



Program Committee

Tuesday, May 17, 2022

Virtual Meeting

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

AGENDA: 5:30-8:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Secondary Program Strategy and Pathways Programs
4. Partnership Report
5. Adjournment



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: John Bryant, Director of Education

DATE: May 17th, 2022

PREPARED BY: Sue Dunlop, Associate Director, Learning Services
Bill Torrens, Superintendent of Student Achievement, Program
Simon Goodacre, System Principal, Learning Services

RE: Secondary Program Strategy and Pathways Programs

Action

Monitoring X

Background

Through the [Annual Plan for Student Learning and Achievement](#), Hamilton Wentworth District School Board (HWDSB) is committed to: “Improving the graduation outcome for all students and closing the gap for those historically underserved.” In support of this goal, HWDSB provides specialized programming that allows students to access work experiences (e.g., cooperative education), industry certifications, apprenticeships, and college credits while earning credits towards their Ontario Secondary School Diploma.

These programs provide excellent opportunities for all students, but they are invaluable for students who have the potential to be an early school leaver. Having the opportunity to learn outside of the traditional school building, in a workplace or at a college, with the possibility of future employment or entry to a post-secondary program, provides a purpose for remaining in school for many students. These programs also re-engage students who have left secondary school before graduation. Again, rather than returning to traditional programming, students can explore specialized programming that meets their goals and aspirations. The goal of these programs is to help students access quality workplace and post-secondary opportunities while working towards their Ontario Secondary School Diploma (OSSD). These specialized pathway programs include:

- Specialized High Skills Major (SHSM)
- Dual Credits
- Cooperative Education
- Ontario Youth Apprenticeship Program

The following report provides an overview and update on each of these four programs, as well as an overview of how the programs are promoted and future directions for pathways programs.

Specialist High Skills Major (SHSM)

SHSMs are a four-semester, two-year program for any interested student in grades 11 or 12 who wish to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. Students choosing a SHSM may choose any post-secondary pathways, including Apprenticeship, College, University and Workplace. Pursuing a SHSM enables students to:

- Personalize their secondary school education to suit their interests and talents.
- Develop specialized knowledge and skills that are valued by the sector and postsecondary education institutions.
- Earn credits recognized by the sector and postsecondary education institutions.
- Gain sector-specific and career-relevant certification and training.
- Identify, explore, and refine their career goals and make informed decisions about postsecondary destinations.

SHSM programs are Tier Three programs with defined boundaries to enable students to attend programming in neighbouring schools if it is not provided in their home school. Therefore, transportation is provided in accordance

with the HWDSB [Transportation Policy](#).

Provincial Ministry of Education data indicates that students in a SHSM program earn their credits and high school diploma at a higher rate than those that do not participate. Currently in the HWDSB there is a 7% higher credit achievement rate for SHSM students in college pathway courses and 9% higher credit achievement rate for SHSM students in workplace pathway courses.

2021-2022 Summary

Every school in the HWDSB offers multiple SHSM programs in a variety of different sector areas. A complete list of all SHSM programs offered during the 2021-2022 school year can be found in Appendix A. There were several challenges in offering some of the unique features of SHSM programs in 2021-22. COVID restrictions made the provision of Sector-Partner Experiences (SPE) and certification training more difficult as there were limitations on excursions and the ability of community partners to access school buildings. As protocols have gradually been lifted during the second semester, these opportunities have returned and are welcomed by both staff and students. 1602 HWDSB students were enrolled in a SHSM program in 2021-2022 school year, further enrollment data can be found in Appendix B. The accompanying graph highlights a drop in enrollment during the pandemic, it also highlights that enrollment projections for 2022-2023 show some recovery.

Despite the challenges, COVID protocols have led to some creative partnerships. HWDSB is one of the school boards that has taken advantage of a pilot partnership through the local Industry Education Council to provide students in SHSM Information Communication Technology specializations a virtual cooperative opportunity with local software developers. While developed to adjust to COVID restrictions, fully virtual cooperative opportunities are useful innovations in specific industry sectors such as Information and Communication Technology that will provide industry relevant experiences in the future.

The SHSM central team has been active in increasing diversity in community partners when organizing Sector-Partner Experiences and certification training. Examples of this include the recruitment of Indigenous owned businesses in Sector-Partner Experiences and work with Mohawk College on accessibility standards and webpage development.

To increase access to SHSM programs throughout the year, staff in Program and Continuing Education have collaborated to increase the availability of summer cooperative education opportunities for students. The expansion of summer cooperative opportunities assists students in SHSM programs meet specific course selections during the school year.

Changes for 2022-2023

Five new programs have received Ministry of Education approval for the 2022-2023 school year (please see the chart below for more details). A highlight of the new programs for next year is the Non-Profit (Education sector) speciality at Sherwood Secondary School. This is the first SHSM program to allow for French as a Second Language opportunities. It was a new opportunity offered provincially and HWDSB is one of the school boards that has been able to take advantage of this option. All mandatory experiences will be in French, including cooperative education placements.

