

### AGENDA: 6:00 PM

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Secondary Program Pathways](#)
5. [Partnerships](#)
6. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Sheryl Robinson Petrazzini, Director of Education

**DATE:** Monday, May 1<sup>st</sup>, 2023

**PREPARED BY:** Sue Dunlop, Associate Director, Learning Services  
Bill Torrens, Superintendent of Student Achievement, Program  
Jennifer Burleigh, System Principal, Learning Services

**RE:** Secondary Program Pathways Update

### Action

### Monitoring X

#### Background

In 2013, the HWDSB launched a [Secondary Program Strategy](#) where all HWDSB secondary schools offer students “a wide range of course and experiential learning opportunities” as well as “engaging programs and the ability to access what students need to graduate.” The strategy was 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.

The Program Division and schools have worked to implement and build on the Program Strategy over the past 10 years. As a result, HWDSB students have a wide variety of options to meet their interests and post-secondary aspirations across five pathways: apprenticeship, college, community, university, or the workplace. These programs include Cooperative Education, Dual Credits, Ontario Youth Apprenticeship Programs, Specialist High Skills Majors, and System Pathways Programs.

This report provides:

- An outline of how HWDSB provides and promotes pathways programs, including information on de-streaming.
- A review of Ministry of Education priorities regarding skilled trades and technological education.
- Information on each pathways program.

#### Pathways Programs

Pathways programs is an umbrella term to describe programs available to students regardless of their post-secondary aspirations, such as Cooperative Education (Co-Op), Dual Credits, Ontario Youth Apprenticeship Programs (OYAP), Specialist High Skills Majors (SHSM), and System Pathways Programs. All of them have an element of experiential learning or provide opportunities to participate in post-secondary learning. Please see Appendix A for detailed information on pathways programs.

Offering students a wide variety of engaging and relevant pathways programs increases the graduation rate and pathways programs benefit students in a variety of ways. Students develop transferable skills in these programs that prepare them for success in a post-secondary destination. For example, Co-Op programs enable students to

develop employment-related skills in an economic sector and transferable skills such as communication and problem-solving. Experiential learning is practical, hands-on, and relevant and therefore engages many students. OYAP may lead directly to an apprenticeship and paid employment opportunities for students. Dual Credits are a strategy to re-engage students who left school before graduation and create an opportunity to graduate and enter Mohawk College.

Data from the 2022-23 school year demonstrates the impact of pathways programs and how these programs engage students:

- 1522 students are in Co-Op placements and are projected to earn more than 3300 credits by the end of semester two.
- 486 students are enrolled in or have completed a Dual Credit program. These students are expected to earn 564 secondary school credits and 564 college credits.
- 540 students are participating in OYAP Participants in 2022-2023 with 45 students beginning their OYAP apprenticeships.
- 1987 Grade 11 and 12 students are enrolled in one of 61 SHSM programs, which is 29% of all secondary students. This exceeds Ministry of Education expectations of 25% and is an increase of from 11% in 2017-18.
- The overall SHSM completion rate is 73% for 2022-23. SHSM students in college pathway courses achieve 7% more credits and SHSM students in workplace pathway courses achieve 9% more credits than students who aren't enrolled in SHSM's.

Ministry of Education data shows that many more students graduate after participating in Dual Credits, OYAP, or SHSM programming. Also, the graduation rate for the 2016-17 cohort for students in these programs is higher than the board average of 83%.

#### Dual Credit Graduation Rate

Cohort	# Students	% Students out of Cohort Total*	4-Year Graduation Rate	5-Year Graduation Rate
2010-11	190	5.0%	60.5%	78.9%
2011-12	230	6.3%	63.0%	82.6%
2012-13	225	6.2%	64.4%	84.4%
2013-14	170	5.0%	61.8%	85.3%
2014-15	220	6.7%	65.9%	79.5%
2015-16	220	6.6%	61.4%	81.8%
2016-17	185	6.0%	62.2%	83.8%

#### OYAP Graduation Data

Cohort	# Students	% Students out of Cohort Total*	4-Year Graduation Rate	5-Year Graduation Rate
2010-11	70	1.9%	57.1%	78.6%
2011-12	200	5.5%	70.0%	85.0%
2012-13	285	7.9%	76.8%	87.5%
2013-14	260	7.7%	71.2%	86.5%
2014-15	250	7.6%	76.0%	86.0%
2015-16	280	8.4%	71.4%	83.9%
2016-17	225	7.3%	77.8%	84.4%

#### SHSM Graduation Data

Cohort	# Students	% Students out of Cohort Total*	4-Year Graduation Rate	5-Year Graduation Rate
2010-11	475	12.6%	74.7%	85.3%
2011-12	515	14.2%	78.4%	88.2%
2012-13	560	15.5%	79.3%	89.2%
2013-14	505	14.9%	79.2%	86.1%
2014-15	580	17.5%	82.8%	88.8%
2015-16	735	21.9%	77.4%	87.7%
2016-17	950	30.6%	82.5%	88.9%

### **Pathways Approach**

HWDSB has high expectations for the success of all students and high expectations of us in supporting students. That's why we encourage students to keep the widest number of post-secondary opportunities available by continuing in academic courses in grades 9 and 10. This approach is based on four strategies:

- 1) Identify and change practices that limit opportunities and stream students.
- 2) Remove barriers to access, especially for students from currently or historically underserved communities.
- 3) Create experiential learning opportunities connected to pathways in elementary school.
- 4) Create and sustain community partnerships to create opportunities for students.

It is critical that pathways programs do not encourage streaming. Instead, these programs need to provide opportunities for students to pursue their post-secondary aspirations. The Ministry of Education embarked on the de-streaming initiative to address the long-standing discriminatory practice of streaming Black, Indigenous, and racialized students, as well as students requiring special education supports and services, out of university and college pathways. 2022-23 is the second year of the de-streaming initiative with all Grade 9 courses offered as de-streamed. Academic and applied streams now begin in Grade 10 with students choosing their post-secondary pathway in Grade 9 rather than Grade 8. To leave the greatest number of post-secondary opportunities open, HWDSB encourages students to choose academic programming because it communicates high expectations and a belief in a student's potential, as well as providing a strong academic foundation, regardless of a student's eventual post-secondary destination. The Program Division has supported the implementation of de-streaming with student and parent/guardian/caregiver information sessions, professional development to teachers, enhanced staffing to support employees and students (Grade 9 Lead Teachers), and resources such as the Inclusive Classroom Practices resource.

