high school students to opportunities in the workforce"**. In response, the Ministry of Education has set the following mandate: **"Expand the participation rate of grade 11 and 12 students in the Specialist High Skills Majors Program by 10%."**

This mandate can be met by:

1. Increasing the number of SHSM programs we offer in our board, including Tier 2 (school based) SHSMs
2. Increasing participation in existing SHSM programs.

If all program applications are approved for next year, we estimate that we would have four schools meeting/exceeding the 25% target: Glendale: 3 programs, Nora Henderson: 4 programs, Sir Allan MacNab: 3 programs, and Westdale: 2 large programs.

**Guiding Principles Regarding a Tier 2 (school based) SHSM Approach – Applications based on:**

- student voice, course selection data and support of community partners
- limited costs with respect to school/facilities renovations
- no impact on other Tier 3 SHSM programs offered in other schools (as part of Secondary Program Strategy)
- no impact on other programs within a school
- teacher champion/building leadership capacity

Though the Board promotes that SHSM programs at all schools are open to all students and accommodates transportation needs for out of catchment students, limited numbers of students are taking advantage of SHSMs offered as Tier 3 programs. The board encourages movement to other schools for grades 11 and 12, and a few students make the move to a new school for specialty SHSM programming, but the data shows this number is quite low, with the exception of Glendale Arts and Culture.

**As part of the Student Learning and Achievement Strategic Direction, one of our goals is for all students to graduate. To accomplish this goal, our target is for at least 82 per cent of the 2012-13 cohort (staying at HWDSB) to graduate within five years (or by August 2017).**

**To accomplish this, the following strategies are in place:**

- Leverage effective instructional practices to provide diverse opportunities to meet the needs of all students.
- Invest in people through professional learning opportunities focused on improved learning environments, relationships and learning opportunities.
- Refine our measures of students' progress towards graduation over time.

The Secondary Program Strategy supports the vision of the Board and provides the foundation for future secondary programming. It is based on the following guiding principles:

- All Secondary Schools are great schools
- Students will have choice within their home schools\*
- Expanded access for students for specialized programs
- All students achieving and graduating in HWDSB

\* Choice will come from offering a variety of courses, programs, and pathways to students within their home school, as well as a number of Specialized (Tier 3) and SHSM programs in each school.

**Implementation:**

The 2016-2017 school year marks the third year of the implementation (Phase 3) of the HWDSB Secondary Program Strategy. As part of this school year, we have:

- Continued with a second French Immersion program at Sherwood Secondary School with grade 9 and 10 FI
- Started the Audition-based Program of the Arts (ABPA) at Glendale Secondary School in September 2016.
- Opened a new Aviation & Aerospace SHSM Program at Sir Winston Churchill Secondary School

**From February 27, 2017 Board Meeting (Trustees requested the following updates):**

- Appendix A of the report be amended to show the Glendale IB program with an “x” with a notation that it has been suspended for the 2017/18 school year and for Saltfleet, the notation regarding Horticulture not running in 2016/17 due to low numbers should have been in the Energy column with just an “x” for the

Horticulture program as it is currently running at Saltfleet. - **See APPENDIX A:** HWDSB Specialized (Tier 3) Programs & Specialist High Skills Major Programs Chart (Updated April 2, 2017)

- The current enrollment numbers for non-SHSM specialized programs - **See APPENDIX B:** HWDSB Specialized (Tier 3) Non-SHSM Programs – Enrollment Distribution (2016/17)
- Further information on non-SHSM specialized programs, including French Immersion enrollments and plans for program growth, including information about options to provide some courses online. We want to ensure the critical mass in both our secondary locations is met and sustained before we explore other delivery models such as eLearning.
- Staff will also provide recommendations for future growth of programs such as SHSMs in accordance with the Ministry of Education’s commitment to increasing SHSMs over the next three years. Further information regarding the promotion and marketing strategies, potential barriers to students accessing these programs, and the 3-year enrollment trends in the programs.

### **Specialist High Skills Major (SHSM) Programs:**

A ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Through specialized programming, students are given the opportunity to ‘reach ahead’ and experience relevant training and learning specific to the sector. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace. An SHSM is a four-semester, two-year program for any interested student in grades 11 or 12.

All SHSM programs must be offered to students in all pathways (Apprenticeship, College, Community, University and Workplace). The profile of SHSM continues to rise and more employers are now recognizing the value of a red seal diploma because students are completing high school with experiential learning and sector specific certifications. No post-secondary institutions give preferential treatment to students graduating with an SHSM red seal in the admission process; however, some post-secondary institutions are beginning to recognize SHSM graduates with scholarships.

### **Enrolment for 2016-17:**

817 students (grade 11 and 12) are currently participating in an SHSM. This is an approximate 10% footprint (as compared to total number of students in grade 11 and 12). The provincial average is 14%. We currently offer 26 programs over 13 sectors.

School	Program	Enrolment	Students Out of Catchment
Ancaster	Aviation & Aerospace	20	1
Delta	Health & Wellness	12	0
Delta	Hospitality & Tourism	17	0
Dundas Valley	Arts & Culture	16	0
Dundas Valley	Manufacturing	25	0
Glendale	Arts & Culture	66	24
Glendale	Business	37	3
Mountain	Hospitality & Tourism	2	N/A
Nora Henderson	Information & Communication Technology	27	2
Nora Henderson	Justice, Community Safety & Emergency Services	10	0
Nora Henderson	Manufacturing	25	3
Orchard Park	Hospitality & Tourism	6	0
Saltfleet	Construction	30	0
Saltfleet	Horticulture & Landscaping	24	0
Saltfleet	Non Profit	25	0

Sherwood	Health & Wellness	52	3
Sir Allan MacNab	Arts & Culture	64	1
Sir Allan MacNab	Health & Wellness	43	1
Sir John A MacDonald	Energy	1	0
Sir John A MacDonald	Hospitality & Tourism	11	1
Sir Winston Churchill	Aviation & Aerospace	11	1
Sir Winston Churchill	Health & Wellness	30	1
Sir Winston Churchill	Manufacturing	23	1
Waterdown	Environment	44	0
Westdale	Arts & Culture	140	0
Westdale	Construction	56	1
	<b>Totals</b>	<b>817</b>	<b>43</b>

### **HWDSB SHSM Enrolment Data: 2014 – 2016:**

School	Program	2014/15	2015/16	2016/17
Ancaster	Aviation and Aerospace	34	31	20
Delta	Health and Wellness	17	21	12
Delta	Hospitality and Tourism	8	10	17
Dundas Valley	Arts and Culture	16	13	16
Dundas Valley	Manufacturing	23	23	25
Glendale	Arts and Culture	49	44	66
Glendale	Business	47	63	37
Mountain	Hospitality and Tourism	14	6	2
Nora Henderson	Information and Communications Tech	26	20	27
Nora Henderson	Justice and Emergency Services	18	8	10
Nora Henderson	Manufacturing	21	15	25
Orchard Park	Hospitality and Tourism	7	4	6
Saltfleet	Construction	37	30	30
Saltfleet	Horticulture and Landscaping	20	18	24
Saltfleet	Non-Profit	26	34	25
Sherwood	Health and Wellness	57	69	52
Sir Allan MacNab	Arts and Culture	48	47	64
Sir Allan MacNab	Health and Wellness	56	48	43
Sir John A MacDonald	Energy	8	5	1
Sir John A MacDonald	Hospitality and Tourism	12	5	11
Sir Winston Churchill	Aviation and Aerospace	N/A	N/A	11
Sir Winston Churchill	Health and Wellness	25	35	30
Sir Winston Churchill	Manufacturing	28	34	23
Waterdown	Environment	40	27	44
Westdale	Arts and Culture	132	135	140
Westdale	Construction	64	71	56
	<b>Totals</b>	<b>833</b>	<b>816</b>	<b>817</b>

### **Enrolment Projections for 2017-18:**

1040 students will participate in an SHSM if all new program applications are approved. If approved, we expect to offer approximately 31 programs over 13 sectors.