The HWDSB receives additional Ministry of Education funding based on enrollment in SHSM programs. A portion of the funding supports all SHSM programs while most of the funding is available to programs in their initial three years to help them grow and become viable. The Ministry of Education currently has a three-year window for additional SHSM funding to focus on innovation and growth within existing programs. For 2022-2023, the HWDSB has been successful in applying for \$342 000 of this additional funding. The funding allows schools to run an additional course in their SHSM program that is at risk of cancellation due to low enrollment or to provide an additional cooperative education line. A complete list of this additional funding can be found in Appendix C.

Due to several years of lower than projected enrollment the Hospitality and Tourism SHSM at Westdale Secondary School will be retired after the 2021-2022 school year. Newly approved programs for 2022-2023 include:

School	Program
Ancaster High School	Arts and Culture
Ancaster High School	Health and Wellness
Nora Francis Henderson Secondary School	Hospitality and Tourism (Tourism focus)
Sherwood Secondary School	Non-Profit (Education focus) * French Language offering
Waterdown District High School	Non-Profit

Dual Credits

Dual Credits are an initiative that allows secondary students to simultaneously earn a credit for their Ontario Secondary School Diploma and a credit from a recognized college. Dual Credit programs are coordinated through a partnership of local school boards, colleges, and local Industry Education Councils. This partnership is organized by the School College Work Initiative (SCWI). Funding for Dual Credit programs is provided by an annual funding agreement through SCWI. Additional information regarding Dual Credit and the SCWI can be found at the [School College Work Initiative website](#).

Dual Credit programs involve three different formats. The first is where HWDSB teachers work at Mohawk College (both Fennell and Stoney Creek campuses) to support students in accessing specific Mohawk College credits. Currently four HWDSB teachers work at Mohawk College directly on Dual Credit programming. The alternative education Turning Point program is also run from Mohawk College and students can take advantage of Dual Credit opportunities. The second format involves Mohawk College instructors coming into HWDSB secondary schools and team teaching a college credit course with a HWDSB teacher who provides the secondary credit. The final format involves HWDSB students attending Level I Apprenticeship courses (most of these courses are located at Mohawk College).

2021-2022 Summary

Similar to many specialized programs, Dual Credit opportunities were impacted by COVID restrictions. A key motivator and benefit for students is the opportunity to engage with Mohawk College instructors and participate in the college classroom experience. Unfortunately, COVID restrictions required all Dual Credit opportunities to be virtual through quadesters 1 and 2. Enrollments in virtual Dual Credit opportunities showed lower enrolment throughout the province. Mohawk College and the HWDSB worked together to allow staff and students more in-person Dual Credit opportunities in semester 2. As in-person opportunities return, we expect that enrolment in Dual Credit opportunities increases. In addition to the Dual Credit opportunities offered on a Mohawk College campus, 11 of 13 secondary schools were able to offer Dual Credits.

The HWDSB added a new Special Assignment Teacher focused on Dual Credit and Pathway initiatives starting in February 2022. This position is provided through the funding arrangements with SCWI. This Special Assignment Teacher works with SCWI partners and HWDSB secondary schools to utilize funding opportunities to provide the greatest range of Dual Credit opportunities for HWDSB students as possible.

Dual Credit programs also allow students to take advantage of the *Mohawk Advisor Pathways Safari*. This is a program where HWDSB students in Dual Credit programs can take advantage of Mohawk College Admission counselling and have their college application fee paid for. The HWDSB will also be offering two summer Dual Credit offerings: *College 101* and Construction.

Changes 2022-2023

Dual Credit offerings are constantly adjusted to match course enrollment numbers and funding opportunities through SCWI. A current listing of proposed Dual Credits for the 2022-2023 school year can be found in Appendix D. A focus for the next school year is continuing to develop Dual Credit opportunities in Indigenous Studies. The HWDSB also continues to develop a specific Dual Credit opportunity in Construction focused on students who are English Language Learners; this opportunity is offered at Nora Francis Henderson. A new partnership with Niagara College is looking to launch a Level I Hair Styling Apprenticeship at Nora Francis

Henderson for the 2022-2023 school year and expanding the program to Waterdown District High School for the 2023-2024 school year.

Early College Graduation Program (ECGP)

The ECGP is a unique Dual Credit opportunity that involves a partnership between the HWDSB, Mohawk College, and ArcelorMittal Dofasco. Students enter the ECGP program in grade 9 and can earn Mohawk College's Advanced Manufacturing Operations Ontario College Certificate, with industry standard credentials from the Manufacturing Skills Standards Council, while they complete their Ontario Secondary School Diploma (OSSD) over four or more years. This is an exciting expansion of the Dual Credit concept as it provides an integrated career pathway for students throughout their secondary school experience in a career field that is in high demand within the local work force.

The 2021-2022 school year saw the inaugural cohort of 20 students start this program at Sir Winston Churchill. Professional learning opportunities for teaching staff in the program was a key focus. Several teachers associated with the program completed certification from the Manufacturing Skills Standards Council. To provide practical applications for mathematics learning, aligning the curriculum and math skills between secondary and college courses is also a focus. Promoting the program within local elementary schools is also a priority to ensure strong future cohorts entering the program.