The next phase of de-streaming focuses on practices that stream students as early as Kindergarten and begin to limit opportunities and an early age. Principals and vice-principals have engaged in anti-racism/anti-oppression learning to critically assess common practices where streaming may occur, for instance, in orientation to school events, class-building processes, and meetings to discuss student progress. New de-streamed Grade 9 English and Geography curricula to replace the academic curriculum currently in place are expected for September 2023. Program will support the roll-out of these documents with professional learning and learning resources.

We are currently working to identify and change practices that limit opportunities for students. An example of our approach to keeping all five pathways open to all students is to change the practice of having locally developed programming listed on student option sheets. Students can no longer select locally developed programming independently. Instead, schools are required to discuss with students and families whether locally developed programming is appropriate and reflects the students' and families' post-secondary goals. This process helps students and families make informed decisions about their pathway choices and the limited number of post-

secondary options available when selecting locally developed over de-streamed, academic, or applied programming.

The Program Division is committed to identifying and removing barriers to accessing pathways programs for students from currently and historically underserved communities. Central and school based SHSM teams have focused on supporting historically and currently underserved students to see themselves and find success in SHSM programming. SHSM lead teachers are learning how to create equal access and opportunities for all learners within their programs. The SHSM team is focussed on hiring certification providers and speakers with varied backgrounds and lived experiences so that all students see themselves reflected in their instructors. Another project is Techsploration, a partnership with Mohawk College. Students in grades 10-12 who identify as female and have expressed an interest in automotive engineering, technology, and skilled trades have opportunities to connect with future employers and learn more about a skilled trades career.

In addition, inclusive classroom instruction and assessment practices are crucial in creating success for students in academic programming. To engage all learners in academic courses, teachers are allowing for multiple entry points, providing tiered approaches with varied assessment opportunities and strategies, and differentiating instruction and assessment practices while using the Universal Design for Learning (UDL) for all.

Educators provide experiential learning opportunities for elementary students before they begin the course selection process in grade 8. The Tech Trailer, for instance, visits elementary schools to provide a hands-on and authentic learning opportunity related to the skilled trades. The Take Tech initiative engages elementary students in inquiry based experiential learning activities connected to the Science and Technology curriculum, which promote the 10 broad-based technological education subjects in secondary school.

Mohawk College hosts “Destination College,” an excursion to Mohawk College where Grade 7 and 8 students explore the campus and learn in the college’s labs and classrooms. The School College Work Initiative (Dual Credit) also supports a variety of elementary outreach activities including Destination College, CodeFest, and Inspiring Young Minds. Destination College is a 3-day event (May 23-25, 2023) with funding for 369 grade 7 students to attend a day at Mohawk College, Fennell Campus, to learn about college opportunities. As well, on June 1, 150 grade 7 and 8 students will attend CodeFest, an opportunity for students to focus on college pathways related to digital careers. Inspiring Young Minds is a full year program that brings Mohawk College instructors into all high priority schools to educate and promote skilled trades. The sessions are completed through a blended learning model, aligned curriculum connections, and has four touchpoints in every school. This year Inspiring Young Minds has reached approximately 400 students with experiential learning hands-on activities promoting general carpentry, electrical, industrial millwright, and mechanic for trucks and coaches.

HWDSB works closely with partners in developing and providing pathways programs. For example, Mohawk College is a key partner for Dual Credit and OYAP programs. ArcelorMittal Dofasco is another key partner in several manufacturing related programs, including robotics. School and system educators work closely with hundreds of Co-Op partners who employ HWDSB students. Habitat for Humanity and Hamilton Health Sciences partner with HWDSB to use their sites as classrooms in the Building Careers from the Ground Up and Hamilton Health Sciences programs. Another important partner is the Industry Education Council of Hamilton. It provides experiential learning opportunities for students, connects educational institutions with employers to create employment opportunities and contributes to the creation of a skilled local workforce.

#### Promotion of Pathways Programs

Promoting pathways programs in schools is a key strategy in 2023-24. This school-centered process approach will be connected to the course selection process. Educators are creating separate communications for students and

their families as they progress to grade 9 and 10, 11 and 12, and on to post-secondary. Students and their families need different information, at different stages, as students progress to graduation. Three separate, shorter, and focused documents will better support students and families. These documents will be available both on the HWDSB website and as hard copies in schools. We are working closely with the Industry Education Council to create materials that individual schools can use to promote programs like SHSM, as well as provide a list of mentors and speakers who can speak to students and families about pathways, programs, and post-secondary destinations.

The de-streaming of Grade 9 shifts promotional work traditionally done with Grade 8 students to Grade 9 because it is Grade 10 when students decide to take academic or applied programming. Information and promotional materials will be provided directly to schools so that information about pathways and programs can be shared with students and parents/guardians/caregivers at any school event, but especially at Grade 8 information nights and course selection nights. Student Services teachers (i.e., guidance counsellors) will use these materials in appointments with students as they support students.

### **Ministry of Education Priorities**

Over the past several years, the Ministry of Education has reviewed and revised both elementary and secondary curriculum documents to “modernize” the curriculum with a focus on Science, Technology, Engineering, and Mathematics (STEM), transferable skills, and skilled trades. The ministry made two significant announcements regarding pathways and skilled trades in 2022-23. Starting with the 2024-25 cohort, students must earn at least one credit from the Grade 9 or 10 courses in the Technological Education curriculum, which includes construction, transportation, manufacturing, computer technology, and communication. The ministry intends that the compulsory credit in Technological Education will “give students hands-on experience and early exposure to skilled trades and build on the learning in the recently revised elementary Science and Technology curriculum.”

