



Art Centered and Inquiry  
Based Learning Program

# Handbook

Revised November 20, 2023

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## 1.0 Introduction

Welcome to Scholastics, Arts and Global Education otherwise known as SAGE! This program offers families in Hamilton-Wentworth another choice in public education—a choice built around family participation and community building. Working in cooperation, teachers and families use innovative teaching methods to deliver the Ontario Curriculum in an interactive, child-centered manner with an emphasis on scholastics, arts, and global education. Specialized Learning Programs like SAGE have long been at the forefront of education. SAGE operates under the Hamilton-Wentworth District School Board (HWDSB) and is thus subject to HWDSB policies. Hours, funding, attendance, teacher/student ratios, etc., will be consistent with HWDSB programs. What sets it apart is that SAGE explores innovative, cooperative learning modes within the umbrella of the public system. SAGE is an excellent example of how public education can creatively meet the needs and reflect the values of a diverse body of citizens.

### 1.1 General Information

Strathcona School houses two programs: the Main Program, for students who live in the Strathcona catchment area and the SAGE Program, for students from all areas inside the Hamilton-Wentworth District School Board (HWDSB), including Strathcona's catchment area. Students outside of the catchment area apply to be accepted into the program.

### 1.2 School Information

The SAGE program is located at Strathcona School.

**Address:** 10 Lamoreaux St., Hamilton ON, L8P 1V1

**Telephone:** (905) 527-2470

**School Email:** [strathcona@hwdsb.on.ca](mailto:strathcona@hwdsb.on.ca)

**Principal:** Dale Hill

**Office Administrator:** Jenney Gates

**Strathcona School Website:** <http://www.hwdsb.on.ca/strathcona/>

## 2.0 About SAGE

SAGE started as a proposal to launch an alternative program in Hamilton. Initiated in 2001 by a group of dedicated parents familiar with existing alternative programs elsewhere in Ontario. After studying the philosophies and methods of successful programs in London, Ottawa, and Toronto, the volunteer committee approached interested families in Hamilton-Wentworth to determine what they wanted from their school.

In May 2002, the HWDSB approved the proposal for a one-year pilot program to run through the 2002/2003 school year. The proposal was realized at Strathcona School, which was chosen for its location and the willingness of its administration and School Council to commit to the success of the program. Strathcona School is

adjacent to Victoria Park—a green space with a large play structure, swimming facilities, tennis courts, and baseball diamond, as well as nearby Dundurn Park, the RBG South Shore Trails, the Aviary, the Art Gallery of Hamilton, and Hamilton Place. At the end of the 2003 school year, the pilot was approved with a limit of one hundred students between Junior Kindergarten and Grade 5. Nearly one hundred students registered by the end of the summer. In 2003, the Board approved SAGE as a permanent Elementary Focus Program, extending to grade 6 for the following school year.

### **3.0 SAGE Vision**

To spark in each child a passion for learning, a creative spirit, and a commitment to community and the environment, in a child-centered classroom that is enriched by the arts, enhanced by innovative teaching, supported by strong home and school collaboration, and rooted in appreciation for our differences.

#### **3.1 Arts: Exploring Creativity in the Learning Process**

SAGE endeavors to foster, support and celebrate the creativity, imagination, and self-expression of each child in the program. This is achieved through enhanced learning experiences that include instruction from professional artists, art activities and fieldtrips, and an overall strategy to incorporate and integrate the arts into lesson planning. Emphasis is placed on direct experiential learning in a broad spectrum of artistic mediums, including music, drama, visual arts, and dance. In addition to teaching specific skill sets, the Arts component of SAGE strives to engender an appreciation for all forms of artistic expression and encourages exploration as a vital part of the learning process.