Sir John A MacDonald's Energy program will close in June due to low enrolment. Mountain's Hospitality and Tourism program will move to Sir Allan MacNab as outlined in the Secondary Program Strategy.

### **SHSM Applications to the Ministry of Education:**

Six new program applications were submitted in January for 2017/18. Programs and schools were chosen based on the Board's Secondary Program Strategy.

- Transportation - Dundas Valley
- Transportation - Glendale
- Transportation - Nora Henderson
- Arts and Culture (Digital Media) - Orchard Park
- Information & Communications Tech - Ancaster
- Hospitality & Tourism - Waterdown

**Funding and Expenditures:**

We received \$420,900 for SHSM programs this year and an additional \$33,000 to implement ICE (Innovation, Creative and Entrepreneurship) training pilot projects. Funding is based on a formula from the Ministry. Each mature program (4 years and up) receives \$400 per student plus \$2,200 per program for partnership and CLA (contextualized learning activities) development. Each new program (0-3 years) receives \$300 per student, \$2,200 per program, plus start-up funds: \$10,000 in year one, \$7000 in year two and \$4000 in year three.




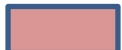
Most money is used for program delivery at the school level and for program support centrally. The mandate from the Ministry is that most money is to be used to have a direct impact on students: covering costs associated with certifications, experiential learning and reach ahead opportunities. Schools can spend no more than 50% of their funding on capital equipment needed for programming. Monies are also spent on marketing and promotion, teacher training and development, and release time for activities such as student tracking, professional development and partnership development. SHSM funds also cover salary for Admin Support, and partially cover salary for the Tech and Safety Consultant.

	ENTRY GRADE	PROGRAMS	Ancaster	Dundas VSS	Glendale	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan MacNab	Sir Winston Churchill	Waterdown	Westdale	Off Site Location
<b>SPECIALIZED (TIER 3) PROGRAMS</b>	10,11,12	Artsmart									X				
	11,12	Construction - BCFTGU													X (TBD)
	9-12	Cosmetology				X (From MTN SS) upon opening of New NFH SS)		X				X (From Delta) with opening of New North SS	X		
	9-12	ESL/ELD			X	X	X (from SJAM)							X* New - with opening of new North SS	
	9	French Immersion								X				X	
	11	International Baccalaureate	X		X (suspended for 2017/18) to be reviewed									X	
	11,12	Ontario Public Service Program					X (Delta)								
	9-12	Performing Arts			X Sept 2016										
	9	Strings			X										
	10,11,12	EXYTE													X (TBD)
<b>SPECIALIST HIGH SKILLS MAJOR PROGRAMS</b>	11	Arts & Culture: Arts			X						X			X	
	11	Arts & Culture: Digital Media		X			X New Appl'n with school opening	X New Appl'n for 2017/18							
	11	Aviation & Aerospace	X									X New Appl'n for 2016/17			
	11	Business			X										
	11	Construction							X					X	
	11	Energy					X (from SJAM) will need to reapply								
	11	Environment											X		
	11	Horticulture							X						
	11	Health & Wellness					X (from Delta)			X	X	X			
	11	Hospitality/Tourism (Food Services)					X (Presently at Delta and SJAM)	X			X Presently at MTN – will move upon closure)			X New Appl'n for 2017/18	

	ENTRY GRADE	PROGRAMS	Ancaster	Dundas VSS	Glendale	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan MacNab	Sir Winston Churchill	Waterdown	Westdale	Off Site Location
	11	Information & Communication	X New Appl'n for 2017/18			X									
	11	Justice, Community Safety, & Emergency Services				X									
	11	Manufacturing		X						X* (From NFH SS upon closure)		X			
	11	Non-Profit							X						
	11	Transportation		X New Appl'n for 2017/18	X New Appl'n for 2017/18	X New Appl'n with school opening									
INTERVENTION & SUPPORT	9-12	ALPHA				X	X (from SJAM)								
	9-12	NYA:WEH				X Sept 2017	X (from Delta and SJAM)					X			
	9-12	Graduated Support Program				X	X	X	X Sept 2016	X		X	X	X	
	9-12	Extended Support Program	X	X	X		X				X				
	9-12	Personalized Learning Support Program		X	X	X									X
SCHOOL ON THE GROUND CAPACITY			1281	1080	1194	1092	1250	1332	1173	1374	1350	1176	1653	1461	
CURRENT SCHOOL ENROLMENT (October 31, 2016 Count)			1174	944	851	732	0	960	1190	1070	997	764	1199	1304	
ANTICIPATED SCHOOL ENROLMENT WITH FULL IMPLEMENTATION (2023)*			1256	803	804	1025	1183	1072	1660	1339	1116	671	1134	1351	
SCHOOL UTILIZATION WITH FULL IMPLEMENTATION			98%	74%	67%	94%	95%	80%	142%	97%	83%	57%	69%	92%	

Updated Legend

\*Enrolment Notes: Projections reflect many programs that are still in their infancy and not reflective of 'true' historic patterns and projection factors. Assumptions on student retention for the new north school have yet to be experienced. Enrolment projections will continue to be monitored - as an example, Saltfleet captures a substantial amount of residential development that traditionally is more challenging to forecast due to unknown housing construction starts.

-  Existing SHSM Approval renewed by Ministry of Education by 2016/17
-  New SHSM Application submitted and approved for 2016/17
-  New SHSM Application submitted for 2017/18
-  Need to Re-Apply in the Future



	ENTRY GRADE	PROGRAMS	TOTAL ENROLLMENT	Ancaster	Delta	Dundas VSS	Glendale	Mountain	Nora Henderson	New North SS	Orchard Park	Saltfleet	Sherwood	Sir Allan Macnab	Sir John A Macdonald	Sir Winston Churchill	Waterdown	Westdale	Westmount	Out of Board	Off Site Location
SPECIALIZED (TIER 3) NON-SHSM PROGRAMS	9-12	Audition Based Program of the Arts	47	5		2	11				4	7		1	2	2	2	4	1	6	
	10-12	Artsmart	38	2	1	5			1			5	1	16		3	1		2	1	
	11,12	Construction - BCFTGU	33		2	3	3		4		3	2	2	2	2	1	1	2	6		
	9-12	Cosmetology	278		70						48		82				78				
	9-12	ESL/ELD	Sem 1/Sem 2 353/ 326	11/12	10/8	8/8	64/50		91/73		1/0		9/8	7/24	116/111	2/1		34/31			
	11-12	Military Coop	13	1								1	1			1			3	6	
	9	French Immersion	Sherwd/Wstdle 676	3/35	31/53	/63	7/12		17/24		4/20	12/18	16/15	23/43	/35	7/13	/25	/197		/3	
		Healthcare Support Services	28		1	2		3	1			5	2	3	1	4		1	4	1	
	11	International Baccalaureate	226	59		1	3		4					3					151	1	4
	11,12	Ontario Public Service Program	37		2		13				4	2	2	6	3	2		1	1	1	
	9	Strings	27	1	2		8				5				1	8				2	
INTERVENTION & SUPPORT	9-12	ALPHA	Sem 1/Sem 2 13/ 14		1/0								2/1	0/2	8/9			2/2			
	9-12	NYA:WEH	185	1	43			10	1						88	41			1		
	9-12	Graduated Support Program	104	1	9	3	6		14		3	6	9	28	7	8	4	6			
	9-12	Extended Support Program	8			7									1						
	9-12	Personalized Learning Support Program	70	1	6	4	3		12		7	3	5	2	10	15	1		1		

\* Coloured box shows present location of program.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** April 20, 2017

**PREPARED BY:** Peter Joshua, Executive Superintendent Leadership and Learning  
Sharon Stephanian, Superintendent Leadership and Learning

**RE:** December 20, 2016 Correspondence Referral to Staff

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Action

Monitoring

### Rationale/Benefits:

On December 20, 2016 Trustees received correspondence from Toronto District School Board seeking support to their motion of “addressing systemic racism and implementing meaningful change through the curriculum review process” by sending a letter to the Minister of Education seeking her support.

