

HWDSB

Policy Committee

Wednesday, April 11, 2018

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

AGENDA: 9:30 a.m.

1. Call to Order
2. Approval of the Agenda
3. [Consent Items: Safety & Well-being](#) - update on any changes to procedures within this pillar

Discussion:

4. [Policy Development Process](#)

Draft Policy – post-consultation

Communications & Community Engagement:

5. [Parent Engagement – seeking recommendation for approval](#)

Student Learning & Achievement:

6. [Student Registration & Admission - seeking recommendation for approval](#)

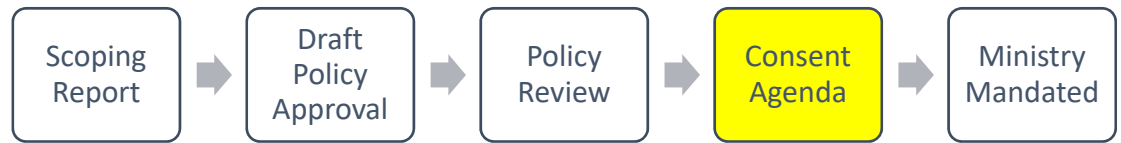
Policy Review:

Student Learning & Achievement

7. [Political Activities in school during Elections](#)
8. Adjournment – next policy meeting: May 9, 2018

Subject: Safety and Well-Being Procedures

Executive Council Member Responsible: Peter Sovran
Associate Director, Learning Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Safety and Well-Being Pillar policy.

The policies and procedures under this pillar include:

5.1 Arrival Check

- Arrival Check Procedure

5.2 Bullying Prevention and Intervention

- Bullying Prevention and Intervention Procedure

5.3 Code of Conduct

- Code of Conduct Procedure

5.4 Equity and Inclusive Education

- Anti-Classism and Socio-Economic Equity Procedure
- Anti-Racism and Ethnocultural Equity Procedure
- Gender Equity Procedure
- Persons with Disabilities Procedure
- Promoting Adaptive Behaviour Through Specific Skill Building Interventions for Students with Exceptional Needs Procedure
- Religious Accommodation Procedure
- Sexual Orientation Procedure
- Use of Service Dogs in Schools for Students with Special Needs Procedure

5.5 Medical Health Supports

- Administration of Oral Prescription Medication Procedure
- Anaphylaxis Procedure
- Asthma Procedure
- Blood Borne Pathogens Procedure
- Catheterization and Suctioning Lifting Positioning and Physical Management Procedure
- Communicable Disease Procedure
- Concussion Procedure

- Diabetes Management and Education Procedure
- Pediculosis Management Procedure
- Use of Automated External Defibrillators (AED) Procedure

5.6 Nutrition

- Nutrition Procedure

5.7 Student Behaviour and Discipline

- Progressive Discipline and Promoting Positive Student Behaviour Procedure
- Suspension Expulsion and Programs for Long-Term Suspended or Expelled Students Procedure

Consent Agenda: A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Safety and Well-Being Pillar.

5.1 Arrival Check (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Arrival Check Procedure	2018	None	Assessed against Policy upon Board approval and no changes were necessary.

5.2 Bullying Prevention and Intervention (policy review date: 2019)

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Bullying Prevention and Intervention Procedure	2015	None	N/A

5.3 Code of Conduct (policy review date: 2019)

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Code of Conduct Procedure	2015	None	N/A

5.4 Equity and Inclusive Education (policy review date: 2018)

Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
Anti-Classism and Socio-Economic Equity Procedure	2014	None	N/A

Procedure Name	Last Amended	Changes Made	Reason
Anti-Racism and Ethnocultural Equity Procedure	2014	None	N/A
Gender Equity Procedure	2014	None	N/A
Persons with Disabilities Procedure	2014	None	N/A
Promoting Adaptive Behaviour Through Specific Skill Building Interventions for Students with Exceptional Needs Procedure	2014	None	N/A
Religious Accommodation Procedure	2014	None	N/A
Sexual Orientation Procedure	2014	None	N/A
Use of Service Dogs in Schools for Students with Special Needs Procedure	2014	None	N/A

5.5 Medical Health Supports (policy review date: 2018)

Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
Administration of Oral Prescription Medication Procedure	2014	None	N/A
Anaphylaxis Procedure	Under Review	Updates per Legislation	To align with PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools

Procedure Name	Last Amended	Changes Made	Reason
Asthma Procedure	Under Review	Updates per Legislation	To align with PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools
Blood Borne Pathogens Procedure	2014	None	N/A
Catheterization and Suctioning Lifting Positioning and Physical Management Procedure	2014	None	N/A
Communicable Disease Procedure	2014	None	N/A
Concussion Procedure	Under Review	Updates per possible Legislation	To align with Bill 193 Rowan’s Law (Concussion Safety), which was introduced in the provincial legislature in December 2017
Diabetes Management and Education Procedure	Under Review	Updates per Legislation	To align with PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools
Pediculosis Management Procedure	2014	None	N/A
Use of Automated External Defibrillators (AED) Procedure	2014	None	N/A

5.6 Nutrition (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Nutrition Procedure	2018	None	N/A

5.7 Student Behaviour and Discipline (policy review date: 2019)

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Progressive Discipline and Promoting Positive Student Behaviour Procedure	2018	None	N/A
Suspension, Expulsion and Programs for Long-Term Suspended or Expelled Students Procedure	2018	Updated the Activities Leading to Possible Suspension or Expulsion chart	To align with the reporting structure of Principals in PowerSchool

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Policy Development Process

HWDSB

HWDSB Policy Development

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GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board strives for a policy development process that:

- Follows HWDSB's Trustee Handbook
- Streamlines the process without changing the present policy development process of the Board
- Ensures that policies are principle-based
- Simplifies the language used in policies
- Reduces barriers
- Provides clarity
- Creates common understanding
- Provides flexibility to Trustees and staff in responding to a wide range of issues
- Reduces the number of policies
- Ensures timeliness
- Ensures congruence between policy and procedure
- Ensures that no new, or non-Ministry mandated policy development takes place without approval of a Scoping Report