#### **3.2 Global Education: Fostering an Appreciation of the World Around Us**

In tandem with an enriched Arts education, the SAGE program offers enhanced learning experiences that emphasize ecology, sustainability, and stewardship on one hand, and cultural diversity, social justice, and peace studies on the other. Students explore these topics through dedicated lesson planning as well as numerous events organized around topics and celebrations such as the Festival of Lights, International Women's Day, Indigenous studies, habitat exploration, and Earth Day, among others. As well as fostering an appreciation for ecological issues and engendering a sense of social responsibility, the program strives to create opportunities that inspire children to be active citizens in their community.

#### **3.3 Innovative Teaching: How We Teach Is As Important As What We Teach**

While enhanced learning experiences form the backbone of the SAGE program, teaching brings it to life! Emphasis is on integrated, experiential learning that encourages a child's sense of ownership and accomplishment. Teachers blend structured lessons and age-appropriate technology with learning centers and

student-initiated inquiry to provide a rich learning environment, one that stresses collaboration over competition. Importantly, lesson planning is tailored to incorporate parent skills and participation, helping to build a community centered school environment that has been shown to have a direct impact on academic success.

### 3.4 **Parent\*–Teacher Partnerships: Working Together to Improve the Learning Experience**

Parent\* involvement forms a vital part of the SAGE program. Through voluntary Enhancement Meetings between teacher and parents\*, teachers can help shape curriculum delivery around parent\* skills and knowledge bases, providing opportunities for parents\* to be directly involved in the learning process. Parents\* are instrumental in program oversight and management: there are many opportunities to help shape the program by becoming involved in the Steering Committee or one of the subcommittees.

It is important to note that SAGE acknowledges and understands that not every parent/caregiver/guardian can volunteer their time—either inside or outside of the classroom. We all contribute to creating an equitable and inclusive community for our children; part of this initiative involves the pooling of our collective resources so that every child in the program experiences the benefits of enhanced community involvement. Together, we will continue to foster a program that welcomes all families.

*\* For the purpose of this handbook, the words parent or families will refer to anyone providing care of the child to include but not limit to Parent(s), Guardian(s), Caregiver(s).*

### 3.5 **Building Community: Integrating School, Home and Neighbourhood**

The final element of the SAGE paradigm is Community Building, with recognition that child development does not take place in isolation but rather through connections that are woven amongst families, teachers, and administration. Outside school hours, SAGE families build community through extracurricular activities and gatherings. These gatherings can catalyze new friendships, provide mentoring and leadership opportunities amongst the students, and help to foster a sense of belonging and confidence.

## 4.0 **Volunteering**

Caregiver involvement in a child’s education has been linked to their success at school. Positive caregiver involvement is encouraged and celebrated at SAGE and is one of the defining characteristics of the program.

#### 4.1 Time Commitment

Family members bring a wealth of experience and expertise with them. Volunteering supports the teachers and enhances programming. Families who have the capacity to contribute their time are encouraged—but not required—to volunteer 3-5 hours each month. This can be in class, on committees, during school trips, etc.

Naturally, unpredictable events and busy schedules may limit a family's ability to meet this commitment. If your family needs more flexibility, that's okay. There may be times when you can offer volunteer hours to the program; other times may prove to be too hectic. By simply attending a SAGE picnic or fundraiser, you are showing your support for your child/children's learning community.

#### 4.2 Volunteer Opportunities

Volunteerism can take a number of equally valuable forms, both during and outside school hours. Some of the opportunities to volunteer include:

- Field trip supervision
- Classroom assistance or workshops
- Joining a committee
- Attending SAGE meetings
- Volunteering your time for or at SAGE events

#### 4.3 Volunteer Requirements

Individuals wanting to volunteer in the school need to provide the school with a current (within 6 months of issue) [Vulnerable Sector Scan Police check](#) from the jurisdiction in which they reside.

- All new volunteers must submit a completed [Volunteer Information Sheet](#) and participate in a brief interview/orientation to learn about school procedures.
- All volunteers must sign an [Offense Declaration](#) in years that a new Vulnerable Sector Scan is not required.
- All volunteers must sign a [Volunteer Agreement](#) each year.
- The [Volunteer Policy Handbook](#) can be found on the HWDSB Web site.