Cooperative Education

Cooperative education programs have existed in secondary schools for many years. Under Student Success initiatives, cooperative education has been seen as a vital component of increasing graduation opportunities for students. Cooperative education can count as two compulsory credits towards an Ontario Secondary School Diploma (OSSD) and there is no limit to the number of elective credits that can be earned through this programming. Cooperative education also provides students valuable opportunities to gain work experience while completing their secondary school education.

In the 2021-2022 school year, the Ministry of Education provided funding for 25 students to receive \$1000 bursaries to support their participation in cooperative education towards graduation. These bursaries are intended for students who come from underserved communities and would benefit from financial support to assist with reaching graduation.

School Cooperative Education

Every HWDSB secondary school offers cooperative education opportunities. At the school level, cooperative education teachers help students find work placements within the local community. While some placements were restricted during COVID, many students were able to continue cooperative education placements following the safety protocols of their placement workplace.

System Coordinated Placements

Students in all HWDSB secondary schools also have access to cooperative education placements coordinated by staff in the Learning Services department. These placements are often with larger employers within the Greater Hamilton area that prefer a coordinated process to accepting students into cooperative education. The HWDSB works closely with the Hamilton Wentworth Catholic District School Board (HWCDSB) in managing these community opportunities. Unfortunately, many of these workplace opportunities were not available during COVID. With the reductions in COVID restrictions early in 2022 these opportunities are restarting. Staff expects a full return of these placements for the 2022-2023 school year. A list of system cooperative education placements is listed in Appendix E.

System Cooperative Education Programs

System Cooperative education programs provide unique experiential learning opportunities for students. These programs are available to all HWDSB students. Applications for these specialized programs can be found in the Guidance office of each secondary school. Information about these programs is also available directly on the HWDSB website and other communication material.

Health Care Program – This program enables students to gain the knowledge and skills they will need to participate in related cooperative education experiences in customer support services roles at a Hamilton Health Sciences (HHS) hospital site. Examples of customer support services roles include Environment Aide and Porter. This unique experiential learning opportunity is being offered in partnership with Hamilton Health Sciences as a four-credit school-work transition program.

Building Careers from the Ground Up - This is a unique six credit, all day, full semester program that provides students with the opportunity to experience the many skills and trades available in the home building industry. Students could earn up to six credits in Senior Construction Technology through in-class and cooperative education. Also, students obtain Fall Protection Training and WHMIS Certification. Currently, students participate on construction sites in partnership with Habit for Humanity.

Militia - The Army Reserve Cooperative Education Program is an opportunity for students to gain experience in a military environment to develop self-confidence, leadership, and teamwork skills, while earning high school credits. This program runs Semester Two only, and students can earn 4 credits.

Work in Progress Program (WIPP) – Formerly the Ontario Public Service Program, the WIPP program combines cooperative education opportunities with the opportunity for students to earn an English or other compulsory credit required for graduation. The WIPP program is a key program in re-engaging students who have recently left secondary school. Students who complete the WIPP program successfully can transition to the Dual Credit programming at the Mohawk College campus to complete graduation.

ArtSMART – This system program that combines drama credits with cooperative education opportunities in production and stage design. The ArtSMART program is a partnership between the HWDSB and Theatre Ancaster and is currently located at Sir Allan McNab Secondary School. The ArtSMART program puts a on a full-scale musical performance as a component of the program.

Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program. Students have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing their secondary school diplomas.

Accelerated OYAP is an intensive one-semester program that combines a cooperative education placement with an 8-week block of Level I training at a college or union training center. An Accelerated OYAP student becomes a Registered Apprentice with the Ministry of Labour, Training and Skills Development (MLTSD). The Level I training components are also coordinated through the SCWI like Dual Credit programming. A list of Level I training programs offered is listed in Appendix D as part of the summary of Dual Credit opportunities.

The Ministry of Labour, Trade, and Skills Development provides the HWDSB with funding for a dedicated special assignment teacher for the development and promotion of the OYAP programming. This agreement also provides the HWDSB with funding to provide students with certification training (e.g., Working at Heights training) and experiential learning opportunities in the promotion of the Skilled Trades. A priority is to increase representation in the Skilled Trades for students identifying as female, Black and racialized, and Indigenous.

2021-2022 Summary

The beginning of the 2021-2022 saw a reduction in onsite training opportunities for students due to COVID restrictions. This was not unique to OYAP programming. Through SCWI, Level I programs at Mohawk College, such as welding and motive power, trades were provided with funding to continue running with lower enrollment than would normally be required. The loosening of COVID protocols has allowed more in-person opportunities to resume. There are currently 340 HWDSB students enrolled in an OYAP eligible cooperative education placement. 34 of these students are in active apprenticeship training agreements.

New for the 2021-2022 was the introduction of a Skilled Trades bursary that allowed the HWDSB to support 34 students with bursaries of \$1000 each. Students enrolled in a cooperative education placement in an OYAP

qualifying trade are eligible for this grant. These bursaries are intended for students who come from underserved communities and would benefit from the support to assist with reaching graduation.