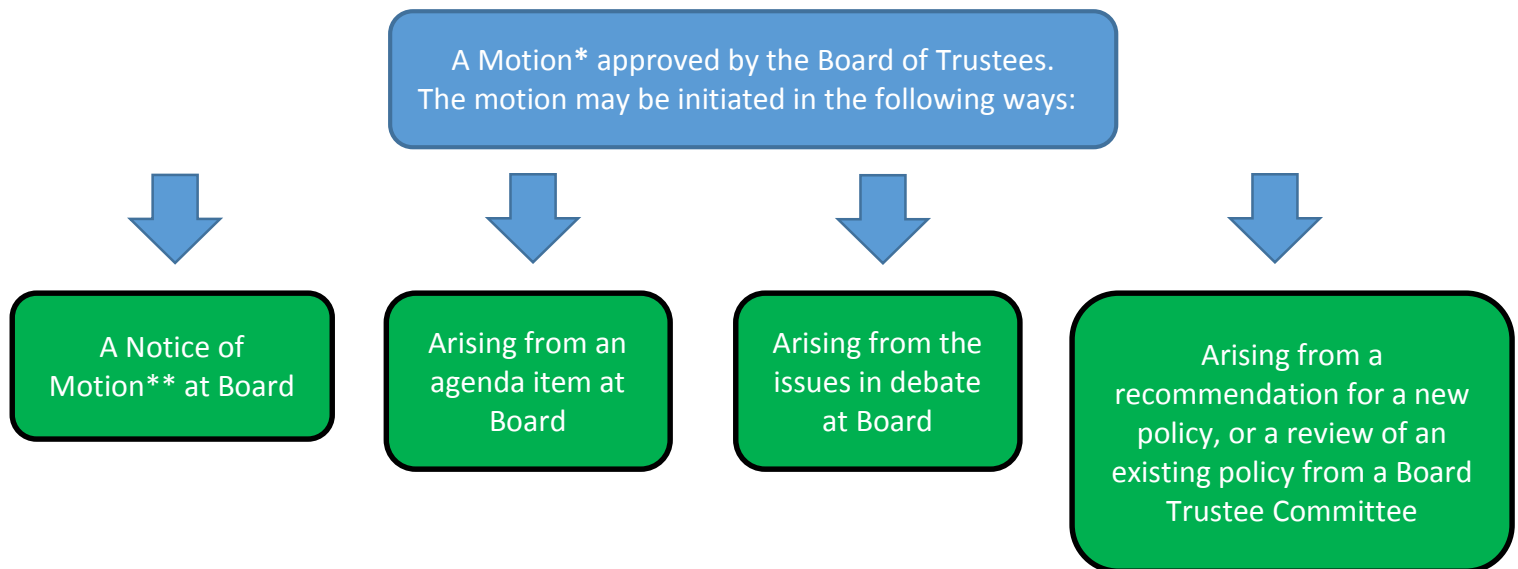
Please note: All green boxes with thicker lines in the document denote Trustee involvement.

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ISSUE IDENTIFICATION:

The process of developing a policy begins by:

Trustee Initiated:



If the policy is Trustee initiated, proceed to Scoping Report on page 4.

***Suggested Motion:** “That HWDSB start the policy development process to investigate the feasibility of developing/replacing/revoking/reviewing a _____ Policy”

Administration Initiated:

A recommendation for a new policy, or a review of an existing policy from Executive Council through the Policy Committee

OR

A direction from the Provincial Government for a new policy, through Executive Council to the Policy Committee

Proceed to Scoping Report on page 4.

Proceed to Ministry Mandated Policy on page 11.

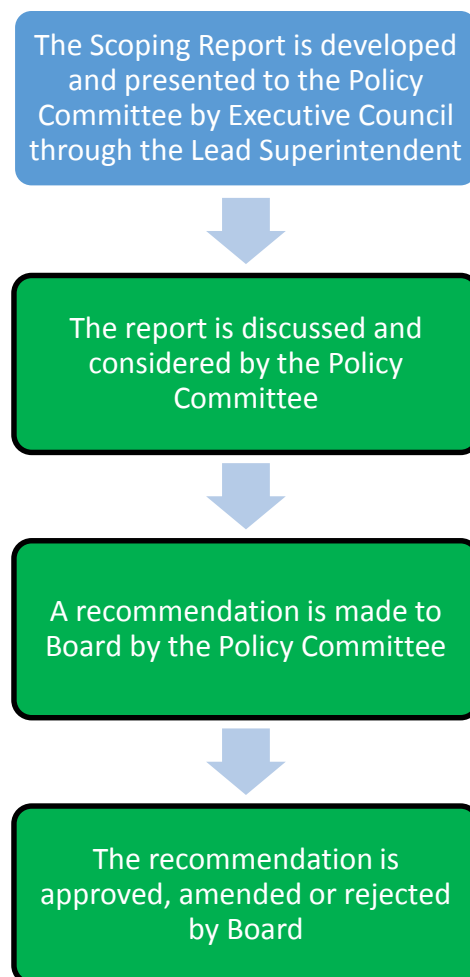
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SCOPING REPORT:

Once the Policy Development Process has been initiated, a Scoping Report is written.

The report specifies:

- a) the background by providing history and other information to bring the Trustees up to speed on the issue
- b) the facts, arguments, opinions and analysis needed to show that the Recommendation is a sound response to the issue
- c) the staff recommendation to Trustees



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DRAFT POLICY DEVELOPMENT:

The Scoping Report helps guide the development of the Policy. Using the *Policy Template*, a Draft Policy is written.



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STAKEHOLDER CONSULTATION:

The appropriate size, scope and duration of consultation is recommended by the Policy Committee based on:

- a) Importance of the issue;
- b) Time available for consultation;
- c) Number of stakeholder groups affected; and
- d) Significance of the impact or implications of the Policy

The process used for the consultation will be determined by the nature of the Policy but will always include consultation with School Councils, the Parent Involvement Committee and a survey on the website allowing feedback within 30 days. The process may include, but is not limited to:

- a) Public delegations/presentations to the Policy Committee;
- b) Public meetings;
- c) Facilitated focus groups;
- d) Advisory committees; and
- e) Web surveys or opinion polls.

A consultation plan is developed and is presented in conjunction with the Draft Policy, to the Policy Committee by Executive Council, through the Lead Superintendent



The appropriate process, size, scope and duration of consultation is considered and discussed by the Policy Committee



After due consideration, the consultation plan is approved for stakeholder consultation by the Policy Committee



Stakeholder Consultation Process is implemented by Corporate Communications



The Stakeholder Consultation data is collected, collated and analyzed by the Evidence-Based Education and Services Team (E-BEST)

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DRAFT POLICY REVISIONS AND APPROVAL:

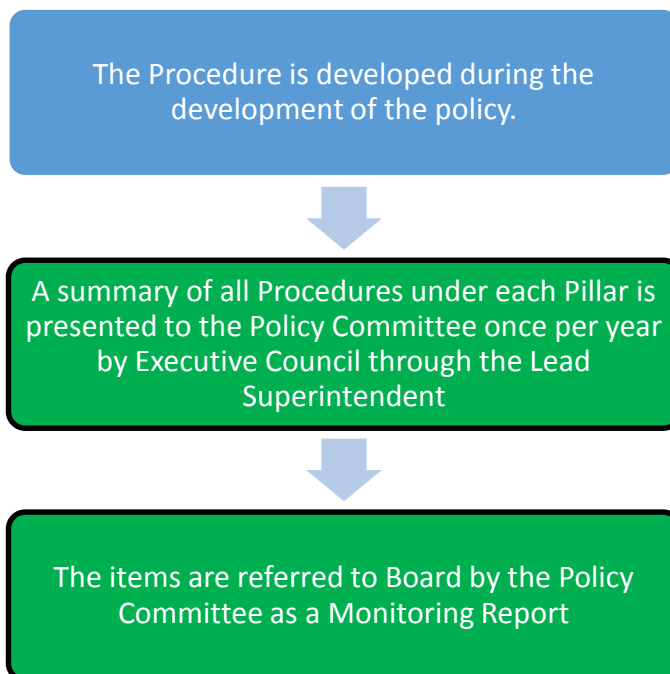
Based on the consultations, revisions may be made to the Draft Policy.