### 5.0 Conflict Resolution

Conflict is an unfortunate aspect of human interaction and when communicating with others, but it does not need to be destructive or divisive. Rather than avoiding conflict it is far more productive to recognize conflict when it arises and work positively to resolve it. Should conflict arise, whether between you and a teacher or another parent, it is understood by all parties that it is never to occur in the presence of children (e.g., on the playground or in the classroom). Interactions should be respectful and should take place at a mutually agreeable



time.

A full list of HWDSB policies can be found at:

<https://www.hwdsb.on.ca/about/policies/>

## **6.0 Steering Committee**

### **6.1 Overview**

The mandate of the Steering Committee is to provide the volunteer administration needed to ensure the effective operation of the SAGE Program, work towards the implementation of the SAGE Vision, and facilitate family involvement in all aspects of the Program. The Steering Committee is comprised of elected members and meets regularly throughout the year. Meetings are open and everyone is welcome.

One member of the Steering Committee will sit as one of the co-chairs on the Strathcona School Council.

The Steering Committee tasks include:

- Maintain a calendar of community meetings (enhancement, parent education, SAGE community forums, socials) and specific events
- Provide program communications and family contact mechanisms
- Facilitate the startup of committees and working groups and monitor the work of these groups
- Coordinate SAGE community gatherings and all fundraising activities
- Liaise with the Main program at Strathcona, Strathcona Home and School Association (SHASA), SAGE Quest, HWDSB, and the larger community
- Fundraise to support classroom enhancements and learning opportunities
- Oversee SAGE's contribution to school-wide events
- Track SAGE finances and report on finances twice annually
- Update the SAGE Handbook

The SAGE Steering Committee, in partnership with the staff, is committed to implementing the SAGE Vision, considering the resources of our community. To realize these goals and the overall vision, a visioning roadmap is generated by the incumbent and outgoing steering committee members in July of each year to set a mandate for the upcoming school year, ensuring that the SAGE Vision is an integral component of the Steering Committee directive. This roadmap should outline priorities and potential action items for the Steering Committee and the SAGE community-at-large. The document should be distributed to families and staff for the start of the school year. The visioning roadmap should be reviewed in December to ensure objectives are being met.

An Annual General Meeting (AGM) occurs yearly in May. The attendance of all SAGE families is requested. The meeting provides a summary of the events of the current school year, as well as a roadmap for the upcoming year. Elections for

open positions on the Steering Committee are held at this meeting.

## 6.2 Positions

Steering Committee positions have a 2-year term of office which shall run from the Annual General Meeting to the end of June the following year. If any of the elected positions are not filled through Steering Committee elections, they can be filled by the Steering Committee during the school year.

The Principal and teachers are invited to attend the Steering Committee and are participatory partners in consensus decision-making. Staff select a Teacher Rep, who is also a voting member.

Steering Committee members are required to attend all “official” SAGE Steering Committee meetings. In the event a member is unable to attend, they are required to notify the Committee of their absence and have another member step in on their behalf.

See Appendix A for a hierarchical map of positions.

### 6.1.1 Program Co-Chairs

The co-chairs assume a leadership role in collaboration with the school Principal. They are responsible for overseeing the growth and sustainability of the program.

Eligible applicants for the co-chair position must have held a position on the steering committee for at least one year. The two co-chair positions are two-year terms staggered by one year to promote continuity.

The co-chairs are responsible for overseeing and maintaining the Annual Roadmap which:

- Integrates the visioning within steering committee roles – in collaboration with the Principal, Teacher Rep, and all steering committee members;
- Communicates timing expectations for steering committee members, coordinating actions laid out in the roadmap and meeting agendas in order to ensure that the SAGE vision is followed, and decisions are made between meetings;
- Outlines community orientation, school improvement, arts and global education events, community building/social/fundraising initiatives, and promotional events for SAGE to attract new families.