HWDSB Trustees requested “that the Correspondence be referred to Staff and then return to a Committee.” During discussion Trustees indicated a need to further understand what currently exists within curriculum related to racism.

The following summary is submitted by staff.

### Background:

#### What is the Ministry mandate/policy around Equity?

Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society. Barriers may be related to sex, sexual orientation, gender identity, gender expression, race, ethnic origin, religion, socio-economic background, physical or mental ability, or other factors. It is now recognized that several factors may intersect to create additional barriers for some students. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.

(Equity and Inclusive Education in Ontario Schools, p. 6)

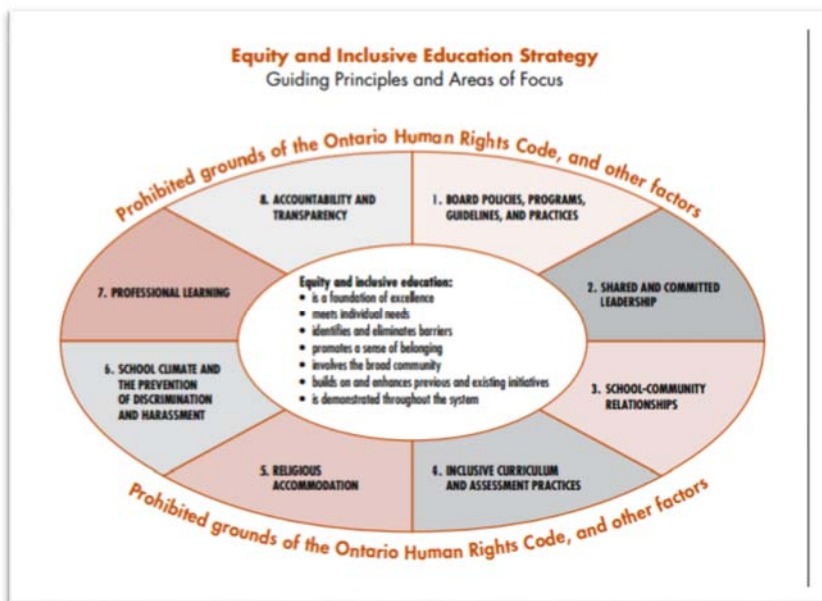
## How are we implementing this policy?

In reviewing, revising, or refining its policy, a board must adhere to the Guiding Principles of the Equity and Inclusive Education Strategy.

### Equity and Inclusive Education:

- is a foundation of excellence;  
*In a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement.*
- meets individual needs;  
*Equity does not mean treating all students in the same way but, rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed.*
- identifies and eliminates barriers;  
*All students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential.*
- promotes a sense of belonging;  
*Equity and inclusive education contribute to every student's sense of well-being.*
- involves the broad community;  
*Effective and meaningful school–community partnerships are an essential component of an equitable and inclusive education system.*
- builds on and enhances previous and existing initiatives;  
*Sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.*
- is demonstrated throughout the system.  
*The ministry, school boards, and schools will incorporate principles of equity and inclusive education throughout their policies, programs, and practices.*

(Equity and Inclusive Education in Ontario Schools, p. 17)



The diagram above lists the 8 areas of focus for all boards as well as the guiding principles of the strategy. This ties in nicely with our Strategic Directions with respect to Student Achievement, Well-Being, Partnerships, Communication and Facilities. Other supporting board policies, documents and mandates such as Equity, Religious Accommodations and the Tiered Conditions of Well-Being support this strategy.

**Where in the curriculum do issues of Equity already exist?**

The program team looked at the following curriculum areas from K-12:

- English/Language
- Canadian World Studies/Social Studies
- Math
- Tech
- Health and Physical Education
- Arts
- Science
- French as a Second Language

Each discipline identifies in the front matter of their curriculum document broad beliefs, statements and terms in reference to equity, inclusion as well as special considerations for English Language Learners, First Nations, Métis, Inuit and Special Education. Terms such as “multi-cultural” and “free from bias” are also found in older curriculum documents. With the exception of Health and Physical Education at the secondary level, there are no explicitly stated overall or specific expectations related to anti-racism. The inferred expectation is that teaching staff will embed this philosophy into the day-to-day classroom lessons.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** April 20, 2017

**PREPARED BY:** Sharon Stephanian, Superintendent Leadership and Learning

**RE:** Parent and Family Literacy Centre Update

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Action

Monitoring

### Rationale/Benefits:

Since the introduction of Full Day Kindergarten in 2010 the Ministry of Education has continued to announce ongoing transformations to the early years including the expansion of child care in schools and expanded school board responsibilities related to before and after school programs. On February 22, 2016, the Ministry of Education announced the provincial plan for moving forward with the integration and transformation of **child and family programs**. Beginning in January 2018, there will be a transformation of the existing Ontario Early Years Centres (OEYC's) and Parenting and Family Literacy Centres (PFLC's) into a new system of early years programs called the **Ontario Early Years Child and Family Centres (OEYCFC's)**. These family support programs will build on the strengths and assets of both previous programs. The City of Hamilton is fortunate to be one of the municipalities to have both of these existing family support programs to learn from and build upon.

This report provides an update for Trustees to better understand the implications for HWDSB.

### Background:

HWDSB currently operates eight programs (Adelaide Hoodless, Bennetto, Dr. Davey, Lake Ave, Memorial (city), Prince of Wales, Queen Victoria, Westwood). These programs operate for four hours on instructional days, and are closed during all non-instructional periods. There are a total of 14 PFLC's in Hamilton and 45 OEYC's.

As part of this change, beginning in January 2018, school boards will no longer receive funding from the Ministry of Education for PFLC's. Going forward, municipalities will be responsible for the local service system planning, implementation, funding, and oversight of the new OEYCFC's as part of their existing responsibility for the service system management of child care. **Locally**, The City of Hamilton will take a phased approach to the implementation of the new system. The City of Hamilton will extend funding to HWDSB to ensure Parenting and Family Literacy Centres will **remain in operation until June 2018**. (in some communities the shift will occur on January 1, 2018).

We remain critical partners in the planning and implementation of the new OEYCFC's, however we will no longer directly operate sites after June 2018. We continue to work closely with The City of Hamilton and the Hamilton-

Wentworth Catholic District School Board to minimize any disruptions to families and staff, and are continuing to examine existing and new opportunities to locate OEYCFCs in schools where it makes sense based on neighbourhood needs.

The location and operators of the new sites have not yet been determined. The City of Hamilton is developing a transparent process to select the physical location and lead agency operator for each new OEYCFC. The process will consider how we can build on existing assets in our community, while also looking for new opportunities to engage additional partners and realign services in areas of the city that are currently underserved. This selection process will be led by City staff, based on feedback and input that has been provided by the OEYCFC planning group and feedback received from families through surveys and focus groups. In addition, an outreach strategy is being developed to increase access to OEYCFCs for all families, particularly those groups or communities that currently have lower utilization rates.

This does not mean that all existing PFLC sites will close however we are still in the early planning stages and do not yet have this information. In some cases existing OEYC and PFLC sites may evolve into OEYCFC sites. In other cases, services will be relocated from existing sites to new locations to better meet the needs of families. The City will work closely with school boards and service providers to minimize any disruptions to families throughout these transitions.

#### **Timelines:**

March 23 – Initial communication to Trustees through Director’s Update

March 29 – Meeting with principals of PFLCs

March 29 – Meeting with staff of PFLCs

April, May, June – Monthly Meeting Agenda item for PFLC staff

April 20 – Meeting with Program Committee

April 21 – Q&A Shared with PFLC staff and Principals

May/June – Parent Information Sessions at each existing PFLC during operating hours

Ministry reference material is provided below:

Ontario Early Years Policy Framework (2013)

<http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

Ontario Early Years Child and Family Centres (2016)

[http://www.edu.gov.on.ca/childcare/plan\\_oeycfc.pdf](http://www.edu.gov.on.ca/childcare/plan_oeycfc.pdf)

City Report to Emergency & Community Services Committee (April 10)

<http://hamilton.siretechnologies.com/sirepub/mtgviewer.aspx?meetid=1138&doctype=AGENDA>

# Executive Summary

## Topic: Partnerships Report

### Context

HWDSB's Board of Trustees have approved new Strategic Directions for 2016-20 and staff has developed an Annual Plan for 2016-17. The five priorities are positive culture and well-being, student learning and achievement, effective communication, school renewal and *partnerships*.