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PROCEDURES AND IMPLEMENTATION:

A Procedure is the tool used for implementation of the policy at the staff level. Therefore, a Procedure is developed containing specific actions that must be taken by staff at various levels of the organization in order to implement the Policy. Trustees receive a summary of the Procedures once a year for information and may offer suggestions for consideration.



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POLICY EVALUATION AND REVIEW:

A Policy Review results from:

- a) The four- year review schedule
- b) A recommendation from the Policy Committee to the Board, to review a specific Policy
- c) Direction from Board to the Policy Committee to review a specific policy through:
- d) A recommendation from staff to the Policy Committee to approve changes to a specific policy
- e) Provincial Legislative changes



NOTE 1: If at the Policy Committee, Trustees raise concerns that significantly amend the scope, content, format of the Policy, Executive Council, through the Lead Superintendent, may reengage the Draft Policy Development Process from the Scoping Report stage.

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MINISTRY MANDATED POLICY:

For cases where the development of a Policy is legislated by a government body – i.e. the purpose, intended outcomes and timelines are specified - the need for a Policy is brought to the Policy Committee for information only and then the Draft Policy Development process begins.



NOTE 1: No Scoping Report or Stakeholder Consultation is required for Ministry Mandated policies, unless the HWDSB Policy significantly exceeds the parameters set out by the Ministry. If consultation is required, yet Ministry deadlines do not allow for a full consultation, then an Interim Policy will be developed with consultation later.

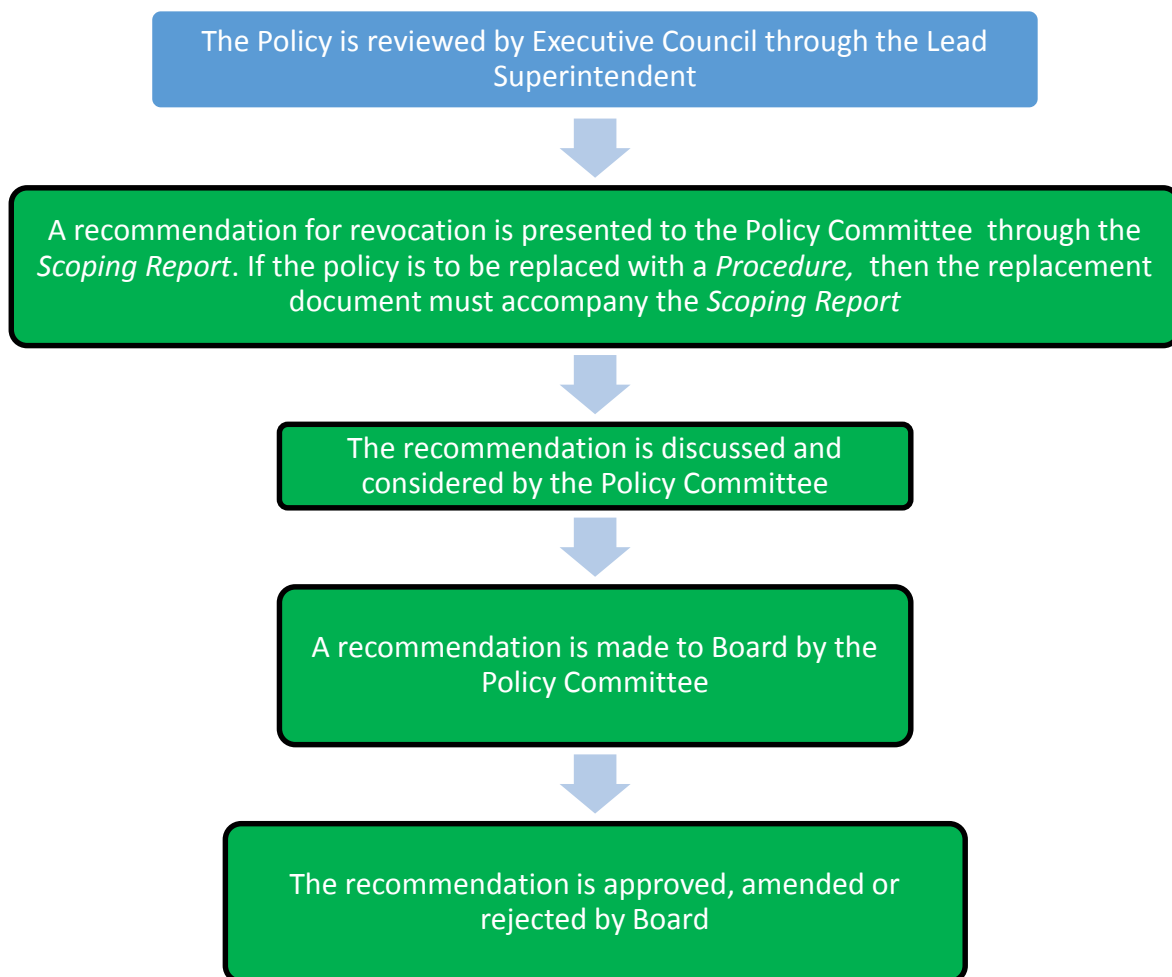
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REVOKING A POLICY:

Revoking a Policy takes place when upon review of a current Policy, or at the direction of Trustees, it is noted that the terms or direction of the current Policy is

- inconsistent with newer legislation,
- inconsistent with the direction of the Board of Trustees,
- captured in another policy, or
- operational in its focus.

Revoking a Policy means the Policy will no longer exist, but it may be replaced by: statement(s) in another policy; and /or a new or expanded Procedure.



Subject: Parent Engagement

Executive Council Member Responsible: Sharon Stephanian
Superintendent, Equity and Well-Being



BACKGROUND

This policy is up for its scheduled review.

Changes made to the policy include:

- The inclusion of language around access to student information, to enable the creation of a procedure. This was discussed at the December policy meeting on the agenda item of Access to Student Information.

The draft policy was presented to Trustees at the January 2018 Policy Committee meeting, where it was approved for public consultation.

Before Trustees today is the draft Parent Engagement Policy for review, following the public consultation.

RECOMMENDATION(S)

Staff are suggesting no changes be made to the draft policy, following the feedback from the public consultation.

Therefore, staff are recommending to the Trustees on the policy committee, that the draft Parent Engagement Policy be recommended for approval.



Parent Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in supporting student success and well-being. We do this by having parents actively involved in their children's success.

GUIDING PRINCIPLES:

HWDSB will:

- Support parents as collaborative partners in their children's learning and development at home and school through the rights established in the Hamilton Parent Charter.
- Recognize parents as assets whose input is responded to quickly and used when appropriate.
- Recognize and celebrate parents within schools and at the Board.
- Encourage parents to share their ideas and views at the classroom, school, system, and board level.
- Support and engage students and parents in matters relating to custody and access of students, while following the provisions of the Children's Law Reform Act, the Divorce Act and the Child and Family Services Act.