Additionally, the co-chairs are responsible to:

- Chair meetings, prepare agendas (including requesting agenda items from the community at least a week in advance of SC meetings), and keeping track of action items for regular meetings the Annual General Meeting



- Consult with the Principal and the Teacher Rep to revise the monthly agenda, coordinated with the SAGE annual roadmap
- Ensure transparency by sharing the monthly agenda and steering committee minutes with the community
- Incorporating the lens of the Vision Statement at meetings, examining how each component is represented within the program
- Act as a role model for others on the steering committee and the SAGE community-at-large
- Support program legacy, growth, and sustainability by ensuring information updates occur, in consultation with the other steering committee members
- Communicate vacancies on the Steering Committee to the SAGE community
- Update Steering Committee roles annually to correspond with the visioning process in time for AGM elections
- Consult with the school Staff Rep as needed to cultivate awareness of history and SAGE visioning
- Attend subcommittee meetings if possible/requested
- Represent the interests of the SAGE community through established communication protocols by consulting with the Principal, Superintendent, and Trustees as needed.

#### **6.1.2 Secretary**

- Records and distributes Steering Committee meeting minutes to members within two weeks of the meeting
- Makes approved minutes publicly available one week prior to the monthly steering committee meeting
- Ensures that approved minutes are added to the SAGE archives
- Forwards updates through agenda reports from Steering Committee members and subcommittee chairs
- Forwards AGM minutes to the SAGE community
- Regularly attends meetings and ensures a replacement is available in their absence to record minutes
- Facilitates all in-person and email voting; ensures all members cast their ballot, and records and tallies votes
- Records and audits attendance at meetings.

#### **6.1.3 Communications Coordinator**

Leads a subcommittee to produce the SAGE Newsletter (SAGE Leaf);

- Liaise with steering committee, subcommittee chairs, class reps, Principal and staff liaison to compose the Steering Committee Newsletter, the "SAGE Leaf"
- Ensures the publication frames current steering committee decision making in terms of the program's legacy, vision and annual road map
- Facilitate deadlines for newsletter contributions and production schedule
- Maintains a monthly calendar of events for all grades
- Ensures communication of SAGE information to families is effective and

- efficient
- Updates contact information for registered families to facilitate communication
- Builds and maintains a registered family list, obtaining new contact list in June and/or September from the school office
- Creates/updates a family contact list to be distributed to SAGE families by the end of September each year.

#### **6.1.4 Archivist**

- Coordinates SAGE Web site links and content with school administration
- Organizes and maintains an archive of electronic and print documentation to support celebration and promotion of the program
- Organizes and maintains an archive of print documentation and physical items as well as a "sign out" for those items if required
- The document store is wiki-style, with previous versions of each document saved on revision.

#### **6.1.5 Volunteer Coordinator**

- Facilitates and oversees volunteer orientation and participation
- Collects parent interests/skills and forwards to teachers and activity coordinators
- Updates family information materials and distributes to parents in consultation with steering committee
- Follows up with families when volunteer requirements are not met to assess interests and availability
- Consults with Principal if families cannot find suitable volunteer commitment in the program
- Liaise with Class Reps regarding volunteer opportunities

#### **6.1.6 Social Coordinator**

- Plans social gatherings for students and/or parents
- Facilitates subcommittees for events as necessary
- Publicizes events, posters, SAGE Leaf, etc., as approved by the Principal or Steering Committee
- Implements a Welcome Picnic (September) and Teacher Appreciation Potluck (December) if available.