**Mission:** We empower students to learn and grown to their full potential in a diverse world.

**Commitment:** We are committed to learning, equity, engagement and innovation

**Priority:** Partnerships: *We will strengthen our collaboration with new and existing community partners to enhance opportunities for students.*

### Summary

The following report includes:

- Partnerships Report: the current implementation of the strategic direction priority as part of the 2016-17 HWDSB Annual Plan
- Appendix A: Parent Involvement Committee and Special Education Advisory Committee Feedback for Parent Engagement Approaches
- Appendix B: Draft Engagement Intake Form Questions
- Appendix C: HWDSB Engagement 2016/17 Examples of Services, Supports and Programs
- Appendix D: Partnership Database Categories

As of March 28th, 2017, the Engagement Department has been involved in the intake of 157 new partnership requests of HWDSB for the 2016-17 school year. 96 of these requests have been processed to completion (i.e. the partnership activity has occurred or the request for partnership was declined). Partnerships are only declined when they do not align with HWDSB's strategic directions or conflict with HWDSB policies and procedures. All other requests have been initiated but are awaiting action/follow-up by staff and/or community partners. This is the first year new requests have been tracked and this information will act as baseline for future years.

All parents, guardians, caregivers and families are welcome, respected and valued as partners in student learning, achievement and well-being. Supporting school-based staff with the development of effective strategies is foundational to this work. With a renewed commitment to support professional learning around effective engagement, staff met with the Parent Involvement Committee and Special Education Advisory Committee. Staff reviewed the Strategic Directions and Annual Plan and worked with parents to gain insights around how to effectively engage parents in support of receiving "good news" communication from their school and sharing information with parents around mathematics.

Supporting outcomes requires that structures be established. To support effective principal learning around parent engagement, a new structure was developed (Principal Parent Engagement Leads – PPEL) to share leadership and mentoring related to parent engagement. Meeting on a regular basis, this group comes together to identify learning needs, share practices, develop tools and support the learning of other administrators by acting as coaches.

Work with staff has focused on identified needs, specifically supports around school council. As a result, the PPEL group has targeted their work in that area. In addition, consulting with PIC and SEAC was essential to providing a framework for staff engagement learning. This process resulted in shifting the timeline around this target and staff are not expecting to see gains in the target area on the 2016/17 Parent Voice Survey.

All new and existing community partnerships will enhance opportunities for students. HWDSB's first Community Engagement Report Card received responses from 135 community partners. These results will support our area of focus for 2017/18. In support of the new Strategic Directions for HWDSB, staff are committed to undertake professional development that will strengthen our understanding of and ability to work collaboratively with the community. In fall 2016, 8 staff participated in McMaster University Centre for Continuing Education's LCE 101: Foundational Principles & Practices in Community. These staff are currently collaborating on system definitions for relationships, partnerships and engagement.

HWDSB system staff and administrators are often asked to coordinate and support the selection of partnerships and relationships on behalf of HWDSB. A collaboratively developed, system-wide Engagement Intake Form will support staff, in consultation with Executive Council and the Engagement Department, in screening existing and potential partners to ensure alignment with Board priorities. In support of tracking partnerships, staff have been working on the creation of a database that will be populated with system-level partnerships. This will allow staff to monitor who we partner with and the impact of the partnership.

HWDSB is on track to have all partnerships align and support the new Strategic Directions by August 2017.





# HWDSB Annual Plan Report

**Name of Report:** Partnerships Report

**Date:** April 2017

Priority: Partnership

We will strengthen our collaboration with new and existing community partners to enhance opportunities for students

*Note: The use of the term “parent” in this report is intended to be inclusive and represent parents, guardians, caregivers and families.*

**Goal #1: All parents, guardians, caregivers and families are welcome, respected and valued as partners in student learning, achievement and well-being.**

*Strategy: Invest in people through professional learning opportunities to enable parents to participate in their child's learning in the home and at school.*

**If** we build capacity of our administrators around parent engagement **then** school level parent/guardian/caregiver/family participation improves.

The Strong Districts work by Kenneth Leithwood (2013) speaks to the importance of ensuring “budgets, structures, personnel policies and procedures, and uses of time are aligned with the district’s mission, vision and goals.” To support effective principal learning around parent engagement, a new structure was developed (Principal Parent Engagement Leads – PPEL) to share leadership and mentoring related to parent engagement. Meeting on a regular basis, this group comes together to identify learning needs, share practices, develop tools and support the learning of other administrators by acting as coaches. Their work in 2016/17 has focused on supporting the needs of administrators with school councils including the creation of a Principal Toolkit which will be available for September 2017.

“When parents are engaged and involved, everyone benefits, and our schools become increasingly rich and positive places to teach, learn and grow.” (*Capacity Building Series K-12, Parent Engagement, Ministry of Education*) With a renewed commitment to support professional learning around effective engagement, staff met with the Parent Involvement Committee and Special Education Advisory Committee. Staff reviewed the Strategic Directions and Annual Plan and worked with parents to gain insights around how to effectively engage parents in support of receiving “good news” communication from their school and sharing information with parents around mathematics. These “parent-identified strategies” (Appendix A) provide the basis for staff learning.

In an effort to learn about effective parent engagement within a targeted group of schools, the approach to parent engagement in our After School Scholars Program changed and evolved in response to parent input. The goal is to engage parents as partners in the program and therefore, promote a better understanding of strategies that are most effective for their child in developing confidence in numeracy and literacy skills. Parents and staff shared that ongoing and frequent communication regarding students progress is the most productive way to promote this partnership. Staff indicated that to capitalize on this experience they required more time allotted to communicating with parents in whichever method works best for them along with a parent tracking system to record

these conversations. Parents have shared that they prefer face to face conversations, parent visits to the program, phone calls, emails and texts as forms of communication. In response to this approximately 45 minutes per week is designated to establishing positive relationships with parents. This includes increasing awareness and understanding of the objectives of the program and EQAO, updating parents on student progress, and sharing strategies that parents/guardians can implement at home to support student learning. The collection of our data coupled with assistance from our EBest team member will allow us to provide ongoing review of our progress while also encouraging the use of evidence based practices and data-driven decision making. A survey at the end of the session will be shared with parents to provide feedback to inform our next steps.

*Strategy: Continue to pilot a parent portal through "The Hub" so parents and students have access to relevant information.*

If we improve parental access to the parent portal, **then** parents will have regular access to information about their child.

Parent Portal has been released to all Secondary Schools this year. Staff are initiating a new log in procedure in order to simplify the process. The HUB working group meets on a regular basis in order to monitor usage and determine next steps. The group is also considering expansion into elementary. Over 1000 parent accounts have been created and approximately a quarter of these are actively using the portal. Once in the portal, parents can access student attendance and marks. They can also access the HUB where there is the potential for interaction with teachers.

HWDSB is **not on target\*** to have at least 75 per cent of parents indicate that they have an awareness of what their children are learning in their classrooms by August 2017.

**\*NOTE: Work with staff has focused on identified needs, specifically supports around school council. As a result, the PPEL group has targeted their work in that area. In addition, consulting with PIC and SEAC was essential to providing a framework for staff engagement learning. This process resulted in shifting the timeline around this target. In addition, staff will be exploring a mobile Parent Portal application that will be piloted in select schools in September 2017. This application will enhance our Arrival Check practices and communication with parents.**

**Goal #2: All new and existing community partnerships will enhance opportunities for students.**

*Strategy: Establish user-friendly definitions and a system-wide understanding of partnerships versus relationships with community.*

If we improve our understanding of community engagement **then** partnerships will be strengthened.