INTENDED OUTCOMES:

- Ensure there are opportunities for parents to give input about their children, the school, and the system. This will be done in a safe, accepting, inclusive and healthy learning environment.
- Communicate with parents in a friendly and ongoing timely manner.
- Encourage parents throughout the school year to update any information with the school, related to the family's information.
- Seek to have all parents involved in their children's education. We will do this by:
 - identifying and removing barriers that prevent parents from being engaged
 - providing information about their children's education when needed
 - providing information in a way that meets their needs
- Help parents understand how HWDSB operates and how to support student learning at home by providing:
 - learning opportunities
 - resources
 - supports
- Support parents to get the skills and tools they need to be fully involved in their children's education and the life of their school.
- Review and expand communication and outreach plans. This will help HWDSB ensure that support and communication to parents and students are effective.



Parent Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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RESPONSIBILITY:

Director of Education
 Members of Executive Council
 Principals

TERMINOLOGY:

Eliminating Barriers: Is about finding why parents are not involved and removing anything that may stop them from being fully involved. This includes having schools reflect the diversity of students and communities.

Hamilton Parent Charter: A Parent Charter outlines the standard of how parents should expect to be treated in their interactions with health, early childhood education, schools, and other community service providers.

Parent: This includes parents, guardians and caregivers.

Parent Outreach: Is about seeking the best way to communicate with parents. This may involve local workshops, presentations, tools, and resources that support learning at home and parent engagement in schools.

School Climate: Is about making the school experience positive. It is where all parents can share their ideas and be heard, valued, and encouraged.

Supports for Parents: Is about giving parents skills, tools, and knowledge to support their children's learning at home and in school.

ACTION REQUIRED:

The Ministry of Education has developed the "*Parent Engagement Framework*," which consist of four strategies (School Climate, Eliminating Barriers, Supports for Parents, and Parent Outreach) to help schools involve parents. Using these four strategies, the Board and school staff will look at ways to involve parents in student success.

HWDSB maintains strict neutrality between parent(s)/guardian(s) who are separated or divorced. Unless a parent/guardian's rights are limited by a Court Order or separation agreement, both individuals have equal authority to review records, visit, or remove a child from school grounds. A procedure will be developed and maintained that outlines the roles and responsibilities of administrators and parents when a Court Order or separation agreement is required.



Parent Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure there are opportunities for parents to give input about their children, the school, and the system.	Parent Voice Survey, Positive School Climate Survey and HWDSB Public Consultation Data
Communicate with parents in a friendly and ongoing timely manner.	Parent Voice Survey
Encourage parents throughout the school year to update any information with the school, related to the family's information.	Audit data collection to ensure parent information is accurate in the Student Information System
Seek to have all parents involved in their children's education.	Parent Voice Survey
Help parents understand how HWDSB operates and how to support student learning at home.	Parent Voice Survey and Other Surveys (where appropriate)
Support parents to get the skills and tools they need to be fully involved in their children's education and the life of their school.	Parent Voice Survey
Review and expand communication and outreach plans.	Parent Voice Survey

REFERENCES:

Government Documents

Education Act

Child and Family Services Act

Children's Law Reform Act

Divorce Act

Ministry of Education Parent Engagement Policy

Municipal Freedom of Information and Protection of Privacy Act (MFIPA)

Regulation 330/10: School Councils and Parent Involvement Committees

Regulation 612/00: School Councils

Regulation 613/00: Operation of Schools

HWDSB Policies

Fundraising

Pupil Accommodation Review

Volunteer

Educational Excursions



Parent Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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Other Documents

City of Hamilton/Best Start Network Parent Charter (Endorsed by Trustees in 2012)

A. Purpose of Consultation

Hamilton-Wentworth District School Board (HWDSB) believes in contributing to student achievement and well-being by fostering high levels of parent participation, involvement and engagement, as well as engaging in collaboration between the home and the school. For these reasons, HWDSB has developed a Draft Parent Engagement Policy and asked members of the public to comment on the policy. Feedback was gathered through the completion of a survey which could be completed online and/or by mailing or emailing written correspondence to HWDSB.

B. Respondent Characteristics

Parents were invited to provide feedback by completing a survey which was available from February 9th until March 19th, 2018. There were **154** responses in total and the majority of the responses were received from parents/guardians (N=149, 97%), 2% (N=4) were from HWDSB staff members and 1% were received from Community Groups/Members.

150 (97%) responses were received from respondents with children currently attending a HWDSB school. Of these responses, 63 (42%) comments were from respondents with one child, 69 (46%) from respondents with 2 children, 14 (9%) from respondents with three children and 3 (2%) responses were from respondents with 4 children.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and the Hamilton community. Therefore it is unclear whether the responses summarized accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

D. Summary of Findings

Members of the public were invited to provide feedback on the following areas: (1) provide comments/concerns regarding all sections of the policy, (2) comment on any strengths of the policy, (3) comment on how the policy could be improved, and (4) provide additional comments pertaining to the policy. Following is a summary of the feedback received across the four areas.

E. Summary

Respondent comments on the various sections of the Policy

The following percentage of respondents said each section can be approved as written:

- Purpose: 47%
- Guiding Principles: 59%
- Intended Outcomes: 60%
- Responsibility: 54%
- Terminology: 79%
- Action Required: 78%
- Progress Indicators: 53%

The varying agreement in all the sections suggests that some parts of the Policy have minor requirements for edits whilst others (such as the Purpose) need improvement.

Respondent comments on the strengths of the Policy

- The Policy identifies/clarifies processes (35%)
- The Policy is well-written, clear and easy to follow (27%)
- The Policy identifies important priorities (30%)
- Other strengths (8%):
 - The Policy is a focused document that does not try to do too much.
 - The Policy is timely and communicates a message of good will from the HWDSB.
 - The policy formalizes the need for and recognition of the role parents play in children's growth.
 - The Policy acknowledges that communication with parents is required and a first step to drafting a framework.

Respondent comments on areas for improvement within the Policy

The Purpose Section

- Too broad, general, and/or more detail is needed (31%)
- Language is too basic (3%)
- Additional detail is needed on the purpose (4%):
- Edits required (7%):
 - The term "parents" should be changed to "families" to not exclude family members also taking care of children other than parents.
 - Explain how the policy purpose will be carried out and what specific action will be taken to implement the policy.
- Other comments (7%):
 - Define what is meant by "success" and "well-being"-these are defined differently by different parents.
 - Define what is meant by "actively involved"-different cultures define this differently.
 - Explain how parents can be involved and what the Board will do to facilitate this.
 - Parents are portrayed as bystanders in their children's education in this document-include and consult with parents more in drawing up policies.

