



Community Engagement

Date Approved: 2018

Projected Review Date: 2022

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and well-being, and to strengthen the community.

GUIDING PRINCIPLES:

HWDSB will:

- Welcome, encourage, respect, recognize and value community members as partners in student success and well-being.
- Work with community agencies, organizations and public bodies to use and strengthen schools as community hubs that support student success and well-being.
- Strive for open and inclusive processes which value stakeholder input and participation.
- Strategically strengthen the community through involvement as aligned with HWDSB Strategic Directions.

INTENDED OUTCOMES:

HWDSB and all its school's will:

- Build strategic relationships (and partnerships) with community members and organizations in support of student achievement and well-being.
- Provide the community with varied opportunities to give input and inform decision-making.
- Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.
- Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.

RESPONSIBILITY:

Director of Education
 Members of Executive Council
 Principals and service leaders

TERMINOLOGY:

Collaboration: Is working with others to do a task and to achieve shared goals



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Communication: This is the ongoing discussion with all stakeholders so that they have a role in planning and decision making within the education system.

Community Involvement: This is the way community members are involved with HWDSB/schools to improve student success and well-being.

Community Engagement Report Card: This is a tool that helps us set and measure goals to show the process of community involvement, practices, and activities.

Community Hub: This is having programs and services right at the heart of the community which allows communities greater access to, and make the most use of school space.

Equity: This is being fair, inclusive, and respectful of all people. This does not mean treating people the same without regard for individual differences.

Participation: This refers to the different ways the public can share their opinions.

Stakeholders: These are our parents, community partners, schools, board, and all others involved or affected by what we do.

Use of Board Facilities Survey: A survey of the broader community and community partners to assess the level of satisfaction with availability, cost, and general feedback.

ACTION REQUIRED:

To provide responsive support to schools, departments and community organizations, staff will:

- identify needs in support of student achievement and well-being
- follow best practices to identify community stakeholders in support of community involvement
- identify current community involvement taking place in schools and departments
- recognize the vital role of consulting and having two-way communication
- create a process for identifying human and material resources that contribute to community partnerships

PROGRESS INDICATORS:

Intended Outcome	Assessment
Build relationships (and partnerships) with community members in support of student achievement and well-being.	Partnership Report presented annually to the Board of Trustees.



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Intended Outcome	Assessment
Provide the community with varied opportunities to give input and inform decision-making	Review of the tools/formats used for communication and consultation.
Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.	Community Engagement Report Card, administered every two years. Years will alternate with the Use of Board Facilities Survey.
Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.	Community Engagement Report Card and Use of Board Facilities Survey, administered every two years.
	Community Use of Schools Data

REFERENCES:

Government Documents

Regulation 330/10: School Councils and Parent Involvement Committees

Regulation 464/97: Special Education Advisory Committees

Regulation 613/00: Operation of Schools

Education Act

HWDSB Policies

Use of Board Facilities

Visual Identity

Volunteer