The ministry also announced that it intends to have students begin apprenticeships in skilled trades as early as Grade 11. Ministry staff will consult with employers, unions, education stakeholders, trainers, parents, students, and others to develop this strategy. Part of the strategy will include revising the Prior Learning Assessment and Recognition for Mature Students (PLAR) policy to recognize up to 30 credits required to earn the Ontario Secondary School Diploma (OSSD) for individuals with a Certificate of Apprenticeship or equivalent. This will enable students to pursue an apprenticeship and earn an OSSD.

### **Next Steps for Pathways Programs**

In 2023-24, the Program Division will:

1. Establishing a steering committee to assess readiness, identify needs (staffing, equipment, resources, etc.) and plan for implementation for the new Technological Education graduation requirement.
2. Continue to support students and families to make course selection and pathways choices that leave students with the greatest possible post-secondary choices and opportunities.
3. Continue to expand pathways programs, including:
  - a. Opening a system Co-Op placement at Arcelor Mittal Dofasco so students can gain firsthand experience in future skilled trades careers.
  - b. Developing additional OYAP Level 1 and Dual Credit opportunities based on student voice, pathways opportunities and labour market need.
  - c. Increasing Science, Technology, Engineering and Mathematics (STEM) and robotics opportunities (Lego Robotics, First Robotics, Take Tech, etc.).
  - d. Participating in the Mohawk in Motion and Future Forward projects sponsored by OVIN (Ontario Vehicle Innovation Network) for 500 students in grades 5-9 to build skills and awareness of skilled trades (welding, machinery, electrical workshops).

---



## **Appendix A: Program Details**

### **Cooperative Education**

Currently, 1522 HWDSB students are in Co-Op placements. Cooperative Education (Co-Op) programs have existed in secondary schools for many years as an experiential learning opportunity. Co-Op increases 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 Co-Op credits that can be achieved. Cooperative education also provides students valuable opportunities to gain work experience while completing their secondary school education.

In the 2022-2023 school year, the implementation of MTEL (Management Tool Experiential Learning) software was initiated to provide detailed management of forms, documents, housing of employers and as required by Ontario Curriculum. The Ministry of Education has provided funding for 21 students to receive \$1000 bursaries to participate in cooperative education towards graduation. These bursaries are intended for students who come from underserved communities and who would benefit from financial support to graduate.

### **School Cooperative Education**

Every HWDSB secondary school offers cooperative education opportunities. School- based cooperative education teachers help students find work placements within the local community.

### **System Co-Op Placements**

Students in all HWDSB secondary schools also have access to Co-Op placements coordinated by the Program Division in collaboration with the Hamilton Wentworth Catholic District School Board (HWCDSB). These placements are often with larger employers in greater Hamilton that prefer a coordinated process to accepting students into cooperative education. While many of these workplace opportunities were not available during COVID, these opportunities are become available again. Staff expects a full return of these placements for the 2023-2024 school year.

### **List of System Community Cooperative Education Placements**

2022-23				
	Semester 1		Semester 2	
	Applied	Enrolled	Applied	Enrolled
<b>Able Living</b>	N/A	--	N/A	--
<b>Art Gallery of Hamilton</b>	7	1	4	1
<b>Cable I4</b>	14	3	3	2
<b>City of Hamilton</b>	21	5	6	4
<b>Crown Attorney</b>	3	0	3	2
<b>Hamilton Airport</b>	1	0	1	N/A
<b>HBSPCA</b>	4	1	1	0
<b>Hamilton Health Sciences</b>	31	9	19	8
<b>Idelwyld Manor</b>	N/A	--	2	1
<b>McMaster Engineering Physics</b>	N/A	--	2	0
<b>Mohawk - Applied</b>	N/A	--	6	1

<b>Health Sciences</b>				
<b>St. Joseph's Healthcare</b>	41	6	17	4
<b>Sheraton Hotel</b>	N/A	--	N/A	--
<b>ArcelorMittal Dofasco</b>	Pending Fall 2023-24 Central Placement			

### **Dual Credit Programs**

486 HWDSB students are participating in a Dual Credit program in 2022-23. These students are expected to earn 564 secondary school credits and 564 college credits. Dual Credit programs allow secondary students to simultaneously earn high school credits towards their Ontario Secondary School Diploma and college credits from a recognized college. Dual Credit programs are coordinated through a partnership of local school boards, colleges, and local Industry Education Councils. This partnership and funding agreement is organized by the School College Work Initiative (SCWI).

Dual Credit programs focus on increasing the number of students achieving the Ontario Secondary School Diploma while also supporting students with the seamless transition to post-secondary. Dual Credits serve grade 11 and 12 students who face significant challenges in completing the requirements for graduation, students that are disengaged, students not meeting their full academic potential and students that are ready for a college experience. Dual Credit programs currently run at Mohawk College Fennell campus, Stoney Creek campus, Aviation campus and in secondary schools. There are also some select online Dual Credit opportunities for students.

In 2022-2023, Dual Credit programs expanded across HWDSB. Every secondary school was able to run a team-taught Dual Credit within their school. At Mohawk College, multiple programs were added, including a two-credit program for students learning English (ESL Bridge) and a two-credit Aviation Dual Credit as part of Sir Winston Churchill Aerospace and Aviation SHSM. Two adult dual credit classes were added as well. Summer school opportunities will be expanded to Dual Credit Construction and Dual Credit Photography in 2023-24. Hairstylist Level I Oversight has been running at Nora Frances Henderson in semester 2. Students successful in this two-credit package (plus two credit co-op) will be certified as having completed their OYAP Level I through Niagara College.