In support of the new Strategic Directions for HWDSB, staff are committed to undertake professional development that will strengthen our understanding of and ability to work collaboratively with the community. In fall 2016, 8 staff participated in McMaster University Centre for Continuing Education's *LCE 101: Foundational Principles & Practices in Community*. LCE 101 included 39 hours of formal instructional or in-class time and approximately 75 hours of personal "outside of class" time contributing to course learning and assignments. Departments represented included: Trustee Services, Corporate Communications, Engagement, Student Success, Mental Health, Social Work Services and Planning and Accommodation.

The course provided co-learners with a broad overview of community engagement philosophies, practices, and skills. Offered to working professionals in the urban setting of the City of Hamilton, this course prepared co-learners to begin incorporating community engagement approaches and values into their own work in diverse urban settings. In addition to experiencing talks, workshops, and

activities with a community engagement focus within the City of Hamilton, co-learners had opportunities to reflect on their learning through individual assignments and group discussion.

System level staff who participated in the course are in positions where we expect change to begin relatively quickly and who have direct contact with community stakeholders. Some departments have already begun implementing new approaches (e.g. Supports for Racialized Students). This co-learner group forms a Community Engagement Leadership Group for HWDSB that will contribute to system level planning and advice around community engagement planning and practices. Staff have identified new and alternative ways to engage community which will continue to be explored.

Staff are contributing to McMaster University Centre for Continuing Education's Leadership in Community Engagement Advisory Group so that HWDSB is able to support continued development around the learning being offered and make sure that it aligns with our staff's professional development needs.

The Community Engagement Leadership Group has applied their learning and expertise to support the development of system level definitions of relationships, partnerships and engagement. A common language and restructuring is necessary to support a shared understanding of connections with external organizations and the purpose of partnerships.

*Strategy: Develop a system-wide approach to screening existing and potential partners that includes scoping of the parameters, links to Board priorities and anticipated outcomes.*

**If** we understand community and student/family needs **then** we can align partnerships and outcomes to better serve the community and our students/families.

In October 2016, Hamilton-Wentworth District School Board invited community partners to complete an online Report Card that asked how community partners view HWDSB, what the Board does well, and how the Board might improve the ways we engage with the community. A total of 135 community partners completed the Report Card.

The majority of partners who responded to the Report Card offer education (27%), social (24%), and recreational (15%) services as well as services related to arts and culture (14%). A broad range of partners completed the Report Card, ranging from those working in organizations that service more than 200 people through their programs and initiatives (27%) to organizations who service less than 25 people (44%). The majority of partners (67%) work for organizations who have had a relationship with HWDSB for more than 10 years. Community partners were asked to comment on how HWDSB can best gather information from their organization and how they would like to receive information from HWDSB. Overall, the majority of partners indicated they would like to provide HWDSB with information through in-person meetings (77%), electronic mail (76%), and telephone conversations (71%). The top three ways that partners indicated they wanted to receive information from HWDSB were through electronic mail (55%), in-person meetings (26%), and telephone conversations (25%). Staff are undertaking a review of the detailed data to determine an actionable "next step" from the feedback. Further, staff are considering administering the Report Card every other year. Community organizations have provided HWDSB with specific suggestions for which staff will need time to address and respond.

HWDSB system staff and administrators are often asked to coordinate and support the selection of partnerships and relationships on behalf of HWDSB. A collaboratively developed, system-wide Engagement Intake Form will support staff, in consultation with Executive Council and the Engagement Department, in screening existing and potential partners to ensure alignment with Board priorities.

In 2016-17, Engagement Intake Form questions (Appendix B) were drafted by the Engagement Department and has been reviewed by Leadership & Learning staff, including System Principals,

Consultants, and Specialized Services Managers. The form collects information including a description of the proposed program/project and its anticipated outcomes, the proposed location(s) for the program, timelines, costs/value and additional requirements from HWDSB staff in being able to offer the opportunity to our students. A section of the Intake Form deals specifically with HWDSB staff determining alignment with HWDSB and/or Ministry strategies, identifying potential challenges with the implementation of particular programs/projects and determining the sustainability of the opportunities over multiple years. If approved, the community program/project will be added to HWDSB's partnership database for tracking.

Based on feedback provided by HWDSB staff, the Engagement Intake Form will be finalized for use in 2017-18. At that time, training will be provided to ensure effective use of the form by system staff who connect closely with community stakeholders.

*Strategy: Develop a database of partnerships for use by the system and schools.*

If we know who we work with **then** we can use their services and supports more effectively.

As of March 28<sup>th</sup>, 2017, the Engagement Department has been involved in the intake of 157 new partnership requests of HWDSB for the 2016-17 school year. 96 of these requests have been processed to completion (i.e. the partnership activity has occurred or the request for partnership was declined). Partnerships are only declined when they do not align with HWDSB's strategic directions or conflict with HWDSB policies and procedures. All other requests have been initiated but are awaiting action/follow-up by staff and/or community partners.

See Appendix C for highlights of 2016-17 services, supports, and programs and multi-year funding for Hamilton Community Foundation ABACUS community projects that have supported HWDSB students.

In support of tracking partnerships, staff have been working on the creation of a database that will be populated with system-level partnerships. This will allow staff to monitor who we partner with and the impact of the partnership. See Appendix D for partnership database categories of information that will be collected.

HWDSB is **on target** to have all partnerships align and support student learning and achievement, positive culture and well-being, effective communication and/or school renewal by August 2017.

## Appendix A – Parent Involvement Committee and Special Education Advisory Committee Feedback for Parent Engagement Approaches

### SUPPORTING PARENTS IN THE HOME IS PART OF LEARNING CONNECTED TO MATH

- Refer families to outside resources/after school programs, homework clubs
- Facebook parent group for supports
- Homework Help-Ministry link
- HUB – supports for parents here?
- Language – barrier/French Immersion parents/may need access to English resources
- Parent Portal-ultimately use as networking opportunity
- Consistency in communication – centralizing, board to have consistent list to draw from
- Use of blogs/YouTube (provide appropriate recommendations, site etc)
- Opportunity for parents to come into the school – workshop/session on different concepts being learned in the class
- Teacher livestreams/recordings to teach/review concepts
- Multi-faceted approach-access, language barriers, lack of technology
- Help parents identify where to start, identify where the focus or needs for their child are – be more specific and how they can help
- Email sent home – 3 questions sent home to ask your child (communication)
- Early in year identifying tool being used in classroom – gives parents opportunities to purchase or create at home
- Real world connection to life experiences
- Financial literacy
- Media literacy
- Connecting math to future years
- Parent and teacher should have time to identify how the connection can be discussed
- Information on how math is taught in school today
- Principal “tweet” connections to the media, community and ideas of how to engage with student
- Games to do at home related to classroom curriculum e.g. yahtzee, other dice games, card games, recipes, etc.
- Websites and apps that encourage (math games, good recipes, etc.)
- Include “Canadian” content
- Information about other learning e.g. “minecraft homeschool”

### WHAT IS MY CHILD LEARNING IN MATH

- Cross curriculum – math in other subjects, at the grocery store
- How not to give them the wrong answer
- Information nights & daytime sessions
  - Math strategies
  - Chance for parents to talk to each other
  - Supplement learning
- One question to ask – how to have fun with math – home based activities
- What’s the pathway – what does my child need to achieve goal
- Link to resources with the right strategies that can be used at home
- Links to tutors – TVO, phone & online?