#### **6.1.7 Promotion and Recruitment Coordinator**

- Develops promotional materials and communicates with Principal in incorporating a variety of strategies with an inclusive approach to attract new families to SAGE
- Consults with Committee and community members to coordinate photo documentation of program events to develop marketing and promotional materials
- Works with Outreach Coordinator in the communication of vision in

- relation to events
- Develops annual strategy for recruitment of new students with school administration
- Aids Social Coordinator in creation of posters, information sheets etc., for events and information to be shared with families

#### **6.1.8 Treasurer**

- Collects a “wish list” of expenditures, ensuring they support the SAGE vision at each grade level of the SAGE program, before the September steering meeting
- Helps facilitate spending decisions, which are voted on by the Steering Committee, by referring to the budget, current bank balance and anticipated expenditures, etc.
- Consults/reviews with Steering Committee to create budget spending categories to help guide spending decisions throughout the year
- Forwards approved expenditures to the Principal and Office Administrator.
- Provides account balance and spending updates at each meeting by obtaining the ledger from the Office Administrator before each meeting and comparing it with Steering Committee approved income and expenses
- Publishes financial summary in newsletter twice per year in January and June including fundraising results and where money was spent.

#### **6.1.9 Outreach Coordinator**

- Consults with Steering Committee regarding fundraising needs
- Identifies fundraising needs and plans fundraising strategies based upon wish list for the SAGE Program supporting the Vision Statement
- Prepares fundraising plan for approval at the September steering meeting and presentation at School Council in October
- Organizes activities for Strathcona’s Open Houses and Sage Information Nights
- Builds on existing initiatives where possible to maintain member energy, keeping in mind the SAGE Vision

#### **6.1.10 Program Consultant / Member-at-Large**

- Provides historical context for the program
- Cultivates knowledge of SAGE history and visioning
- Supports co-chairs to ensure roles are clearly promoted in a timely fashion and follows up with Volunteer Coordinator as needed if roles are not filled
- Offers historical perspective of the Board-approved model for the program, attempts to ensure decisions made are true to this model as well as ensures updated Vision is acted upon
- Updates Vision-related information on SAGE Web site in consultation with Co-Chairs
- Substitutes, as needed for co-chairs in meetings they cannot attend
- Supports co-chairs and all Steering Committee members as they transition

- into their roles
- Must have served on the Steering Committee prior to this role.

#### **6.1.11 Teacher Rep**

- Acts as a liaison between the Steering Committee and the teaching staff
- Brings ideas, suggestions, and information from the staff to Steering Committee for discussion and approval
- Delivers a report created from teacher and administrative input and upcoming school events
- Provides support for subcommittees
- Articulates how staff are working towards achieving the SAGE Vision within the classroom

### **6.3 Notes:**

- All members of the Steering Committee are voting members.
- Co-Chairs and the Program Consultant/Member-at-Large are required to have previously served on steering committee.
- Subcommittees report to the Steering Committee but are not a direct part of the SAGE Steering Committee structure.
- The Principal is a non-voting member, but attends meetings
- A Teacher Rep is required to be part of the Steering Committee structure
- Quorum is one-half of the membership rounded to the next higher whole number. Example: a quorum of thirteen voting members is seven.
- Committee structure is reviewed/evaluated annually following visioning processes or as determined by the SAGE community and is updated if needed in advance of the Annual General Meeting by the co-chairs.
- Elections for new Steering Committee members will happen at the AGM, with role outlines clearly identified prior to elections.

### **6.4 Steering Committee Contacts**

A list of current Sage Steering Committee members can be found on the Sage webpage at: <https://www.hwdsb.on.ca/strathcona/sage/>

### **6.5 Authority & Accountability**

The Steering Committee is a subcommittee of the Strathcona School Council and has the authority to vet recommendations made by SAGE subcommittees and working groups and approve, amend, or reject those recommendations and to otherwise make decisions to fulfill the Steering Committee's purpose. The Steering Committee's authority is restricted by the parameters established by the Ministry of Education, the Hamilton-Wentworth District School Board and Strathcona School. Decisions made by the Steering Committee must abide by the Strathcona School Council Constitution. Any decisions bearing the SAGE name must ultimately be approved by school administration.

The Steering Committee is accountable to SAGE families who elect its members. It has the responsibility to work collaboratively with administration and teachers in consensus decision-making.

#### **6.6 Communications & Reporting**

The Steering Committee will set out meeting dates at the beginning of the school year and will make the minutes of those meetings available to the SAGE community in a timely fashion. The Steering Committee will endeavor to hold community activities throughout the school year. The Steering Committee shall annually hold a General Meeting which includes Steering Committee elections, and a Road Mapping exercise.