### **Dual Credit Programs for 2023-2024**

#### **Mohawk College On-Campus Dual Credits**

<b>Program</b>	<b>Location</b>	<b>Course (Secondary and College)</b>
<b>Mohawk Bridge AM Semester 1</b>	Fennell Campus	Developmental Psychology (PSYC SS271) and Introduction to Health and Wellness (HLTH 10081)
<b>Mohawk Bridge PM Semester 1</b>	Fennell Campus	Positive Psychology (PSYC 10028) and Movies, Identity and Culture (LITR 10001)
<b>Graphic Design PM Semester 1</b>	Fennell Campus	Graphic Design Layout I (GRAP 10155) and Animation (GRAP 10071)
<b>ESL (English as a Second Language) Bridge AM Semester 1</b>	Fennell Campus	College 101 (course code) and the Canadian Job Market (ESL COMM 10373)
<b>Mohawk Bridge AM Semester 2</b>	Fennell Campus	Positive Psychology (PSYC 10028) and Movies, Identity and Culture (LITR 10001)
<b>Mohawk Bridge PM</b>	Fennell	PM: Developmental Psychology (PSYC SS271) and Introduction to Health

<b>Semester 2</b>	Campus	and Wellness (HLTH 10081)
<b>Computer Engineering Tech Semester 2</b>	Fennell Campus	HTML & CSS (COMP CO710) and Computer Hardware & Software (ELEC 10118)
<b>Welding Semester 2</b>	Stoney Creek Campus	Welding I (WELD 10207) and Trade Calculations (MECH 10027)
<b>Community Health Semester 2</b>	Fennell Campus	Introduction to Social Service Worker (HMNS 10100) and Introduction to Recreation Therapy (RECT 10001)
<b>Aviation Semester 2</b>	Aviation Campus	Aircraft Engines (AMEM 10057) + Materials and Composites (AMEM 10010)
<b>HWDSB School within a College (SWAC) Semester 1 and 2</b>	Fennell Campus	Sem 1: College 101 (SSCI 10075), Sem 2: Me, We, Community (CRED 10142)
<b>Summer Construction</b>	Stoney Creek Campus	Introduction to Construction (BLDG 10016)

### HWDSB Based Dual Credits

<b>Program</b>	<b>Location</b>	<b>Course (Secondary and College)</b>
<b>Mohawk College at School: Glendale Semester 1</b>	Glendale	Grade 12 English and Essential Communications Skills (COMM 11000)
<b>Mohawk College Tech at School: OP Semester 1</b>	Orchard Park	Grade 11/12 Transportation Technology and Internal Combustion Engines (MOTP 10036)
<b>Mohawk College at School: Saltfleet Semester 1</b>	Saltfleet	Grade 12 English (ENG4C) and Essential Communications Skills (COMM 11000)
<b>Indigenous Dual Credit: Strengthening Hamilton Aboriginal Education (SHAE) Semester 1</b>	System Program	First Nations, Metis, and Inuit Perspectives (INDS 10030)
<b>Mohawk College Tech at School: Westmount Semester 1</b>	Westdale	Construction Technology and Introduction to Construction (BLDG 10016)
<b>Mohawk College SHSM Technology at School: Westdale Semester 1</b>	Westmount	Construction Technology and Introduction to Construction (BLDG 10016)
<b>Mohawk College SHSM Technology at School: Ancaster Semester 2</b>	Ancaster	Manufacturing Technology and Welding I (WELD 10207)
<b>Mohawk College at School: Bernie Custis Semester 2</b>	Bernie Custis	Grade 12 English (ENG4C) and Essential Communications Skills (COMM 11000)
<b>ELLs (English Language Learners) in the Trades: Nora Frances Henderson Semester 2</b>	Nora Frances Henderson	Grade 11/12 Construction Technology and Introduction to Construction (BLDG 10016)
<b>Mohawk College at School: Sir Allan MacNab</b>	Sir Allan MacNab	Grade 12 English (ENG4C) and Essential Communications Skills (COMM 11000)

<b>Semester 2</b>		
<b>Indigenous Dual Credit: Waterdown Semester 2</b>	Waterdown	Grade 11 and 12 Indigenous Studies (NDA3M/NDW4M) Indigenous Wholistic Practices (INDS 10034)

### Online Dual Credits

Program	Location	Course (Secondary and College)
<b>Dual Credit Catch Up</b>	Online	Society, Technology and Social Issues (SSCISS299)
<b>Adult Dual Credit</b>	Online	Introduction to Social Service Worker (HMNS 10100) Developmental Psychology (PSYC SS271)

### Ontario Youth Apprenticeship Program

In 2022-23, 540 students are participating in OYAP with 45 students beginning their OYAP apprenticeships. The Ontario Youth Apprenticeship Program (OYAP) is a cooperative education experience in an apprenticeship trade work placement. OYAP participants in Grade 11 or Grade 12 learn skilled trade competencies and earn high school credits. Students may become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing their secondary school diplomas.

Accelerated OYAP Level I programs allow OYAP apprentices in cooperative education placements to attend Level I Apprenticeship training at a college or union training center. OYAP Level I programs are approved and funded by the Ministry of Labour, Immigration, Training and Skills Development (MLITSD), and offer Dual Credit program support through the School College Work Initiative (SCWI).

The Ministry of Labour, Immigration, Training, and Skills Development provides HWDSB with funding for a dedicated special assignment teacher to develop and promote OYAP programming. This agreement also provides the Board with funding to provide students with certification training (e.g., Working at Heights training) and experiential learning opportunities in the promotion of Skilled Trades. It's a priority to remove barriers and increase representation in the skilled trades for students identifying as female, Black, racialized and Indigenous.

