



Program

Date Approved: 2014

Projected Review Date: 2018

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to ensure that all students, from Kindergarten to Grade 12, have equitable access to programs offered in our schools to promote student engagement and to improve student learning. HWDSB supports programs that are aligned to the Ontario Curriculum and approved by the Ministry of Education.

GUIDING PRINCIPLES:

All programs must:

- Endeavour to provide equity of access and opportunity for all students by providing engaging programs that meet student needs, interest and pathways;
- Engage staff in providing programs that align to their skills, interests and professional learning.
- Adhere to the highest standards of programming excellence expected by the Board, the Ministry of Education, the students, the parents and the community;
- Align with the Board's Vision, Mission and Values;
- Conform to The Education Act, Board policies, collective agreements and an implementation plan;

INTENDED OUTCOMES:

The implementation of this policy will result in:

- Fair and equitable programs offered in HWDSB;
- Increased equity of learning outcomes for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;
- Appropriate adjustments to all programs to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations;
- Clear communication to students, parents and staff each school year regarding all HWDSB programs;
- Offer professional development to continuously increase teachers' ability to improve instructional and assessment practices in all of our programs.



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RESPONSIBILITY:

Director of Education
 Members of Executive Council
 School Administrators and Teachers

TERMINOLOGY:

Programs: the term used to refer to Tier 1, Tier 2 and Tier 3 programs.

Tier 1 Program: the term used to refer to programs and supports that support all of our students, across all of our schools.

Tier 2 Program: the term used to refer to some programs and supports that support some of our students in *some of our schools*.

Tier 3 Program: the term used to refer to a few of our programs and supports that support a few of our students in *a few of our schools*.

Parent: The term “parent” throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Equity of Opportunity, Access and Outcomes: Student outcomes are different with respect to achievement and pathways. All outcomes are valued as they are a result of students achieving their full potential. Equity of outcomes requires differentiated, individualized instruction, support and intervention.

Specialized Learning Programs: Are unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. These programs compliment subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. In secondary schools, the courses attached to these programs will be credit granting but not in elementary schools.

ACTION REQUIRED:

Tier 1 programs and supports improve achievement for all students, across all schools.



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Each school will be a place that includes the following:

- A wide range of subjects, courses and experiential learning opportunities
- Engaging programs and the ability to access what students need for a specific pathway to graduate
- A school climate where students feel safe, welcome and included within their school
- A wide range of interventions to promote nurturing and diverse learning environments
- Peer-to-peer support structures
- eLearning opportunities to support students who respond best to this flexible learning environment.

Tier 2 programs and supports are offered in some schools if there is enough student need and student interest within in-catchment schools. Elementary and Secondary schools will offer targeted supports to students who are struggling academically, socially and emotionally. These programs do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.

Tier 3 programs and specialized supports are intended for a few students at limited school sites. Programs and supports within Tier 3 are those that require specialized facilities, equipment or funding enhancements. Transportation would be provided according to Board policy.

Financial and other resource considerations to support all three Tiers of programming will be determined through the collaborative efforts of the school administration, Superintendent of Student Achievement and Executive Council.

The current annual staffing process will determine staff considerations in support of each program and support, based on specialized training and qualifications.

Resource allocation will be reviewed annually during the budget process.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Fair and equitable programs offered in HWDSB	This will be measured through an annual review of all our Tier 1, 2 and 3 programs and interventions across the district.



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Intended Outcome	Assessment
Increased equity of learning outcomes for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;	This will be measured by annual provincial and local student achievement results.
Appropriate adjustments to all programs to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;	This will be measured through revisions and adjustments to the Tier 2 and 3 programs and interventions offered across the district.
Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations;	This will be measured through our annual program, staffing and budget processes and procedures.
Clear communication to students, parents and staff each school year regarding all HWDSB programs;	This will be measured through student voice and parent voice surveys, as well as Community Advisory Committees.
Offer professional development to continuously increase teachers' capacity to improve instructional and assessment practices in all of our programs.	This will be measured through our staff voice survey and our professional learning feedback mechanisms.

REFERENCES:

Government Documents

Ontario Human Rights Code

Canadian Charter of Rights and Freedoms

Education Act

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

School Effectiveness Framework, 2013

Learning for All, Draft 2011

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006

HWDSB Documents

Secondary Program Strategy