- What to do if they are falling behind
- Books
- Continue to promote and use the HUB (guided hands on workshops), increase awareness
- Email/electronic communication
  - Text reminders – upcoming tests
- In basic verbiage (small words -- “plain” language)
- Periodic updates: Twitter, email, ever note, remind, paper notices (with examples too!)
- “Awesome” school council presentation by math teacher - “number talk” so parents did activities
- REGULAR updates - i.e. a cycle (weekly, monthly, term, seasonally)
- Pictographic representation of learning... what’s happening in pictures/graphics
- Semester plan given to parents
- YouTube presentation/tutorial on how to help child at home (or examples of how to in a live lesson)
- Intervention – how do we build math confidence in students and parents
- The constant changes in learning math provides obstacles for at-home learning
- Clubs/sports clubs - how math works in other areas
- Worksheets sent home - completed or for practice by parents
- Course outline for parents to use as information and using that as a home learning action – i.e. grade 9 math marks include EQAO marks

#### GOOD NEWS!

- Good news should go both ways – home to school – school to home
- Focus on strengths! Be specific – connect to goals
- Allow parents choices on how they are most comfortable or available to communicate
- Text, email, phone note in agenda/communication book
- \*teacher writes a post it note to child with good news, early in the year/semester\*, easy for teacher, could be done often – 1x month, 6 weeks
- Older students (secondary) – text messages to both students & parents
- Young students love certificates, any recognition on paper to take home
- Teacher encouragement to child with follow-up email to parent – encourages positive dialogue between parent and child
- Be specific – set goal and how it is achieved
- Personalized
- Classroom blog
- Apps (reminders), Yammer, etc.
- Should be teacher-initiated
- Agendas
- Communication method (email vs phone) determined by parents (to ensure accessibility)
- Danger that this could become an insincere “token”
- Should be organic
- Is this really parent engagement? Or should this feedback be going to students?
- Phone call = great way to have a conversation with child and good for relationship between teacher and parents

- Need to hear the “bad” news too – otherwise how do we know what to focus on to “fix/improve/work on.”
- Very difficult to do at a secondary level - often parent student communication is the only source of feedback
- Beneficial if a parent can initiate the communication – some of us can’t wait until 3 months in to get 1 (“1” underlined) good news piece
- Perhaps give the good news to the child along with sticker/pencil? and a note for parents

#### LANGUAGE – TOOLS FOR FAMILIES WHERE ENGLISH IS NOT THEIR FIRST LANGUAGE

- Call someone with a question
- Use webcam to make workshops more available
- Share with community partners
  - To allow partners to reinforce and support what’s happening in the classroom
- School or community based homework support
- Make resources available in community spaces
- Stress management strategies
- Never know what’s being taught – share due dates
  - Topic breakdown by month – course outline
- Agenda
- Homework help after school – later at night after parents are home

## Appendix B – DRAFT Engagement Intake Form Questions

Date of Initial Intake

Name and Title of Intake Person (Internal or External)

Initiated by HWDSB or Community Organization?

\* Name of Community Organization(s)

\* Lead Community Contact (name, title, e-mail address, phone number)

\* Lead HWDSB Contact (name, title, e-mail address, phone number)

\* Name of Program/Project

\* Funding, if applicable (United Way, HCF, ABACUS, OTF, etc.)

\* Description of Program/Project (including specific details required for implementation)

\* Donation? What...

\* Anticipated Outcomes of Program/Project (specific impacts on students)

\* Proposed Program/Project Sites (HWDSB facilities or involving students from HWDSB schools)

\* Designated Priority Schools?

\* Neighbourhoods for City of Hamilton Action Strategy?

\* Other HWDSB or Community Strategies Connected to Sites

\* HWDSB Staff Lead at Program Site(s)

\* Community Organization Lead at Program Site(s)

\* Anticipated Timeline for Program (start, end, and key dates during)

\* Cost for Participation (per student, per school, to HWDSB)

\* In-Kind Contributions from HWDSB and Estimated Value (staffing support, “stuff”, community use of schools)

\* Required Input and Supports from HWDSB (research – E-Best, communications – Corporate Communications, special education, social work, early years, curriculum consultants, etc.)



\* Estimated Value of Program/Project (where applicable)

\* Alignment with HWDSB/Ministry Strategies (TLE Digital Learning, NPDL, Healthy Schools, curriculum, graduation rate, reading by grade one, etc.)

\* Any potential duplication/completion in program site? If so, name & describe.

\* MOU Required?

If yes...date of MOU

If yes...date requiring renewal

\* Agreement Required?

If yes...date of agreement

If yes...date requiring renewal

\* Reviewed by Engagement CHECK BOX

\* Reviewed by Executive Council (who) CHECK BOX

If decline...rationale provided and date (advised by, delivered by)

If not now, date for revisiting

\* Tracked in partnership database?

## Appendix C - HWDSB Engagement: 2016-17 Examples of Services, Supports, Programs

Community Partner(s)	Description of Engagement	HWDSB School(s) Engaged
ArcelorMittal F. H. Sherman Recreation and Learning Centre	The <i>RH Sherman Recreation and Learning Centre (Dofasco Park)</i> hosted schools for a day-long trip to their recreation centre. This opportunity is offered to the entire school and includes lunch and use of the facilities (mini-putt, arena space, gym space, volleyball court, etc.), with no charge to the student or school.	Lake Avenue, Parkdale, Memorial City, Dr. J. Davey, Queen Mary, Cathy Wever, Helen Detwiler
Boys and Girls Clubs of Hamilton, Culture for Kids in the Arts of the Hamilton Conservatory for the Arts - ARTASIA, Living Rock Ministries, North Hamilton Community Health Centre, Summer Literacy Program of the Rotary Club of Hamilton, Super Girls Basketball Camp, Umbrella Family and Child Centres of Hamilton, Camp Waterdown of Waterdown District Children's and Family Centre, Today's Family Early Learning and Child Care, Globe Youth Football Club, Ontario Youth Mind Building Club, Wesley Urban Ministries, YMCA of Hamilton/Burlington/Brantford,, YWCA Hamilton, the Social Planning and Research Council of Hamilton	<p><i>Focus on Youth</i> is a program funded by the Ontario Ministry of Education that partners HWDSB with not-for-profit groups to support them in delivering free or low cost summer programs and activities that keep young people safe and active. goal is to enhance high quality summer program opportunities for children and youth throughout Hamilton by:</p> <ul style="list-style-type: none"> <li>- Offering free use of school space for organized, community-based programs</li> <li>- 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</li> <li>- Providing employment opportunities for youth in Hamilton with a focus on hiring and supporting the employment experiences of "at or in risk" youth</li> </ul>	<p>Secondary Schools and Alternative Education Program with Hired Students: Saltfleet, Orchard Park, Glendale, Sir Allan MacNab, Nora Frances Henderson, Sherwood, Sir Winston Churchill, Waterdown, Delta, Sir John A. Macdonald, Westdale, Ancaster High, Dundas Valley, Mountain, Westmount, Turning Point, Strengthening Hamilton's Aboriginal Education (SHAE), King William, Vincent Massey.</p> <p>School-Based Program Locations: Queen Mary, Westdale, Memorial City, Queen Victoria, Sir Winston Churchill, Cathy Wever, Collegiate Avenue, G.L. Armstrong, R.A. Riddell, Sir Wilfrid Laurier, Hillcrest, Lawfield, Ray Lewis, Templemead, Ancaster Meadow, Gatestone, Waterdown District, Cootes Paradise, Dr. J. Edgar Davey, Hess Street, Lake Avenue, Bennetto, Gordon Price, Central</p>
Food4Kids	<i>Food4Kids</i> provides packages of healthy food for students who have limited or no access to food each weekend. Packages of healthy food are prepared by volunteers and delivered to schools each Friday to ensure children have nourishment over the weekend. The <i>Summer Feeding Program</i> provides containers of food to referred students who have with limited access to food during the summer months. Weekly food packages contain a	Adelaide Hoodless, Bennetto, Billy Green, Cathy Wever, Central, Chedoke Cootes Paradise, Dr. J. Edgar Davey, Dundas Central, Elizabeth Bagshaw Green Acres, Helen Detwiler, Hess Street Hillcrest, Lake Avenue, Lawfield Parkdale, Prince of Wales, Queen Mary, Queen Victoria, Ray Lewis, R.A. Riddell, Ridgemount, Sir Isaac Brock, Sir Wilfrid