The Guiding Principles Section

- Too broad, general, and/or more detail needed (16%)
- Language is too technical, includes too much jargon (2%)
- Additional guiding principles needed (4%)
 - Add the public's input in curriculum.
 - Details specific actions schools should take to make these guidelines happen.
 - Add detail on assessing and removing barriers to engagement.
 - Explain what the *Hamilton Parent Charter* is.
- Edits required (6%)
 - Do not refer to caregivers as "parent"-this isn't representative of all types of families.
 - A caveat is needed regarding respecting the individuality and freedom of students.
 - Include timelines to show when actions should take place.
 - The principles should be more descriptive. For example, what does "recognize and celebrate parents" mean?
- Other comments (11%)
 - "Recognize parents as assets" - the word "assets" is not appropriate-it is better to say "recognize and celebrate parent's skills and knowledge".
 - The phrase "and used when appropriate" is not clear-who decides what is appropriate?
 - Explain how HWDSB plans on supporting parents
 - Be more specific on what action will be taken.
 - HWDSB should ensure it is abiding by custody and divorce orders.
 - Explain how parents will receive information how to help children at home.

The Intended Outcomes Section

- Too broad, general, and/or more detail needed (15%)
- Language is too technical, includes too much jargon (7%)
- Additional intended outcomes needed (4%)
 - Add "encourage parental interaction/ partnership to work towards the common goal of achieving student success and reaching the student's fullest potential".
 - Add something about HWDSB being responsive to parent needs and requests and specify a time by which parents can receive a response.
- Edit required (4%):
 - More details are needed on how HWDSB will support parents.
 - Points number 4 and 6: These are too general to be accomplished-Specific action and timelines are needed.
 - Clarify what is meant by "resources".
 - The phrase "about their children's education when needed" needs to specify who decides what is needed and when.

- Other comments (13%):
 - Need specific example of how schools will implement the policy.
 - Add more details that give credibility and plausibility to the mission statement.
 - Add examples of how the Intended Outcomes will be achieved.
 - Add a bullet point about communicating via a variety of different mediums and attempt to remove all barriers to communication (such as lack of internet access, low literacy level, ESL, parents with learning disabilities in reading, newcomers etc.).
 - Develop other ways for parents to have a voice other than surveys.

The Responsibility Section

- Too broad, general, and/or more detail needed (22%)
- Language is too technical, includes too much jargon (3%)
- Additional responsibility needed (6%):
 - Add PIC Committee, Superintendents and Trustees.
 - Add Principals and Vice Principals.
 - Add all HWDSB staff members (including teachers).
 - Add parent responsibilities.
- Other comments (9%):
 - Explain who the member of the Executive Council are to help parents understand staff roles and responsibilities.
 - Explain the roles and responsibilities of the different committees.
 - Parents, teachers and principals should be invited to discuss policies with HWDSB's administrators.
 - It is important to outline the responsibilities of Board administrators, staff and parents in the Policy.

The Terminology Section

- Edit required (5%):
 - Intent and purpose should be added.
 - "Families, guardians and caregivers" should replace the term "parents".
 - The Eliminating Barriers part should be reworded to address the terminology.
- Other comments (6%):
 - To learn about what limits parent participation, HWDSB should understand the effects of poverty, work schedules, care-giver responsibilities, and parents' perceptions of being judged by teachers and staff.
 - Involve teachers more.
 - Communicate with parents via many mediums, such a telephone and email, as opposed to only seeking feedback through surveys.
 - Email and written communications with parents need to be simpler.

The Action Required Section

- Too broad, general, and/or more detail needed (9%)
- Edit required (4%):
 - Provide specific information and resources for parents and staff to draw upon in event of parental conflict.
 - Put the four definitions within the Action Required section, instead of above it. Also, consider creating a visual diagram of four overlapping circles.
- Other comments (7%):
 - Groups of teachers and parents need to be involved in the policy goals because they bring a different lens to education.
 - Some children live in two different households, therefore, accommodations and communications should be directed to both parents, especially if parents have 50% custody each.
 - It is the school's responsibility to be aware of the child's living arrangements and not allow any deviation from the child's established routine.

The Progress Indicators Section

- Too broad, general, and/or more detail needed (14%)
- Additional progress indicators needed (7%):
 - Add school councils and home and school associations as progress indicators
 - Stress the importance of parents attending meetings
 - Randomly select HWDSB parents for invitation to in-person interviews regarding Parent Engagement Progress. Consider doing this on an ongoing basis.
 - Each school website should include a parent information and/or resources section.
 - Add details on success criteria, what courses available at different schools and how parents can understand the report cards.
- Edit required (6%):
 - Encourage parents to update contact and family details several times a year.
 - Add some commas in the Assessment column, as the survey titles all run together.
 - Include some wording on the role of teachers as an important connection and source for children's progress.
 - Indicate when the Parent Voice survey is open annually or make it ongoing.
- Other comments (17%):
 - Add an additional column with examples.
 - Give alternatives to the Parent Voice Survey for parents who cannot participate.
 - Explain how the survey findings are shared with parents.
 - Have a "Teacher Voice Survey" as well.
 - The Parent Voice Survey should not be the only solution for this wide variety of objectives-consider open meetings, telephone contact, community events, etc.
 - Plan for monthly communication with parents. For example, each school teacher should communicate what children are learning in each month. This allows parents to support children and to hold teachers accountable to curriculum delivery.
 - Explain how outcomes will be assessed.
 - Ask parents for input on questions in the Parent Voice Survey.

Respondent Comments on General Edits

- Specify additional processes (38%) and add more details (32%):
 - Provide specific examples for each intended outcome.
 - Emphasize the role of school councils as an effective outreach method.
 - Identify and explain how parent participation barriers will be removed.
 - All points are extremely vague and do not indicate where the responsibility lies.
 - Review the “how” for all parts of the policy-it does not explain how these goals will be accomplished.
- Consider additional priorities (11%):
 - Devise a plan on how to familiarize parents with school procedures, especially parents who have not been educated in Canada and do not understand the education system.
 - There should be a more transparent process for getting your first child into JK.
 - Explain how communication and involvement of separated parents will take place-how will they both have equal access?
- Other comments (19%):
 - A projected timeline for completion and implementation of any solutions resulting from findings would be helpful..
 - Consider new ways of parent engagement.

Respondent’s General Comments on the Policy

- Additional details needed:
 - Clarify the “channels” that can be used by parents.
 - Detail how the communication plan will ensure that parents understand how they can contribute to the policy and that they will feel supported in doing so.
- Policy implementation:
 - Concerned that the board will not be able to ensure the policy is implemented consistently and widely.
 - Concerned that a policy which was drafted without parental input will not be representative of parent voice across Hamilton’s different districts.
 - Concerned that the policy is not a wise use of resources.
 - Unclear how this policy will increase the extent to which the board hears and responds appropriately to parent voice and concerns.
 - Unclear how this policy will change current practices.
 - Detail how the policy will be shared with parents and teachers.
 - Suggestion to add an additional page on specifics of implementation, including timelines.
- Other comments:
 - Support parents in contributing formally in all aspects of education, including curriculum design and establishing educational goals and processes.
 - The policy does not recognize the power imbalance that exists between the board, school and parents.
 - The Board really needs to deal with the lack of important staff such as E.As.
 - Build into the policy that cell phones are not to be used in the classroom
 - Remove social media from the elementary school curriculum.