### **Ontario Youth Apprenticeship Program (OYAP) Accelerated Level I Programs**

Program	Location
<b>Construction Craft Worker (Level I)</b>	LiUNA (Laborers International Union of North America) Training Centre (Grimsby)
<b>General Carpenter (Level I)</b>	Mohawk College, Stoney Creek Campus
<b>Automotive Service Technician (Level I)</b>	Mohawk College, Fennell Campus
<b>Truck and Coach Technician (Level I)</b>	Mohawk College, Stoney Creek Campus
<b>Welder (Level I)</b>	Training Delivery Agent to be determined
<b>Plumber (Level I) (pending approval)</b>	Mohawk College, Stoney Creek Campus
<b>Electrician (Level I) (pending approval)</b>	Mohawk College, Stoney Creek Campus
<b>Hairstylist Level I Oversight</b>	Nora Frances Henderson, Waterdown (tentative)

### 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 Program Offerings

	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			✓	✓	✓	✓		✓	✓	✓							

\* FSL Additional Focus Programs

**Student Enrollment 2022-2023**

School	Sector	Total Grade 11 SHSM Students	Total Grade 12 SHSM Students	22-23 Total
Ancaster	Hospitality & Tourism	8	2	10
Ancaster	Information & Communications Technology	12	0	12
Ancaster	Manufacturing	9	7	16
Ancaster	Arts & Culture	24	6	30
Ancaster	Health & Wellness	25	2	27
Bernie Custis	Arts & Culture	10	15	25
Bernie Custis	Health & Wellness	20	20	40
Bernie Custis	Hospitality & Tourism	10	10	20
Bernie Custis	Non-Profit	15	12	27
Churchill	Aviation & Aerospace	5	5	10
Churchill	Health & Wellness	10	10	20
Churchill	Hospitality & Tourism	10	7	17
Churchill	Manufacturing	12	12	24
Churchill	Transportation	12	12	24
Dundas Valley	Arts & Culture	25	16	41
Dundas Valley	Business	41	11	52
Dundas Valley	Transportation	12	8	20
Dundas Valley	Manufacturing	15	12	27
Glendale	Business	19	10	29
Glendale	Arts & Culture	61	65	126
Glendale	Non-Profit	12	8	20
Glendale	Transportation	25	16	41
Henderson	Construction	14	6	20
Henderson	Information & Communications Technology	14	4	18
Henderson	Justice, Community Safety & Emergency Services	12	12	24
Henderson	Manufacturing	14	6	20
Henderson	Transportation	8	7	15
Henderson	Hospitality & Tourism	25	2	27
MacNab	Arts & Culture	45	15	60
MacNab	Health & Wellness	25	20	45
MacNab	Hospitality & Tourism	15	10	25
NuSteel	Arts & Culture	9	3	12
Orchard Park	Transportation	10	5	15
Orchard Park	Energy	10	5	15
Orchard Park	Hospitality & Tourism	10	10	20
Orchard Park	Business	10	11	21
Orchard Park	Arts & Culture	15	18	33
Orchard Park	Health & Wellness	25	27	52
Saltfleet	Information & Communications Technology	20	21	41
Saltfleet	Horticulture & Landscaping	10	16	26
Saltfleet	Construction	14	22	36

Saltfleet	Non-Profit	8	14	22
Sherwood	Arts & Culture	30	24	54
Sherwood	Construction	31	30	61
Sherwood	Health & Wellness	44	39	83
Sherwood	Transportation	24	15	39
Sherwood	Non-Profit	25	0	25
Waterdown	Business	28	6	34
Waterdown	Construction	21	21	42
Waterdown	Environment	20	6	26
Waterdown	Non-Profit	25	2	27
Westdale	Arts & Culture	35	24	59
Westdale	Construction	24	20	44
Westdale	Hospitality & Tourism	0	0	0
Westdale	Health & Wellness	30	20	50
Westdale	ICT	25	0	25
Westmount	Health & Wellness	10	16	26
Westmount	Arts & Culture	27	14	41
Westmount	Environment	14	7	21
Westmount	Construction	19	10	29
Westmount	Information & Communications Technology	25	20	45
Westmount	Justice, Community Safety & Emergency Services	31	20	51
		<b>1193</b>	<b>794</b>	<b>1987</b>

SHSM programs are Tier Three programs with defined attendance boundaries so students can attend programming in neighbouring schools if it is not provided in their home school. Transportation is provided in accordance with the Board's [Transportation Policy](#)

### **Multi-Year Expansion Plan**

The Specialist High Skills Major (SHSM) program helps prepare students for the jobs of tomorrow and increases awareness of and exposure to technology, skilled trades, and apprenticeship pathways for students, families, and educators across the province. Of the 19 SHSM sectors, thirteen have been identified by the Ministry of Education to have a technological education and skilled trades focus. Identified sectors include **agriculture, aviation and aerospace, construction, energy, environment**, food processing, forestry, **horticulture and landscaping, hospitality and tourism, information and communications technology, manufacturing**, mining, and **transportation** (bolded sectors currently offered in HWDSB).

### **System Pathways 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 Student Services office of each secondary school. Information about these programs is also available directly on the HWDSB website and other communication material.

Health Care Program – Students gain 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. There were eight students in the program in semester one and currently there are ten in semester two.

Building Careers from the Ground Up - This unique six-credit, all day, full semester program 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. Students also obtain Fall Protection Training and WHMIS Certification. Currently, students participate on construction sites in partnership with Habitat for Humanity. There were 20 students in semester one and currently there are 18 in semester two.

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 re-engages students who have recently left secondary school. Students who complete the WIPP program can move to the Dual Credit programming at the Mohawk College campus to complete the courses needed for graduation. There were 19 students in semester one and currently there are 20 students in semester two.

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 at Sir Allan McNab Secondary School. The ArtSMART program puts a on a full-scale musical performance as a component of the program. There are currently 23 students in the program.

#### Early College Graduation Program (ECGP)

The Early College Graduation Program (ECGP) involves a partnership between HWDSB, Mohawk College and ArcelorMittal Dofasco. Students in this program can achieve Mohawk College's Advanced Manufacturing Operations college certificate while earning their Ontario Secondary School Diploma (OSSD). Students enter the program in Grade 9. The program is housed at Sir Winston Churchill Secondary School with a Grade 9 and a Grade 10 cohort. There were 15 students in the program in semester one and there are 11 students in semester two.