	variety of fruits, vegetable and grains, including a recipe and ingredients for a healthy meal, using foods typically provided by local food banks.	Laurier, Viscount Montgomery, W.H. Ballard
Hamilton Community Foundation	<p>Hamilton Community Foundation has a goal to improve high school graduation rates and access to post-secondary, including the trades, by focusing efforts on Grades 6, 7, 8 and supporting the transition to high school through <i>ABACUS</i>.</p> <p><i>ABACUS</i> is based on four pillars of successful intervention programs:</p> <ul style="list-style-type: none"> <li>- Academic upskilling: supports the educational success of students</li> <li>- Mentoring: provides counseling and encourages accountability</li> <li>- Goal-setting: creates and fosters career aspiration, and provides timely information at pivotal moments</li> <li>- Incentives: uses financial and motivational supports to encourage students throughout the program</li> </ul> <p><i>ABACUS</i> currently has 3 main funded areas of focus:</p> <ul style="list-style-type: none"> <li>- Community Programs/Initiatives</li> <li>- Grad Track Program</li> <li>- Teacher Small Grants</li> </ul>	<p>Community Programs/Initiatives: In 2015/16, HCF awarded its first <i>ABACUS</i> grants providing more than \$1.9 million in funding over the next 3 years. For 2016/17, an additional \$686,000 was awarded over the next 3 years. These initiatives include extracurricular academic, recreational and arts programs, college and university campus visits, "STEM" programs such as coding and robotics clubs as well as programs that specifically support Aboriginal and newcomer students. See attached lists of 2015-16 and 2016-17 multi-year programs/initiatives connected to HWDSB schools.</p> <p>Grad Track Program: Hillcrest Elementary</p> <p>Teacher Small Grants: October 2016 – 52 grants totaling \$30,950 for HWDSB schools March 2017 – awaiting grant approval from HCF</p>
Neighbour to Neighbour (N2N)	<p>Neighbour to Neighbour's (N2N) <i>Jack Parent Tutoring Program</i> works to improve the reading skills of children who are reading below grade level and are under-resourced. The program pairs a student with an adult tutor for one-on-one support to increase reading skills, self-confidence, foster an appreciation of literature and to provide a positive role model.</p>	R.A. Riddell, G.L. Armstrong, Westwood, Chedoke, Helen Detwiler, C.B. Stirling, Richard Beasley, Huntington Park, Highview, Lincoln Alexander
Ontario Minor Hockey Association in partnership with Hockey Canada and the Ontario Hockey Federation	<p><i>Try Hockey</i> is a program that seeks to grow hockey through social inclusion by breaking down any barriers to the sport that may exist. Elementary students in grades 2 to 4 get their first taste of hockey in a quick, fun program at a basic, fundamental skill level. It is a two-part program: floorball activity in schools followed</p>	Richard Beasley, Rosedale, Parkdale, W. H. Ballard, George L. Armstrong, Hillcrest, Franklin Road, Huntington Park, Lisgar

	<p>by an invitation to try skating on the ice over the weekend. Floorball is a fast and exciting game that uses fluid gameplay and limited contact to stress the importance of safety and sportsmanship. The rules are designed to reduce the chance of injury without decreasing the speed or skill of the game and is a great introduction to the concept and rules of hockey. For many of the students, this program could be the first time that they have laced up skates and the welcoming environment encourages positive participation.</p>	
Pathways to Education	<p><i>Pathways to Education</i> program's goal is to promote student achievement by supporting high school students within specific geographic neighbourhoods of community-based agencies to successfully complete high school and continue their education at the post-secondary level. To meet these goals, the Pathways Program provides four integrated community-based supports: 1-1 support, monitoring &amp; intervention, Mentoring, Academic Support, and Financial Supports (which may include HSR tickets or meal/lunch vouchers and a Scholarship toward the cost of tuition for post-secondary education/training).</p>	<p>HWDSB Secondary Schools: Ancaster High, Delta, Dundas Valley, Glendale, Mountain, Saltfleet District, Sir Allan MacNab, Sir John A. Macdonald, Sir Winston Churchill, Westdale, Westmount  HWDSB Feeder Schools: Bennetto, Cathy Wever, Dr. J. Edgar Davey, Hess Street, Prince of Wales, Ryerson</p>
Priority Schools Initiative (PSI)	<p>Ministry of Education PSI funding provides HWDSB with the ability to offer free use of space to community groups who offer a variety of programs and opportunities in support of high needs areas of Hamilton-Wentworth. By fostering relationships with groups who show a commitment to developing relationships within these catchment areas, HWDSB is able to provide support for improved student learning/achievement/well-being, free and low-cost programming opportunities, social networking, building community hubs, and skill building for marginalized populations.</p> <p>After school programming funded by the Ministry of Tourism, Culture and Sport (MTCS)</p>	<p>Adelaide Hoodless, Bennetto, Cathy Wever, Cecil B. Stirling, Delta, Elizabeth Bagshaw, George L. Armstrong, Green Acres, Helen Detwiler, Hess, Hillcrest, Lake Avenue, Memorial (City), Mountain, Parkdale, Pauline Johnson, Prince of Wales, Queen Mary, Queen Victoria, Sherwood, Sir John A. Macdonald, Sir Wilfrid Laurier, Viscount Montgomery, W.H. Ballard, Westwood</p>

	<p>is offered in many of the PSI schools to participants at no cost: 18 after-school programs operating in HWDSB, 11 of which are in priority schools. These programs contribute to overall student achievement/wellness and create youth engagement opportunities in areas such as physical activity, nutrition, healthy snack preparation, hygiene, communication skills, homework help and arts activities. In addition to subsidized use of space for organizations who offer MTCS after-school programs in priority schools, the Engagement Department provides organizations including the Boys and Girls Clubs of Hamilton, the YMCA of Hamilton/Burlington/Brantford, YWCA Hamilton, Wesley Urban Ministries, and Hamilton Association for Residential and Recreational Redevelopment Programs (HARRRP) with on-going support through the sharing of program activity resources, facilitate shared use of space of our facilities, arranging for facility resources that help to support program activities, and build relationships between school and program staff to mutually benefit the support of our students through after-school programming.</p>	
Royal Botanical Gardens	<p><i>Green Angels</i> is a program that brings classes from high priority neighbourhood schools to participate in a full-day field curriculum-based trip to the RBG. Free access to programs being offered (i.e. Growth and Change in Reptiles, Air and Water in Nature).</p>	Adelaide Hoodless, GL Armstrong, Queen Mary
Start2Finish	<p>Start2Finish supports for HWDSB include Run4Change, 20/20 Challenge resource sharing, 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, culminates in an annual Run4Change event, provides DPA activities for use in the classroom, their annual</p>	<p>All elementary schools invited to participate in for Run4Change and 20/20 Challenge</p> <p>Running and Reading Clubs: Dr. J. Edgar Davey, Prince of Wales, Bennetto</p> <p>Exploring a Flamborough area school for the start of a Running &amp; Reading Club in September 2017</p>

	<p>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.</p>	<p>Backpacks (550 in total, in preparation for the 2016-17 school year): Prince of Wales, Bennetto, Cathy Wever, Elizabeth Bagshaw, Hess Street, Lake Avenue, Sir Wilfrid Laurier, Queen Victoria, Queen Mary, Hillcrest, Viscount Montgomery</p>
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## 2015/16 Multi-Year Funded Projects

Organization / Program Name /Description	Location(s)
<p><b>CEDAR - Bimaadziwin: Youth at risk program</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Dr. J Edgar Davey</li> <li>• Cathy Wever</li> <li>• Possibly more in SJAM catchment area if room for more participants</li> </ul>
<p><b>Empowerment Squared - Homework circle young scholars</b></p> <p>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.</p>	<p>Immigrant Working Centre drawing from:</p> <ul style="list-style-type: none"> <li>• Dr. J Edgar Davey</li> <li>• Sir John A Macdonald</li> <li>• Ryerson</li> <li>• Hess Street</li> <li>• Queen Victoria</li> <li>• Central</li> <li>• Bennetto</li> </ul>
<p><b>Hamilton East Kiwanis Boys' and Girls' Club - Crown Point educational engagement</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Queen Mary</li> </ul>
<p><b>Industry Education Council of Hamilton - Hamilton code clubs</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• All schools with priority to Hamilton's Neighbourhood Action Strategy Boundaries</li> </ul>