- Bring back important skills like cursive writing and being able to tell analog time.

Conclusion

In each section of the Policy, respondents asked for clarification on the terminology, description of specific timelines and detailed explanations of how all the Policy goals would be achieved. There were also many comments suggesting parents should be involved in policy development and in the Parent Voice survey as neither comprehensively capture issues important to parents. Other comments indicated parents would like HWDSB to be cognizant of family circumstances that are barriers to engagement (literacy level, second language, poverty, lack of systemic understanding, etc.) and family arrangements (parental agreements, custody arrangements and children being taken care of other family members).

The results also indicate that parents would like a say on matters through a medium other than a survey; Many mentioned the need for face to face interviews/interaction, telephone interviews, focus groups, and random selection of parents to participate in in-depth, ongoing research.

Subject: Student Registration and Admission

Executive Council Member Responsible: Peter Sovran
Associate Director, Learning Services



ISSUE

There are currently processes that guide the admission of students to a particular school including those that are 'out-of-catchment'. However, a policy governing these processes does not exist.

BACKGROUND

A staff initiated Scoping Report recommending the development of a Student Registration and Admission Policy was presented to Trustees at the October 2017 Policy Committee meeting for consideration.

At the October 30 Board Meeting, approval was obtained for the Policy Committee's recommendation on the Admissions Scoping Document.

Trustees discussed the draft Student Registration and Admission Policy at the December Committee meeting and requested more information be included in the policy.

The draft policy returned to Trustees at the January 2018 Policy Committee meeting, where it was approved for public consultation.

Before Trustees today is the draft Student Registration and Admission Policy for review, following the public consultation.

RECOMMENDATION(S)

Staff are suggesting no changes be made to the draft policy, following the feedback from the public consultation.

Therefore, staff are recommending to the Trustees on the policy committee, that the draft Student Registration and Admission Policy be recommended for approval.



Student Registration and Admission

Date Approved: XXXXX

Projected Review Date: XXXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that every student has the right to attend a school where they are a qualified resident pupil *as defined in the Education Act*.

GUIDING PRINCIPLES:

The admission process should:

- Maximize the number of students able to attend their in-catchment school.
- Enable school and board staff to effectively plan the allocation of resources through balanced enrolment.
- Allow for out-of-catchment enrolment or extraordinary circumstance requests, where there is available space and at no additional cost to the board.
- Support stability and continuity for students and families.

INTENDED OUTCOMES:

- Ensure compliance with all Ministry of Education Legislation governing enrolment.
- Maintain and retain digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations and HWDSB administrative procedures.
- Maximize grant opportunities by ensuring accurate and timely Ontario School Information System (OnSIS) reporting.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Admission: Process of reviewing the registration and documentation to determine if the proper requirements are met to be admitted into a school.

Adult Student: Students who are 18 years of age or over who have been out of high school for at least one year.

Assessment Centre: The Assessment Centre offers a variety of services to those who are newcomers to Canada, as well as academic and community services. These include:

- English as a Second Language assessment for newcomers

Student Registration and Admission

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- Admissions for International and Exchange students
- Prior Learning Equivalent Credits
- Mature student credit assessment
- Student records

Deregistration: Process of which a student is no longer a student at a particular school.

Extraordinary Circumstance: Unusual situation which is not ordinary for an Out-of-Catchment application.

In-Catchment School: The school that students are eligible to attend based on the geographic area in which they reside.

International Student: The *Immigration and Refugee Protection Act Subsection 30(2)* states that: “Every minor child (age 17 or younger) in Canada, other than a child of a temporary resident not authorized to work or study, is authorized to study at the pre-school, primary or secondary level.”

Under the Immigrant and Refugee Protection Act, people coming to Canada legally as non-immigrants will have temporary resident status and are authorized to respectively, study, work, or visit in Canada, provided they have either a Study Permit (SP) or a Work Permit (Employment Authorization) (WP) if one is required to work or study in Canada. An international student studying at HWDSB on a Visitor Visa and a study permit is required to pay fees according to the Education Act 49(6).

Out-of-Catchment: The request to enrol at a school that is not the designated school within the geographic area in which a student resides.

Out-of-District: The request for a student not living in the City of Hamilton to enrol at an HWDSB school.

Program In-Catchment: The program location students are eligible to attend based on the geographic area in which they reside, such as French Immersion or International Baccalaureate.

Qualified Resident Pupil: Where the parent(s)/guardian(s)/Caregiver(s) of a student reside in the City of Hamilton and are English-language public school supporters they are considered to be “resident pupils” of the Board.

Registration: Process of filling out a form and providing your school with the necessary documentation.

Unique Accommodation Pressure: A situation in which available instructional spaces at a school, either by room design or due to programs offered (e.g. special education, system programs) does not truly reflect how the school is being utilized as defined by Ministry of Education calculations – enrolment versus capacity.



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ACTION REQUIRED:

HWDSB staff shall, in accordance with the provisions of the Education Act, establish and maintain procedures to address the registration, placement, or transfer of Students.

Full-Day Kindergarten Students

Full-day Kindergarten is available for four and five-year-old children at all schools offering Kindergarten programs. Students must be registered at their in-catchment school for kindergarten. Registration begins the first Monday of February each year.

Elementary School Students

During the school year, students new to the area and already of school age must register at their in-catchment school.

If arriving during the summer, students must register at their in-catchment school during the last week of August.

Secondary School Students

During the school year, students new to the area and previously enrolled in secondary school must register at their in-catchment secondary school.

If new to the area during the summer, an appointment should be made with the in-catchment school principal or vice-principal to find out about registration dates and requirements.

International Students

Elementary students will be placed in the grade for which they are age appropriate. Elementary students must live with an immediate family member while studying with HWDSB.

All secondary school applicants must have a B average or greater (approximately 75%). The final placement, program and school a student attends, will be determined by HWDSB and will be decided by the student's home address and level of English language proficiency. Wherever possible, arrangements will be made to match the student's academic interests.

All students who plan to study for more than six months must apply for, and receive, a Study Permit from Citizenship and Immigration Canada before leaving their home country to attend a school in Canada.



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Adult Students

Adult students are required to contact HWDSB's Assessment Centre for a Credit Assessment and to determine the appropriate program to register for.

Out-of-Catchment Process

The board allows for out-of-catchment requests on an annual basis. The criteria for determining schools open to out-of-catchment requests includes:

- If there is space available within a school, as determined by the Board's Planning and Accommodation Department. However, some schools may also have unique accommodation pressures.
- If the school is NOT experiencing significant new development pressures.
- If the school is NOT undergoing a boundary review in the upcoming year.
- If the school is NOT currently holding students for a new school.
- If the school does NOT offer a French Immersion program.
- If the school is NOT involved in a pupil accommodation review during the upcoming school year.

Open

The list of schools open to out-of-catchment requests are reviewed and updated annually on the board's website.