Changes for 2022-2023

The return to in-person learning will expand the range of promotional opportunities within schools to support the Skilled Trades and OYAP. This allows industry and Labour partners to connect with students in Technological Studies classes to promote the Skilled Trades as viable and desired career opportunities. A specific example is a partnership with Local UA67 to promote welding as a trade as it is an identified need within the local economy.

Professional learning for cooperative education teachers and guidance counsellors is also planned as these staff provide critical information regarding the Skilled Trades as future careers. Promoting the Skilled Trades with students identifying as female, Black, racialized, and Indigenous is a priority in this program.

Promoting Pathways Program Opportunities

Promoting the Pathway Programs, as well as careers in the Skilled Trades is essential for robust student participation. Portions of the funding for SHSM, Dual Credits, and OYAP are devoted to promotion, with, as noted, students identifying with underrepresented or underserved communities as a key audience.

The *Destination College* program has provided experiential learning opportunities to promote the Skilled Trades and college opportunities in High Priority schools for students in Grade 7. The program focuses on System staff from the Learning Service department working with Elementary Student Success Teachers to provide these opportunities. Sessions and activities focus on promoting a range of programs available at Mohawk College, examples of sessions include Carpentry (Skilled Trades & Apprenticeship), Nursing and Personal Support Worker (Healthcare), Data Visualization (Engineering Technology), Child & Youth Program (Community Studies).

The HWDSB Transition Trailor provides Skilled Trades based experiential learning opportunities for students at their Elementary School. In addition to the exposure of the skills involved in Technological Education, pathways education material has been included in the Transition Trailor set up to increase student education regarding the Skilled Trades as a future career.

The 2021-2022 school year saw the launch of the *Take Tech* initiative. This program provides learning materials to all HWDSB Elementary schools that align with Specialist High Skills Major (SHSM) opportunities at local Secondary schools. Every HWDSB Elementary school receives materials to support activities that promote the Skilled Trades areas in the SHSM focus areas. Examples of these kits include seed and garden material for Green Industries, Mannequins and make for Hairstyling and Aesthetics, 3D printers for Technology Design, and Microbit coding and robotic kits for Computer Technology. The *Take Tech* initiative is a significant investment in Technological education at HWDSB Elementary schools. This initiative had a promotional week May 16- 20th with a variety of guest speakers from Industry providing online presentations.

OYAP and SHSM programs provide funding specific to the advertising of Skilled Trades and Experiential Learning opportunities. This funding is used to provide promotional material to schools that advertises the Skilled Trades and Graduation Pathway Programs. This funding is also used to purchase public advertising in the community to thank Industry partners.

Only one public event could be organized in the 2021-2022 school year to promote the Skilled Trades. The Motive Power Trades promotion event was held in May 2022 in partnership with the HWCDSB. It is hoped that additional events can be arranged for the 2022-2023 school year.

Future Direction for Specialized Graduation Pathway Programs

As part the HWDSB goal of *All Student Graduating*, Specialized Graduation Pathway Programs not only assist students with earning credits towards their Ontario Secondary School Diploma (OSSD) but also create connections to quality workplace and post-secondary opportunities. The Specialized Graduation Pathway Programs provide opportunities that motivate students to engage with school and pursue graduation. These programs also form a key part of programming for re-engaging students who have left school before graduation.

A future goal is to continue to better provide these opportunities for students into all HWDSB secondary schools and provide increased access to these programs for all students. For example, staff plans to offer Dual Credit opportunities in all 13 secondary schools, as well as, increasing the representation from all secondary schools in system cooperative education placements. Important work moving forward is identifying barriers to access for students for historically or currently underserved students. Using Student Census data to understand who currently accesses these programs and engaging students and their families will be part of this effort.

The return to in-person learning after COVID restrictions allows system staff and schools to arrange a greater number of experiential opportunities for students in the coming school year. The return to more in-person experiential learning opportunities should improve enrollment in some of these programs to return to pre-COVID levels.

Pathway Programs require close working relationships with many community partners. The HWDSB continues to develop relationships with the local Industry Education Council, local Industry partners, and local Labour organizations. Continuing to nurture these relationships is essential for providing students in the HWDSB a wide range of future post-graduation opportunities.