This year, the Grade 9 cohort has focused on earning their first college credit, Trade Calculations (a tech focused college Math course). The Grade 10 cohort is completing a college AutoCAD course. As well, both cohorts have started industry standard Manufacturing Skills Standards Council (MSSC) training. Beyond earning college credits, Grade 9 students engage in multiple college visits at both Stoney Creek and Fennell campus. Starting next year, Grade 10 ECGP students will be visiting varied workplaces, including Manna, Adventec and ArcelorMittal Dofasco. As students enter Grade 11, they will be enrolled in the Manufacturing SHSM. Grade 11 students will focus on workplace and SHSM certifications, and some credits will be delivered at Mohawk College, Fennell Campus. The future Grade 12 cohort (2024-2025) will engage in employer driven projects and a cooperative education placement related to Advanced Manufacturing. Students graduating with this certificate will be well prepared for the workplace, for additional training through Mohawk College, or to enter an exciting pre-apprenticeship or apprenticeship pathway.





# HWDSB Annual Plan Report

**Name of Report:** Partnerships Report

**Date:** May 2023

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

## 2022-23 Annual Plan

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

### ***Engage HWDSB***

Hamilton-Wentworth District School Board (HWDSB) launched a new and interactive platform to deliver on its commitment to community participation, collaboration and involvement in support of student success and well-being.

*Engage HWDSB* is an online space where students, families, staff and communities can learn more about work at HWDSB, share their voice, and follow projects as they happen.

Visitors to [www.engagehwsb.ca](http://www.engagehwsb.ca) will see an expanding list of projects, policy consultations and initiatives.

**Successes:** Launched in the fall 2022, *Engage HWDSB* has approximately 300 registered participants and 6,000 visitors to the site. There have been 16 projects to date. Staff now have a repository for HWDSB projects, which promotes transparency and accountability by making visible our plans, progress and outcomes in one place where HWDSB communities can return to look up past projects and see new ones.

**Challenges:** During the initial start of the platform, some members of HWDSB communities were concerned about the registration process. The registration process optimizes the quality of the data within the platform because it is directly associated with active members of HWDSB communities. Survey platforms that have been open to the public and shared over social media have led to Artificial Intelligence, Internet Bots, or unaccountable individuals impacting the integrity of the data. Staff must remove this feedback in the final analysis of the research.

Participation support: To date, the registration process is streamlined and simplified to five easy steps:

1. Choose a username, email and password
2. Confirm if you are a student, staff member, parent or guardian, or community member
3. Confirm your community by including the first three characters of your postal code
4. Click I Agree (if you do!). Then Click Register.
5. Enter the code sent to your email. Engage!

Also, as a state of transition, surveys will continue to be posted through *Engage HWDSB* that do not require registration. At the same time, there will be additional opportunities to be used through the platform's variety of engagement activities/tools to foster registration. Staff will continue to monitor the growth of the platform and set targets for registration over time.

### **STRATEGIES:**

**Strategy 1:** Continue to develop pathways to engage with our community in the delivery of unique experiences to students.

### a. Community-Based Programs and Presentations

As part of the Community Engagement framework, the Communications and Community Engagement Department is exploring ways to streamline the connection between community opportunities and schools. In collaboration with various HWDSB departments, a framework is being completed which will outline a process for community groups to provide program/presentation information, allowing schools to select relevant and impactful opportunities for their students.

An online platform is being developed to support information gathering from the community. To complement this system, staff will have access to an internal database in which this information will be housed. Decision-making tools are being provided by Equity, Indigenous Education and Mental-Health and Well-being teams.

### b. Focus on Youth

Hamilton-Wentworth District School Board's Focus on Youth (FOY) program ran from July 11 to August 26, 2022. Student employees participated in paid orientation and training week from July 11-15, 2022. Student employees were placed within three employment placement streams from July 18 to August 26, 2022.

The objective of the 2022 Focus on Youth program was to provide high quality, safe and supportive summer program opportunities for Hamilton's youth who may identify as underrepresented and underserved by:

- providing employment opportunities to **70 youth** in Hamilton with an emphasis on youth who are students in-risk situations for a variety of factors;
- providing extensive and on-going leadership training and opportunities for youth employed within the program;
- 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; and
- providing opportunities to learn new, transferable skills to aid students in transitioning into COVID-19 affected communities.

#### Program Stream Offerings:

##### 1) **Community Agency**

Students were placed within a community organization to support organizational programming, administration, and development. Partnerships cultivated for the 2022 Focus on Youth programming year aimed to implement programming that encouraged student achievements while also creating spaces for children to attend summer programming. Students within this program stream worked with community agencies such as Hamilton Conservatory for the Arts, Globe FC (Football Club), YWCA, Green Venture, and BGC Hamilton-Halton.

##### 2) **HWDSB Learning Camps**

Students in this stream were placed with HWDSB Learning Camps, supporting educators in Camp Power and ELL Camps. Many students from this program stream expressed an interest in pursuing a career in education in post-secondary school and offers an exciting opportunity to work with teacher educators and learn how to build curriculum-focused programming.

##### 3) **Community Connectedness**

This multi-faceted was focused on supporting the Hamilton community throughout the summer by exploring ways to reduce social isolation among seniors, horticulture experiences and community clean-ups. The Community Connectedness stream was divided into two cohorts at the beginning of the program. Twelve students were placed in Camp Kidaca for the entirety of the program and worked in person at these camps. The second cohort of Focus on Youth students participated in a variety of community initiatives such as work with Victory Gardens, McQuesten Urban Farms, Sackville Senior Centre, Team-Up to Clean-Up, and creating Little Libraries.

We are excited to announce that planning has begun for the 2023 Focus on Youth program.

### c. Youth Serving Agencies Network (YSAN)

The [Youth-Serving Agencies Network](#) (YSAN) of the Greater Hamilton Area is a strategic collaboration of community agencies promoting positive youth development for youth aged 12-29 in Hamilton. Since 1998, YSAN's collaborative efforts have aimed to reduce barriers youth face in accessing programming and services by making efficient use of resources and limiting duplication of those programs and services.