Closed

The list of schools closed to out-of-catchment requests are reviewed and updated annually on the board's website.

Schools closed to out-of-catchment do not accept applications and do not generate a wait list.

A procedure will be established and maintained that will outline the application process from January to March each year for both elementary and secondary out-of-catchment requests.

Out-of-District

Students from outside the jurisdiction of HWDSB who have the right under the Education Act to attend a school shall be admitted, and fees will be charged in accordance with provincial legislation.



Student Registration and Admission

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure compliance with all Ministry of Education Legislation governing enrolment.	Measured through the Average Class Size Report and enrolment updates.
Maintain and retain digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations and HWDSB administrative procedures.	Measured through the Ontario School Information System (OnSIS) and HWDSB's Student Information System.
Maximize grant opportunities by ensuring accurate and timely Ontario School Information System (OnSIS) reporting.	Measured through the Average Class Size Report, as well as enrolment projections and updates.

REFERENCES:

Government Documents

Education Act, 2003, ss. 33, 36, 42, 43, 46, 49

HWDSB Policies

Boundary Review

Student Fees

Transportation

A. Purpose of Consultation

Hamilton-Wentworth District School Board (HWDSB) recognizes that every student has the right to attend a school where they are a qualified resident pupil as defined in the Education Act. For this reason, HWDSB has developed a Draft Student Registration and Admission Policy and has gathered public feedback through a survey. The survey was available from February 9th until March 19th, 2018.

B. Respondent Characteristics

There were **297** responses in total and the majority of the responses were received from parents/guardians (N=273, 92%), 4% (N=12) were from HWDSB staff members, 2% (N=7) from students and 2% (N=5) were received from Community Groups/Members.

271 (94%) responses were received from respondents with children currently attending a HWDSB school. 116 (43%) comments were from respondents with one child, 121 (45%) from respondents with 2 children, 17 (6%) from respondents with three children and 13 (5%) responses were from respondents with 4 or more children.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and the Hamilton community. Therefore it is unclear whether the responses summarized accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

D. Summary of Findings

Members of the public were invited to provide feedback on the following areas: (1) provide comments/concerns regarding all sections of the policy, (2) comment on any strengths of the policy, (3) comment on how the policy could be improved, and (4) provide additional comments pertaining to the policy. The following is a summary of the feedback received across the four areas.

E. Summary

Respondent comments on the various sections of the Policy

The following percentage of respondents said each section can be approved as written:

- Purpose: 54%
- Guiding Principles: 70%
- Intended Outcomes: 66%
- Responsibility: 63%
- Terminology: 82%
- Action Required: 70%
- Progress Indicators: 79%

Respondent comments on the strengths of the Policy

- The Policy identifies processes (41%)
- The Policy is well-written, clear and easy to follow (28%)
- The Policy identifies important priorities (28%)
- Other strengths (3%):
 - Most people can understand the process.
 - The policy is well-written.

General respondent comments on how the Policy can be improved

- **Specify additional processes (52%)**
- **Need more details (21%):**
 - State the rationale/background for developing the Policy.
 - Give details of the appeals process for out of catchment applicants.
 - Need to add more specific information about French Immersion programs and children's rights.
 - The Policy needs to be clearer when referring to Policies and Acts.
 - The chart needs clarification.
 - Provide SMART goals in this Policy-Action should be Specific, Measurable, Achievable, realistic and fall within a Timeline.
- **Consider additional priorities (12%):**
 - Include exchange and special needs students in the policy.
 - Clarify that out-of-catchment admission is decided at system level not school level.
 - Add: Processes and criteria of re-entry of expelled students.
 - Add: Requirement for siblings to go to the same school.
 - Add: It is important to treat children as individuals with unique needs.
 - Add: Students with special needs should have first chance at special programming spots in their catchment school before out of catchment students.
 - Add that admission policies will be directly influenced by the availability of before and after care.

- **Other (15%):**
 - Students should be heard because they have unique strengths and needs.
 - Each tax paying citizen should have the opportunity to attend any HWDSB school if they have transportation.
 - Adult students should be anyone over the age of 18, regardless of length of time not involved in a school/education program.
 - Ensure that policies are written in a way that lay people and non-Canadians can understand- Many are not familiar with the language or the education system.
 - Access to French Immersion is very limited in this policy.

Respondent comments on areas for improvement within the Policy

The Purpose Section

- Too broad, general, and/or more detail is needed (21%)
- Language is too technical (8%)
- Additional detail is needed on the purpose (4%):
 - Define “qualified resident pupil” in this section.
 - Include at least an overview of what is stated in the Education Act relevant to the Purpose section.
 - Include students who are out of catchment and/or at independent schools.
 - Rephrase to indicate specifically that students interested in IB are encouraged to attend IB secondary school from Grade 9 onwards to develop community.
 - Special needs students should have first choice at special program spots in their catchment school before out of catchment students.
 - Provide some examples for this section to aid understanding.
- Edits required (5%):
 - Grammar correction: “Every child has the right to attend a school where...” “he/she” not “they”.
 - Allow for out-of-catchment enrolment or extraordinary circumstance requests, where there is available space and at no additional cost to the board.
- Other comments (6%):
 - Give students the right to continue to the high school with their in-catchment classmates go.
 - Unclear if this is a purpose or a mission statement/vision.
 - Encourage students to participate in academics, arts and sports.
 - French is one of our mother tongues. This statement of purpose is clearly missing something.
 - The current policy for out of catchment students seems to be in contravention to encouraging students to seek a school community that allows them to flourish.

The Guiding Principles Section

- Too broad, general, and/or more detail needed (12%)
- Language is too technical, includes too much jargon (2%)
- Additional guiding principles needed (5%):
 - Should make note that this only applies to new students or first to registration for JK.

- No out of catchment student shall be prevented from continuing to the next level of education where their classmates attend.
- Out-of-catchment requests must consider availability of before and after school care Allow room for out of catchment requests and appeals on reasonable grounds.
- Special needs students should first choice at spots in their catchment school for special programming before out of catchment students.
- Allow room for non-HWDSB students from private/independent schools to choose secondary school.
- All children in catchment should be able to attend all the programs offered by the school, including French immersion.
- Edits required (4%):
 - Point 1: Remove "in-catchment".
 - Point 2 : "Allow for out-of-catchment enrolment requests where there is available space and pupil has arranged transportation".
 - Define "balanced enrolment" and explain how "stability and continuity" will be achieved.
 - Define what is meant by "support".
 - Define what is meant by "maximize the number of students".
 - Remove the last point about supporting stability –this is a redundant point.
- Other comments (6%)
 - Empower school and board staff to allocate resources to achieve balanced enrolment.
 - Ensure that French immersion is available to all and not a limited group. Expand the program and re-open French immersion KG.

The Intended Outcomes Section

- Too broad, general, and/or more detail needed (15%)
- Language is too technical, includes too much jargon (10%)
- Additional intended outcomes needed (3%):
 - Include student outcomes in the phrase "to ensure each student receives a challenging and supported academic experience in the school that best meets their needs".
- Edit required (4%):
 - Define what is meant by "grants"
 - Explain who is eligible for grants.