Appendix A

SHSM Programs Available Starting September 2021

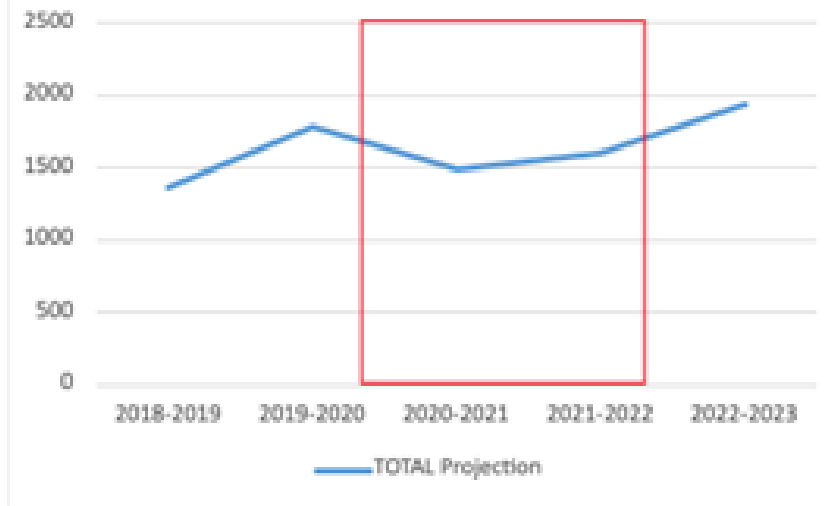
	506 - Ancaster	510- Bernie Custis	546 - Dundas Valley	532 - Glendale	550 - Henderson	552 - Orchard Park	555 - Saltfleet	564 - Sherwood	568 - Sir Allan MacNab	572- Sir Winston Churchill	586- Waterdown	588- Westdale	595- Westmount	905- NuSteel at Centre 3	Regional- Building Careers	Regional- Health Care Supports	Regional- Work In Progress Program
Arts & Culture		✓	✓	✓		✓		✓	✓			✓	✓	✓			
Aviation & Aerospace										✓							
Business			✓	✓		✓					✓						✓
Construction					✓		✓	✓			✓	✓	✓		✓		
Energy						✓											
Environment											✓		✓				
Health & Wellness		✓				✓		✓	✓	✓		✓	✓			✓	
Horticulture & Landscaping							✓										
Hospitality & Tourism	✓	✓				✓			✓	✓		✓					
Information & Communications Technology	✓				✓		✓						✓				
Justice, Community Safety & Emergency Services					✓								✓				
Manufacturing	✓		✓		✓					✓							
Non-Profit		✓		✓			✓										
Transportation			✓	✓	✓	✓		✓		✓							

Appendix B

SHSM Enrollment Information

Year	Total Enrollment	Grade 11s	Grade 12s
2020-21	1492	845	647
2021-22	1602	942	660
2022-23 (projection)	1941	1143	798

COVID Impact



* Red box is COVID protocol restrictions

Appendix C

SHSM expansion Lines 2022-2023

School	Program
Ancaster	Additional course (Information Communication Technology)
Ancaster	Cooperative Education (Manufacturing)
Ancaster	Additional course (Hospitality & Tourism)
Saltfleet	Additional course (Information Communication Technology)
Orchard Park	Additional course (Hospitality & Tourism)
Orchard Park	Cooperative Education (Transportation)
Orchard Park	Cooperative Education (Energy)
Sir Winston Churchill	Cooperative Education (Manufacturing)
Sir Winston Churchill	Cooperative Education (Transportation)
Sir Winston Churchill	Additional course (Aerospace & Aviation)
Sir Winston Churchill	Cooperative Education (Hospitality & Tourism)
Westdale	Cooperative Education (Construction)
Westdale	Cooperative Education (Information Communication Technology)
Sir Allan MacNab	Additional course (Hospitality & Tourism)
Glendale	Innovation funding (\$19 000)
Dundas Valley	Additional course (Transportation)
Dundas Valley	Cooperative Education (Manufacturing)
Nora Frances Henderson	Additional course (Information Communication Technology)
Westmount	Cooperative Education (Environment)
Westmount	Cooperative Education (Information Communication Technology)
Westmount	Cooperative Education (Construction)
Total MYP Expansion Funding (Including Innovation Funding)	\$342 000

Appendix D

Proposed Dual Credits for 2022-2023**Mohawk On-Campus Programming**

Program	Location	Course (Secondary and College)
Mohawk Bridge AM Semester 1	Fennell Campus	AM: Developmental Psychology (PSYC SS271) and Introduction to Health and Wellness (HLTH 10081)
Mohawk Bridge PM Semester 1	Fennell Campus	PM: Positive Psychology (PSYC 10028) and Introduction to Sociology (SSCI SS108)
Mohawk Bridge AM Semester 2	Fennell Campus	AM: Positive Psychology (PSYC 10028) and Introduction to Sociology (SSCI SS108)
Mohawk Bridge PM Semester 2	Fennell Campus	PM: Developmental Psychology (PSYC SS271) and Introduction to Health and Wellness (HLTH 10081)
Technology Bridge Design (Graphics)	Fennell Campus	Graphic Design Layout I GRAP 10155 and Animation GRAP 10071
Mohawk Engineering (Computer focus)	Fennell Campus	HTML & CSS (COMP CO710) + Computer Hardware & Software (ELEC 10118)
Mohawk Welding Bridge	Stoney Creek Campus	Welding I (WELD 10207) + Trade Calculations (MECH 10027)
Community Health Bridge	Fennell Campus	Introduction to Social Service Worker (HMNS 10100) + Introduction to Recreation Therapy (RECT 10001)
HWDSB School within a College (SWAC)	Fennell Campus	Sem 1: College 101 (SSCI 10075), Sem 2: Me, We, Community (CRED 10142)