Organization / Program Name /Description	Location(s)
<p><b>McMaster University - McMaster Child Youth University in the city</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Central</li> <li>• Dr. J Edgar Davey</li> <li>• Possibly in SJAM</li> </ul> <p>Will also be delivered in afterschool programs associated with:</p> <ul style="list-style-type: none"> <li>• YMCA Beyond the Bell</li> <li>• Boys &amp; Girls Club</li> <li>• Pathways</li> <li>• Cathy Wever</li> </ul>
<p><b>Mission Services of Hamilton - HOSTS</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Takes place at Mission Services building and expects to draw heavily/ exclusively from Cathy Wever</li> </ul>
<p><b>Neighbour to Neighbour Centre (Hamilton) - Math success program</b></p> <p>An afterschool math tutoring program using JUMP Math as the basis of the lesson plans for Grade 7 and 8 students.</p>	<p>Grade 7 &amp; 8 students from Westview</p>
<p><b>Niwasa Head Start Preschool - NYAWEH elementary</b></p> <p>Provides holistic indigenous programming for Aboriginal students in Grades 6 to 8 and assists with the transition to post-secondary education.</p>	<p><i>To be confirmed</i></p> <ul style="list-style-type: none"> <li>• Gatestone</li> <li>• Rosedale</li> <li>• Queen Mary</li> <li>• Cathy Wever</li> </ul>
<p><b>North Hamilton Community Health Centre - PATH program</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Bennetto Elementary</li> </ul>



Organization / Program Name /Description	Location(s)
<p><b>Robert Land Community Association</b> - <i>Trades are the way</i></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Offered at Eva Rothwell Resource Centre</li> <li>• Drawing participants from Bennetto and Cathy Weaver</li> </ul>
<p><b>Royal Conservatory of Music</b> - <i>Learning through the arts - Hamilton</i></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Queen Victoria</li> <li>• Templemead</li> <li>• Sir Wilfred Laurier</li> <li>• WH Ballard</li> <li>• Lisgar</li> <li>• Memorial</li> <li>• Dr. J Edgar Davey</li> <li>• Bennetto</li> <li>• Dr. Seaton</li> <li>• Mt. Albion</li> <li>• Helen Detwiler</li> <li>• CB Stirling</li> <li>• Franklin Road</li> </ul>
<p><b>The John Howard Society</b> - <i>ACHIEVES</i></p> <p>Support and programming for identified high-risk students engaging in anti-social behaviour. Program includes parenting workshops.</p>	<ul style="list-style-type: none"> <li>• Draws from any Catholic or public school</li> <li>• The location is a community space with transportation support available. Each session may be in a different location.</li> </ul>
<p><b>THRIVE (formerly Community Child Abuse Council of Canada)</b> - <i>Get ready</i></p> <p>Specialized support for refugee and newcomer youth in Grades 6 to 8.</p>	<ul style="list-style-type: none"> <li>• Elementary schools with identified needs based on target population of program</li> </ul>
<p><b>Wesley Urban Ministries</b> - <i>Middle school program</i></p> <p>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).</p>	<ul style="list-style-type: none"> <li>• Dr. J Edgar Davey (in Beasley centre)</li> <li>• Hess Street (at Victoria Park Community Homes)</li> </ul>

Organization / Program Name /Description	Location(s)
<p><b>Wever Community Development Committee - WAMM (Wever and MoMac)</b></p> <p>SPONSORSHIP BY ROTARY CLUB</p> <p>To cover the costs of taking Grade 7 students to McMaster for three days, and engaging with the McMaster Child and Youth University.</p>	<ul style="list-style-type: none"> <li>• Cathy Wever</li> </ul>
<p><b>YMCA of Hamilton/Burlington/Brantford - Senior beyond the bell</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Bennetto</li> <li>• Queen Victoria (pending – EHTF)</li> </ul>

**ABACUS – 2016/17 Multi-Year Funded Projects**

<p><b>Hamilton-Wentworth District School Board Foundation - "NYA: WEH 2.0"</b> Initiative is an expansion of NYA:WEH Junior funded in the 2015 round of ABACUS. In addition to serving 5 additional middle schools, a new NYA:WEH senior program will be established at Nora Frances Henderson High School</p>	<p>C.B. Stirling Helen Detwiler Lincoln Alexander Ray Lewis Templemead Westview</p>
<p><b>Wever CORE - Executive Committee - "Core Kids Program"</b> SPONSORED BY Rotary Club of Hamilton The Wever Core initiative is an enhancement of the WAVE afterschool program serving children within the area of Cathy Wever school. The enhancement includes trips to McMaster, Camp Wanakita, literacy programming, career development, and a parent support program.</p>	<p>Not school based – promoting to students of Cathy Wever</p>
<p><b>Mathstronauts - "Mathstronauts Afterschool Program"</b> Mathstronauts is an interactive STEM based afterschool program. They are seeking funds to expand the number of schools they are able to serve.</p>	<p>Queen Victoria Dr. J Edgar Davey Memorial Ryerson Dalewood  Additional schools will be added over lifetime of grant</p>
<p><b>YWCA Hamilton - "YWCA Stem Girls"</b> Applicant will provide STEM learning opportunities for 15 young women in an afterschool program at 155 Queen St. North.</p>	<p>Not school based – promoting to students of Hess Street and Bennetto</p>
<p><b>No. 9 Contemporary Art &amp; the Environment - "Imagining My Sustainable City"</b> Applicant is seeking support to continue and expand the initiative which began last year. Children in Grades 7 and 8 learn about urban planning and produce scale models of the changes they want to see around their school. The children are supported by professional architects and post secondary students. Approximately 100 students will be involved.</p>	<p>Bennetto</p>
<p><b>Start2Finish - "Start2Finish Junior Coaches Program"</b> Request is for the enhancement, pilot and roll-out of a Junior Coaches Program for graduates from the Running and Reading program.</p>	<p>Prince of Wales Dr. J Edgar Davey Bennetto</p>
<p><b>Elliott Heights Baptist Church - "Larch After School Program"</b></p>	<p>Not school based – promoting to students of Lisgar</p>

<b>Hamilton-Wentworth District School Board as sponsor for Hamilton Youth Poets – “Junior Poetics”</b> Extend spoken word poetry programming into grades 6 – 8.	7 feeder schools for HWDSB secondary schools already engaged in LTABC

## Appendix D – Partnership Database Categories

### HWDSB Partnership Database

<b>General Information</b>	Partnership: -Greater than one year -Would/Should have a partnership agreement (associated with specific actions/outcomes) -Does not include business/fee for service relationships/contracts
<b>Organization</b>	Who (organization name)
<b>Description</b>	What (program, essential details describing the service/support)
<b>Location</b>	Schools and students (who the support targets)
<b>Area of Support</b>	Please select one of the following: -Nutrition -Literacy -Numeracy -Parental Support -Sports and Recreation -Arts and Culture -Indigenous Focus -Environment -Curriculum (History, Science) -Before and After School Programs -Early Years (Child Care, OEYCFC) -Mentoring -Newcomer Services -Public Health -Mental Health and Well-Being -Specialist High Skills Major -Specialized Services -Financial Supports? (Foundation, Grants, Bursaries)

<b>HWDSB Staff Contact</b>	Include the following information: <ul style="list-style-type: none"><li>-Name</li><li>-Job title</li><li>-Department/school</li><li>-Phone Number</li><li>-Email Address</li></ul>
<b>Organization Contact</b>	Include the following information, if available: <ul style="list-style-type: none"><li>-Name</li><li>-Job title</li><li>-Address</li><li>-Phone Number</li><li>-Email Address</li><li>-Website</li></ul>