The Responsibility Section

- Too broad, general, and/or more detail needed (20%)
- Language is too basic (3%)
- Additional responsibility needed (3%):
 - Add the roles and responsibilities of Principals, Superintendents and Trustees.
 - Outline who's responsible for which section/outcome.
 - Add: Approval of French Immersion access committee.
- Edits required (3%):
 - Define "Executive Council".
- Other comments (5%):

- What about an unbiased Parents Council consultation?
- This part should have parent feedback for consideration.

The Terminology Section

- Too broad, general, and/or more detail needed (3%)
- Too narrow or specific, less detail needed (2%)
- Language too technical (4%)
- Additional terminology needed (4%):
 - Add: Exchange student policies.
 - Define “catchment” and how the board determines catchment.
 - Define “unique accommodation pressure”.
- Edit required (2%):
 - Correction: Parent(s)/guardian(s)/caregiver(s)
 - Define how 'English-language public school supporters' are determined.
- Other comments (1%):
 - Adult students should be anyone over the age of 18, regardless of their length of our of education.

The Action Required Section

- Too broad, general, and/or more detail needed (6%)
- Language too technical (2%)
- Edit required (8%):
 - Remove "in-catchment".
 - In the closing paragraph “procedure” is spelled incorrectly.
 - The "out-of-catchment" section is confusing; the format, grammar and message are unclear.
 - Specify what procedure will be in place for out of catchment applications.
 - Explain what accommodations are made for international students who do not come in with a minimum grade of B.
- Additional Action needed (5%):
 - Open/Closed to out-of-catchment: A link to list of schools on board website would be helpful.
 - Out of catchment process: Explain how out of catchment requests are made for elementary and secondary schools.
 - Allow provision for private/independent school elementary students transitioning to high school to choose school that best fits their needs.
 - State what fees will be and the reasons why these fees are imposed.
- Other comments (9%):
 - Grades for high school admission for international students should be reviewed.
 - No school should ever be closed to out of catchment students, or to any student within the board.
 - There are only two secondary schools offering French Immersion. Students should have the opportunity to freely apply to out-of-catchment high schools to attempt placement at the school that best meets their needs and goals.
 - FI should be open to out of catchment and siblings should be kept together as a priority.

The Progress Indicators Section

- Too broad, general, and/or more detail needed (9%)
- Language too technical (5%)
- Additional progress indicators needed (2%):
 - The chart is not understandable.
- Other comments (4%):
 - Explain how success is measured.
 - Concerned about closure of local schools to receive grants for new build super schools.
 - Explain what the grant is for.
 - Explain what is meant by “OnSIS”.

Respondent’s General Comments on the Policy

- Many families who will be subject to this document and policy do not have English as a first language or knowledge of the school board system.
- The rationale and purpose of this document are unclear.
- The rigid rules around the out of catchment process do not seem in keeping with the policies of the Education Act.
- Parents and students should have discretion which school they choose to attend.
- All HWDSB schools must make clear information available on their websites regarding availability of Before and After Care.

Conclusion

In all parts of the policy, the majority of respondents agreed with how it was written. There were however many requests for definition of some of the terms used, especially pertaining to education language and the processes that will be undertaken to achieve the Policy goals.

There were also several comments suggesting the purpose of the policy was unclear. Respondents asked for the policy rationale to help set the context.

The majority of respondents felt strongly that all students who want to access HWDSB should be allowed to do so, especially those with particular circumstances and needs (international students, French Immersion students and special needs students). Respondents suggested that this is in keeping with the spirit of the Education Act. Other respondents suggested that out of catchment admissions should be weighed against available resources such as before and after school programming and transport availability.

Subject: Political Activities in Schools During Elections

Executive Council Member Responsible: Manny Figueiredo
Director of Education



BACKGROUND

In response to Bill 181, *The Municipal Elections Modernization Act* and Bill 68, *Modernizing Ontario's Municipal Legislation Act*, "before May 1 in the year of a regular election, municipalities and local boards shall establish rules and procedures with respect to the use of municipal or board resources, as the case may be, during the election campaign period."

RECOMMENDATION(S)

Staff are suggesting to Trustees on the Policy committee that the policy be updated to satisfy changes to the above mentioned amended acts of legislation and be recommended for approval.



Political Activities in Schools During Elections

Date Approved: XXXXX

Projected Review Date: XXXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of fairness and non-partisanship during election campaigns.

HWDSB supports student and community engagement in the political process. However, it is also essential that the learning environment in schools remains impartial when discussing political topics..

GUIDING PRINCIPLES:

- Students learn about the role local, provincial, national and global politics play in everyday life.
- Students have opportunities to gain experience in political affairs through study, discussion debate, curriculum and co-curricular activities in an open, informed and reasoned manner.
- At no time shall political activity interfere with the normal operation of the school.
- At no time shall board or human resources be used for campaign or election-related purposes.

INTENDED OUTCOMES:

Ensure that schools remain impartial and encourage real-life learning about politics during the campaigning of an election.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Bias: An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective or accurate judgments.

Board Resources: Any board-issued item and/or any other information technology device provided to employees or trustees for their work for HWDSB.

Non-partisanship: Not biased towards any particular political group or individual.



Political Activities in Schools During Elections

Date Approved: XXXXX

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Safe Welcome Program: A Ministry funded program that puts in place access device systems such as locking outside doors, security cameras and buzzers at schools.

ACTION REQUIRED:

Candidates

Once an election begins, candidates are not permitted to make individual presentations to students, school councils or staff members. Candidates, unless they are the current official and acting in that role, may not take part as official platform guests at any school or work function.

Staff

During election campaigns, it is important that all Board staff members be mindful of their responsibility as public employees and refrain from activities or actions that might appear to favour one candidate or party over another on behalf of the Board.

Students

Student debates and discussion aimed at increasing political awareness are encouraged. At the discretion of the Principal, non-partisan information, such as polling dates and locations, may be posted within the school.

Schools used as polling stations

The *Canada Elections Act*, *Ontario Elections Act* and *Municipal Elections Act* stipulate that it is the Returning Officer/City Clerk who will choose suitable locations for polling stations, which may include schools. Polling stations are usually selected because they are located centrally in ridings/wards and are easy to access for the voting public.

If schools are identified as polling stations for an election, Facility Services will work with the Returning Officer/City Clerk to address the safety of students, staff and the community. This work will also include ensuring the Safe Welcome Program, where applicable, is followed and to find appropriate accessible locations within the school for the polling station.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure that schools remain impartial and encourage real-life learning about politics during the campaigning of an election.	This will be measured through a sample of schools to capture what activities took place during the election period.



Political Activities in Schools During Elections

Date Approved: XXXXX

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REFERENCES:

Government Documents

Municipal Elections Modernization Act, Bill 181
Modernizing Ontario's Municipal Legislation Act, Bill 68
Ontario Public School Boards Association (OPSBA)

HWDSB Policies

Student Engagement