HWDSB Based Programming

Program	Location	Course (Secondary and College)
Mohawk at School: BCSS (99 total) Start with 4	Bernie Custis	Grade 12 English and Essential Communications Skills (COMM 11000)
Mohawk at School: Glendale	Glendale	Grade 12 English and Essential Communications Skills (COMM 11000)
Mohawk at School: Saltfleet	Saltfleet	Grade 12 English and Essential Communications Skills (COMM 11000)
Mohawk at School: Sherwood	Sherwood	Grade 12 English and Essential Communications Skills (COMM 11000)
Mohawk at School: Sir Allan MacNab	Sir Allan MacNab	Grade 12 English and Essential Communications Skills (COMM 11000)
Mohawk Tech at School: OP	Orchard Park	Transportation Technology and Mohawk Work Practices I (MOTP 10064)
Mohawk Tech at School: Westdale	Westdale	Construction Technology and Introduction to Construction
Mohawk SHSM Technology at School: Westmount	Westmount	Construction Technology and Introduction to Construction
Mohawk SHSM Technology at School: Ancaster	Ancaster	Manufacturing Technology and Welding I (WELD 10207)
Indigenous Dual Credit: Waterdown	Waterdown	Indigenous Perspectives Secondary : INDS 10030 Indigenous perspectives College
Indigenous Dual Credit: Strengthening Hamilton Aboriginal Education (SHAE)	System Program	Learning Strategies + College 101 - Indigenous
ESL Skills in the Trades: Nora Frances Henderson	Nora Francis Henderson	Construction

Dual Credit Rescue: System	System Program	Intro to Psychology
Summer Construction	Stoney Creek	Introduction to Construction

Ontario Youth Apprenticeship Programs

Level I Apprenticeship Training Courses	
OYAP Child and Youth Worker Dual Credit Level I Mohawk	Fennell Campus
OYAP Child Development Practitioner Level I Mohawk	Fennell Campus
OYAP Automotive Service Technician Level I Mohawk	Stoney Creek Campus
OYAP Truck and Coach Level I Mohawk	Stoney Creek Campus
OYAP Carpenter Level I Mohawk	Stoney Creek Campus
Niagara Level I Hairstylist Oversight: Nora Frances Henderson	Nora Frances Henderson
Niagara Level I Hairstylist Oversight: Waterdown	Waterdown

Appendix E

List of System Community Cooperative Education Placements

(Current Enrollment with Pre-COVID Comparison)

	2021-22				2019-20 (PRE COVID)			
	Semester 1 (Quad 1 & 2)		Semester 2		Semester 1		Semester 2	
	Applied	Enrolled	Applied	Enrolled	Applied	Enrolled	Applied	Enrolled
Able Living	N/A	--	N/A	--	1	1	0	0
Art Gallery of Hamilton	1	N/A	N/A	--	5	2	0	0
Cable I4	4	N/A	5	2	7	5	5	5
City of Hamilton	N/A	--	N/A	--	6	2	10	3
Crown Attorney	N/A	--	N/A	--	6	1	6	0
Hamilton Airport	N/A	--	N/A	--	7	1	7	0
HBSPCA	N/A	--	1	N/A	13	4	3	1
Hamilton Health Sciences	15	14	18	6	28	13	30	15
Hamilton Police Services	N/A	--	N/A	--	9	0	12	1
McMaster Neuroscience	1	1	1	1	0	0	4	1
Mohawk - Applied Health Sciences	N/A	--	N/A	--	3	1	1	0
St. Joseph's Healthcare	N/A	N/A	17	3	23	7	17	7
Sheraton Hotel	N/A	--	N/A	--	1	1	1	1

Executive Summary

Topic: Partnerships Report

Context

HWDSB's Board of Trustees have approved Strategic Directions and staff have developed an Annual Plan for 2021-22. 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 grow 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:

- Review of the 2021-22 implementation of the HWDSB (Hamilton-Wentworth District School Board) Annual Plan, *Partnerships*

The Partnership priority within the Strategic Directions outlines a plan to strengthen collaboration with new and existing community partners to enhance opportunity for students. The Hamilton Foundation for Student Success is a contributing entity to the Partnership priority.

As schools operated within a global pandemic, the Communications and Community Engagement department continued to support the connection between community and schools. The traditional services within the Partnership portfolio continued while staff adapted to the changing and emerging needs of students, families, and partners.

The Board Annual Plan for the Partnership priority for the 2021-22 school year includes:

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

Target: The number of virtual partnership opportunities to support students will increase by 75 per cent.

Strategies:

1. Collect and analyze partnership data for the system and High Priority Schools.
2. Align community partners' goals with student needs in High Priority Schools.
3. Support partners in providing virtual opportunities for our students to address inequities (income disparity, mental health, racism).



HWDSB Annual Plan Report

Name of Report: Partnerships Report

Date: May 2022

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

2021-22 Annual Plan

Goal: All new and existing community partnerships will enhance opportunities for students

Target: The number of virtual partnership opportunities to support students will increase by 75 per cent

STRATEGIES:

Strategy 1: Collect and analyze partnership data for the system and High Priority Schools.

a. Needs Assessment and Partnership Evaluation Survey

The Needs Assessment and Partnership Evaluation is part of the overall Engagement Strategy. It is designed to understand the school-based needs related to partner support, as well as to evaluate the partnerships in relation to meeting these needs. This strategy will be incorporated into the 2022-23 Continuous Learning and Improvement (CLI) Roadmap.