YSAN works collectively to build agencies' capacity to support the positive development of healthy, helpful, and hopeful youth, while promoting and celebrating youth opportunities in the city. Focus is placed on maximizing available resources to ensure an equitable and accessible community for youth.

HWDSB is an active member of the YSAN committee, through representation from the Community Engagement department. Other organizations on this committee include: *Arts for All, Afro-Canadian Caribbean Association, Big Brothers Big Sisters of Halton and Hamilton, BGC Hamilton-Halton, Canadian Mental Health Association, Catholic Youth Organization, Centre de Sante Communautaire, City of Hamilton, Compass Community Health Pathways to Education, Eva Rothwell Centre, FAB Foundation, Flamborough Connects, Gem Mentorship for Girls, Good Shepherd, Green Venture, Hamilton Arts Council, Hamilton Children's Aid Society, Hamilton Public Library, Hamilton Regional Indian Centre, Hamilton Urban Core Community Health Centre, HWCDSB, Healthy Youth Network, John Howard Society of Hamilton and Burlington Area, Living Rock Ministries, Routes Youth Centre, Royal Botanical Gardens, Rygiel, The Net Youth Engagement Program, Welcome Inn, Wesley Urban Ministries, Youth mental Health March Canada, YMCA of Hamilton/Burlington/Brantford, and YWCA of Hamilton.*

**Strategy 2: Explore school-community connections to remove barriers, making it more accessible for students and families to access community services and support.**

#### 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 community support, as well as to evaluate community programming in relation to meeting these needs. Focusing on the contributions of community to align with school priorities maximizes the impact of work in progress or in the future. Together, the school and community align efforts towards a common goal. This strategy is incorporated into the 2022-23 Continuous Learning and Improvement (CLI) process.

The Needs Assessment asks administrators to rank their top three needs based on HWDSB priorities. This information allows for appropriate program selection by schools, as well as system-level decisions regarding support. The Partnership Evaluation requires administrators to provide feedback on external individuals/organizations that operated at their school during the instructional day, as well as the effectiveness of those programs to support the needs outlined in September. These surveys will take place annually in September and June.

The 2022 Needs Assessment was completed by 97 schools. Schools are currently completing the Partnership Evaluation. To date, 41 responses have been submitted for the Partnership Evaluation Survey. This information shows the areas of connection for schools and community and allows for targeted collaboration moving forward. Areas of Support, as listed in order of greatest need by administrators who completed the survey are:

- Mental Health and Well-Being
- Equity and Inclusion (Anti-Oppression, Anti-Colonialism, Anti-Racism)
- Literacy and/or Numeracy
- STEAM/STEM
- Safe Schools
- Nutrition
- Arts and Culture
- Mentoring
- Sports and Recreation
- Curriculum (e.g., History, Environment)

## **b. Coffee in the Community**

As part of the Engagement Strategy, community-based onboarding and transitions has been identified as an area for advancement. The Communications and Engagement Department is exploring the development of a framework to support this process, understanding the value of community learning for HWDSB leaders.

The Communications and Community Engagement Department have created a structure to support the onboarding of Director of Education, Sheryl Robinson Petrazzini. “Coffee in the Community” focuses on community learning and relationship building as part of the onboarding process. Allowing the Director to meet community members within organizations and programs across the city fosters trust and emphasis on the importance of the work being done in these neighbourhoods.

On September 6, 2022 the Director of Education, Manager of Communications and Community Engagement, and Engagement Officer completed the first “Coffee in the Community” Tour. As part of the tour, the group visited Food4Kids, a not-for-profit organization that provides healthy food for students with limited or no access to food on weekends or during the summer months. The group was able to explore the new warehouse used to sort food bags, as well as understand the delivery process to over 55 HWDSB schools. Orchard Park was the next location, where the Director was able to see program space and meet with administrators. Lastly, Eastdale provided a meaningful tour of their school building and discussed exciting initiatives involving their students.

On December 2, 2022, staff conducted its second “Coffee in the Community” where the Director visited several locations in the downtown core of Hamilton. The Director of Education, Manager of Communications and Community Engagement, and Engagement Officer met with the City of Hamilton Children’s and Community Services department to discuss collaboration opportunities between the organizations. Wesley Urban Ministry’s Youth Outreach Workers then took the group to visit NuSteel, an HWDSB alternative education program run in partnership with Centre[3]. Centre[3] is an artist-run center located on James Street North dedicated to supporting artists and the broader community through the arts. The NuSteel program celebrates different ways of learning through collaboration and personal programming, focusing on the arts and creative thinking. The last stop was Living Rock Ministries, a youth resource center aimed to be a safe place of community and support for underrepresented and underserved youth. Living Rock has provided programs that engage, encourage and equip youth towards their personal development goals for 36 years in Hamilton. The programs and services offered provide a continuum of care for youth and their children, while offering opportunities for personal development, life-skills and employment training 7 days a week. Thank you to all of the organizations that shared their space and their stories.

Two more community tours have been organized on May 5 and June 21. On May 5, an exciting opportunity is planned with the Director to visit James North Baptist Church, which provides important support in the North End. The tour will then visit Pathways to Education, a program supporting secondary students to graduate and find success in life after high school. Pathways Hamilton serves students in the North End of Hamilton. While visiting Pathways to Education at Compass Community Health, the Director will be participating in the Cooking with Compass Program (CWC). CWC is an 8-week experiential learning program in partnership between Compass Community Health, Hamilton Public Health Services, and grades 3-5 students at Bennetto and St. Lawrence schools. This cooking and gardening program takes place during classroom time, once a week, for 8 weeks, and teaches students social and emotional skills through offering interactive curriculum-linked programming. The group will then visit Bayfront Park, which will be led by the City of Hamilton Youth Engagers.

## **c. Hamilton Public Library**

HWDSB and Hamilton Public Library (HPS) have a long-standing relationship, comprised of several school-based programs and connections. Local branches often have relationships with neighbourhood schools, fostered by the educators and administrators at the school-level. Connections can include support of school-based events, promotion of library resources and summer programming, and school tours of libraries. At the system-level, HWDSB students can access HPL children’s and young adult e-book and e-audio collections via the Sora app, as well as through the TumbleBooks eResource.