School Administrators will complete a Needs Assessment annually starting in September 2022, followed by a Partnership Evaluation annually starting in June 2023. The Needs Assessment will ask administrators to rank their top three needs based on HWDSB Areas of Support. This data will allow for appropriate program selection by schools, as well as system level decisions regarding support. The Partnership Evaluation will require administrators to provide feedback on partners that operated at their school during the instructional day, as well as the effectiveness of those programs to support the needs outlined in September.

Understanding the needs and alignment of programming post-COVID will be crucial in providing targeted, strategic support to students. Focusing the contributions of community partners to align with school priorities maximizes the impact of work in progress or in the future. Together, the school and partner align efforts towards a common goal.

b. Tutoring

As part of the Ontario Learning Recovery Plan, the Ministry of Education has provided significant financial supports to implement additional tutoring initiatives at HWDSB. COVID-19 has had many impacts on student mental health, as well as learning development throughout the 2021-22 school year. Both in-school and after-school tutoring supports are being developed to aid in learning recovery for students. The Communications and Community Engagement team, in collaboration with various HWDSB departments, is supporting the identification of strategies to implement these initiatives, as well as effective methods to engage the community in the process.

c. **Community Mapping**

As part of an HWDSB working group, the Communications and Community Engagement Department continues to support the exploration of community mapping. As part of the removal of the Police Liaison Program in 2020, the importance of understanding program opportunities has been a focus. HWDSB continues to explore the process of community mapping to better understand services available to HWDSB students and connect these services to schools.

Strategy 2: Align community partners' goals with student needs in High Priority Schools.

a. **Grey Cup – [Our Cup, Our Community Program](#)**

In November 2021, the Communications and Community Engagement team and the Program Department launched *Our Cup, Our Community: Lessons and Stories from the CFL*. This 6-week, co-created program between [The Hamilton Tiger-Cats Football Club](#) and Hamilton-Wentworth District School Board aimed to tackle important social issues and highlight the benefits of physical literacy, while simultaneously introducing students to the unique brand of Canadian football and history of the game. The lessons were designed for students in grades 4-6 and focused on:

1. The basics of Canadian football
2. The history of the CFL and the Hamilton Tiger-Cats
3. Diversity and inclusion in sport
4. The benefits of physical activity

As part of this program, students and staff from Prince of Wales Elementary School were able to attend a launch event at Tim Horton's Field. Students played football with Chuck Ealey, CFL Grey Cup Champion, and Stripes, Hamilton Tiger-Cats mascot.

b. **Hamilton Fire Department**

HWDSB and the Hamilton Fire Department (HFD) have a longstanding relationship, which has become more involved over recent years. The Communications and Community Engagement Department, as well as the Program team, have created monthly check-ins with HFD to determine opportunities for support for both organizations. In 2021-22, HWDSB promoted and implemented a virtual Fire Safety Education Program, which was comprised of a number of initiatives throughout the year. This Fire Safety Education Program included activities for Fire Safety Week, Fire Safety Fridays, an initiative focusing on various topics related to safe interaction with fire and fire equipment, and fire safety tip sheets distributed to HWDSB. Communications and Community Engagement staff worked with Hamilton Fire Department to develop resources and educational material to support lessons for educators on each weekly topic. A social media campaign was developed to communicate the goals of program.

HWDSB and HFD are exploring opportunities to develop the partnership. In fall 2022, the organizations are looking to launch a fire drill support program, which may include HFD visits to various schools throughout the year. Lesson plans will be developed for implementation around the visit, and students would meet with the firefighters.

c. **Empowerment Squared**

Throughout the 2021-22 school year, various HWDSB departments partnered with Empowerment Squared to gather information and knowledge related to various programs the organization operates in the Hamilton community. A Partnership Agreement was created to demonstrate a commitment to collaborate and to support the relationship. This Agreement outlines the rights, responsibilities and roles of both HWDSB and Empowerment Squared, and highlights the important work being done with the community. The Communications and Community Engagement team looks forward to continuing this relationship with Empowerment Squared.

Strategy 3: Support partners in providing virtual opportunities for our students to address inequities (income disparity, mental health, racism).

a. Virtual Programming

The Partnership Opportunities Memo is used consistently to share information with school administrators. This weekly memo provides current and appropriate opportunities provided by our partners and allows school administrators the option of valued offerings for their classroom experience. From September 2021 to April 2022, there were **39** unique virtual partnership opportunities communicated via the Partnership Opportunities memo. *The 39 virtual partnership opportunities surpassed the 75 per cent increase in virtual partnerships stated in the Partnerships target.* These memos have included virtual opportunities from organizations such as Multicultural Artists in Schools and Communities, Greenpeace, Storytime Trails, and Hamilton Black History Council. These memos have received over **2400 views** on the HWDSB Staff Intranet Page.

b. Nutrition Support

Food inequality and limited access to food sources is a lived reality for a number of students. This situation was exacerbated by COVID-19. School nutrition programs provide needed support to students. HWDSB nutrition partners have continued to explore opportunities to provide students with stable access to food sources. These programs include:

- Tastebuds (support provided from March – April 2022):
 - Schools supported: 66
 - Number of Meals and Snacks Served: 959, 365
 - Ministry of Children, Community and Social Services (MCCSS) funds: \$885,222.45
- Food4Kids
 - 48 Elementary Schools - 979 students
 - 6 Secondary Schools - 110 students
 - Remote Learners – grocery gift cards sent directly to home
- Hamilton Bulldog's Foundation:
 - 12 schools
 - \$94, 238.13 in nutrition support

Staff is on target to increase the number of virtual partnership opportunities to support student by 75 per cent.

Additional Information

Focus on Youth

The COVID-19 pandemic continued to affect the Focus on Youth program for the 2021 year. FOY evolved and adjusted to changing limitations, while focusing on providing the most beneficial experience for students. The 2021 Focus on Youth (FOY) program ran from July 12 to August 27, 2021. The program provided high quality summer program opportunities for children and youth in Hamilton's high need areas by:

- a. providing employment opportunities to **60 youth** in Hamilton with an emphasis on youth who are deemed "students in risk situations" for a variety of factors;
- b. providing extensive leadership training and opportunities for youth employed within the program;
- c. strengthening structures for collaboration within HWDSB and with community partners to build capacity for students and Hamilton families in high and moderate needs school neighborhoods;
- d. providing focused health and safety training to students, related to COVID-19;

- e. opportunities to learn new, transferable skills to assist students in transitioning into COVID-19 impacted communities; and
- f. training related to privacy in a virtual setting

New Program Components:

The 2021 Focus on Youth Program was divided into two support areas: Employment and Mental Health. HWDSB was required to report on both program streams separately, while continuing to offer the traditional structure to students.

Through collaboration with Social Work Services, FOY delivered the Youth Mental Health and Addiction Champions (YMHAC) program, originally developed by the Registered Nurses' Association of Ontario with the goal of partnering with students, school staff and community stakeholders to work towards creating positive school climate interventions for schools. It is grounded in the belief that students play a critical role in helping develop positive school climate, and therefore their voice and leadership in decision-making related to school-based activities is essential to the success of the project. The FOY lead team worked closely with HWDSB's Social Work team to develop training and activities that would support students in becoming confident student leaders and advocates of Mental Health awareness and education in their school and community.

The YMHAC training was centered on the following objectives:

- a. Help raise student awareness of the mental health continuum (i.e., what is the difference between mental health and mental illness) and reduce stigma;
- b. Help students increase their confidence and develop advocacy and leadership skills;
- c. Help improve the health and well-being of children and youth through a focus on mental health promotion, acceptance of mental illness, reduction of related stigma and substance misuse prevention

Moving forward, the Focus on Youth program will continue to provide resources and supports in the area of mental health, while also aiming to:

- provide the most in-risk young people with skills, tools and resources to support their well-being;
- promote the mental, emotional, physical and spiritual well-being of youth and young people;
- encourage help-seeking behaviors and reduce stigma around mental health;
- foster relationships/mental health support within underrepresented communities; and
- increase awareness and understanding of mental health supports and other community resources

Partner Acknowledgements

Throughout the COVID-10 pandemic, many community groups and organizations have continued to provide critical support to students and schools. COVID-19 affected traditional forms of programming provided by these groups, and many worked tirelessly to adapt their initiatives to reflect current needs.

On behalf of HWDSB, the Communications and Community Engagement team will be distributing small thank you packages to several local organizations. Service departments and schools identified community groups that were supportive of their work during the pandemic. Partner acknowledgements will become an annual commitment at HWDSB, to remind community groups that they are valued and appreciated.

Hamilton Foundation for Student Success

HWDSB's Charity of Choice

At the January 31, 2022, Board Meeting, Hamilton-Wentworth District School Board (HWDSB) Trustees passed a motion to name Hamilton Foundation for Student Success (HFSS) as the Board's Charity of Choice. The approved motion, which was submitted by HWDSB Vice-Chair and HFSS Trustee Representative Becky Buck, means HWDSB will prioritize the Foundation and its mission to support HWDSB students when embarking on charitable endeavours. Hamilton charities, along with organizations on the provincial and national stage, will still be supported at both the system and school levels. HWDSB and HFSS will continue to collaborate with existing and new donors and funders that contribute to the best interest of our communities.

Student Awards

Student awards play a key role in helping students stay in school, realize their dreams and build a rewarding career. In 2020-21, HFSS worked with donors and schools to present 649 student awards valued at \$107,206. A financial award gives a student much more than money. It gives them encouragement and recognition for hard work and achievement. It is a tangible reminder for the student that others share a belief in the importance of education.

Student Support Grants

Student Support Grants were established in order to respond to emergency or extraordinary needs of HWDSB students. These requests are intended to support a student's basic personal needs, contribute to helping a student come to or stay in school, or support a student who wants to participate in a school activity where lack of funds would mean the student could not participate. In 2020-21, HFSS awarded 267 Student Support Grant applications valued at \$52,330.00. Student Support Grants are funded entirely through donations.

In October 2021 to April 2022, HFSS awarded 465 Student Support Grant applications valued at \$89,539. Student Support Grants are funded entirely through donations.