The Communications and Community Engagement department, in collaboration with the Program, IIT and Privacy Departments, is exploring ways in which to expand and enhance this relationship. One area of opportunity is the system-wide registration and distribution of public library cards for all HWDSB students. The working group is exploring a barrier-free process to distribute library cards to HWDSB students, connecting youth and their families to a wide range of collections, resources, spaces, and supports. HWDSB and Hamilton Public Library are excited to partner on this initiative and look forward to future opportunities to work together.

***Strategy 3: Review, strengthen, and streamline volunteer procedures to support parent and community involvement in opportunities and educational programming for students.***

At the start of the school year, Communications and Community Engagement reflected on HWDSB's Pandemic Recovery Plan. The third commitment states that HWDSB will engage in recovery and co-construction of new practices and processes that reflect the post-pandemic community and learning environments. At the time, the Volunteer Policy was scheduled for review. Volunteerism in HWDSB is an area that required support as parents, guardians, and caregivers had not fully engaged in the return to volunteerism due to the pandemic. Prior to the pandemic, volunteer resources had not been updated since 2016. Volunteering at HWDSB was also identified as an area to be reviewed in the Strategic Communications and Engagement Plan.

In the fall, 2022, HWDSB's Engagement Officer and Manager of Communications and Community Engagement held a session during a Parent Involvement Committee to hear from members about their experience with volunteering at HWDSB.

Concerns were raised about the slow start that some experienced in being welcomed back into schools. Some expressed the barrier that existed with the police reference check and potential vulnerable sector screening. Also, there was discussion about how schools are inconsistent in administering volunteer training.

The Volunteer Policy is scheduled for review in the 2023-24 school year. As a result of that process, resources and manuals for example will be renewed to support changes. An effort to engage in orientation and on-boarding will also be a focus. In addition, through the Parent Involvement Committee, staff look forward to returning to a recognition program for volunteers. Profiling Excellence for Volunteers program was paused during the pandemic.

There are great examples of volunteers in our schools as demonstrated in nutrition support and the Robotics program at Orchard Park Secondary School:

### **Nutrition Support**

Food inequality and limited access to food sources is a lived reality for some HWDSB students and families. School nutrition programs are critical to provide needed support to students, and often present stable sources of food security. Volunteers are essential to operating several of these programs. Without volunteer champions, many nutrition programs at HWDSB would be unable to run.

These programs include:

- Tastebuds (September – March 2023):
  - Schools supported: 70
  - Students supported/day: 21,200
  - Number of Meals and Snacks Served: 1,326,391
  - Total funding support: \$1,441,278
  - 178 volunteers
- Food4Kids
  - 50 Elementary Schools - 964 students
    - 884 bags, 80 grocery cards
  - 6 Secondary Schools - 162 students
    - 137 bags, 25 grocery cards
  - Over 50 volunteers
- Hamilton Bulldog's Foundation:
  - 13 schools
  - \$102,062.50 in nutrition support

## Orchard Park Robotics

Orchard Park Robotics is a FIRST team (For Inspiration and Recognition of Science and Technology). Each year, TEAM 2056 must design, program, and build a robot that is able to perform key critical aspects of an entirely new game. The students and robots then compete against 5,000 teams from around the world.

TEAM 2056 is currently the top-ranked team in the world by its ability to score points. Its longstanding success can be attributed to a strong volunteer base, with many being former student team members. These mentors have been pivotal to many recent top finishes at the provincial, national, and international levels. The valuable knowledge passed down by mentors helps current students continue the Orchard Park Robotics dynasty. Thank you to the volunteers of Team 2056.

## Looking Ahead

### Strategic Planning 2023

HWDSB Trustees celebrated the start of a new path forward with the announcement of the 2023 multi-year strategic planning process to identify future values, priorities, and goals. HWDSB communities will be invited to give their input into what students will need to improve their well-being, learning, and overall success in the years ahead. Once the feedback is collected, the Board of Trustees will review the themes and approve a new multi-year strategic plan.

The Communication and Community Engagement team is pleased to support the multi-phase approach to engagement, which includes:

1. **Generate (March – June):** Encourage public participation to engage in the consultation.
2. **Validate (July – August):** Trustees review and define themes and approve values, priorities and goals, ready to share for the start of the new school year.
3. **Elevate (September – November):** Youth engagement activities will be used to execute the identified priorities and inform staff and school teams about the strategic actions.
4. **Celebrate (December – January):** Board Annual Plan will be launched (in alignment with the School Annual Plan) and celebrated within the new strategic directions.

### Partner Acknowledgements

HWDSB is fortunate to have support from several community members and groups throughout Hamilton. These groups work tirelessly to support students by providing unique experiences, complimenting their educational journeys. The efforts made by community are evident in the relationships with schools, and the ongoing commitment to collaboration.

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 will identify community groups that were supportive of their work during throughout the school year. These community acknowledgements are now an annual commitment at HWDSB, to remind partners that they are valued and appreciated.

### Grey Cup 2023

Hamilton-Wentworth District School Board is pleased to announce a collaboration with [The Hamilton Tiger-Cats Football Club](#) for Grey Cup 2023. The Grey Cup, taking place on November 19, 2023, is Canada's largest annual sporting event, bringing Canadians from coast to coast together to celebrate Canada, football, and community. The Grey Cup Festival, November 15 – 18, 2023, will consist of over 50 events including concerts, showcase of organizations, galas and award shows on James Street in Hamilton.

HWDSB will work with the Hamilton Tiger-Cats to provide unique experiences for students during the Festival, as well as programming opportunities within the classroom. Similar to the 2021 Grey Cup, HWDSB and the Hamilton Tiger-Cats will co-create a program grounded in curriculum learning. Both organizations are exploring opportunities for school and player visits, volunteer experiences, and much more. HWDSB is excited to welcome the 110<sup>th</sup> Grey Cup to Hamilton!