#### **6.7 SAGE Steering Committee Working Agreement**

To create and sustain an environment characterized by positive working relationships and high levels of collaboration, we will adhere to the HWDSB policies for a positive workplace and follow conflict resolution guidelines should conflict arise.

#### **6.8 Process for Generating Recommendations**

Members of the SAGE community wishing to raise issues and present programming ideas should approach the appropriate Steering Committee member or subcommittee lead.

Sub-committees and working groups shall bring recommendations to the Steering Committee, based on input from committee members, teachers, administration, community meetings and other sources. Teachers and the administrator will be consulted as/where necessary. Committees must ensure the SAGE Vision and HWDSB policies are considered when developing recommendations.

Developing recommendations through this structure encourages broad grassroots participation in the SAGE Program and transparent decision-making processes.

The Steering Committee will review recommendations brought forward by committees.

Matters outside the authority of the Steering Committee shall be addressed by administration.

#### **6.9 Steering Committee Proposal Guidelines**

SAGE parents, guardians, and caregivers can make suggestions to the Steering Committee. To ensure the necessary information is prepared in a timely manner, all proposals must follow the following guidelines:

- A one paragraph proposal
- Indicate the type of event: parent information, film screening, workshop, fundraiser, etc.
- List the name of the individual(s) or committee(s) involved
- List of resources required, e.g., funding amount
- Timeline for proposal or date of event

An item must be sent to the co-chairs one week prior to a meeting to be placed on the agenda to provide an opportunity for review in advance.

Once tabled, a proposal item “belongs to everyone present” and becomes part of a collective discussion to achieve consensus. If consensus cannot be reached, more consideration may be required including follow-up discussions if needed.

## 6.10 **Decision-Making**

SAGE runs on a consensus-building model. The Steering Committee, sub-committees, and working groups follow an abridged consensus decision making process. Every group member has the opportunity to contribute and influence the decisions made. The aim is not to find out what the majority thinks is the best option, but to incorporate what everyone thinks is the best option. In this way, the consensus model values the expression of diverse perspectives from all members of the group.

### 6.1.12 **Voting**

- Failure to attend 2 consecutive meetings or 3 missed email votes will result in loss of voting privileges.
- Each member of the steering committee is entitled to one vote in votes taken by the committee, even if occupying more than one seat on the committee
- Each member of the steering committee is entitled to one written proxy vote in votes taken by the committee, even if occupying more than one seat on the committee.
- Voting may only take place if quorum is achieved.

### 6.1.13 **Email voting**

Some items may require a decision before a scheduled meeting. An email vote can be used in these situations.

An email vote should specify a single motion to put to a vote.

Once the initial email has been sent out, voting members have 72 hours for discussion of the motion. After 72 hours has passed, the originator of the motion may request for it to be seconded.

After the request to second the motion has been made, an additional 72-hour



period is applied for voting. All voting members must reply-all with a yay, nay, or abstention. No further debate is to occur during the vote.

All motions passed through an email vote are to be included in the following Steering Committee meeting minutes.

#### **6.1.14 SAGE Subcommittees and Working Groups**

If an idea or topic requires more time than the Steering Committee can commit to at meetings, a subcommittee or working group can be established. Working groups and Subcommittees allow all interested SAGE parents and staff to have their points of view heard and are an essential part of ongoing SAGE development. It is the Steering Committee's hope that effective communication will allow for more of the ideas the community generates to see their way to reality in a shorter time.

Initiatives of significant interest and support may stimulate the formation of a working group.

Parents with an idea they wish to explore in a working group may approach a Steering Committee member for direction. That member will review the idea with the Steering Committee then report back to the parents, and if the idea is endorsed, act as or designate the group's liaison. The entire SAGE community should be made aware of a working group or subcommittee's formation when endorsed by the Steering Committee. Working groups and subcommittees should consult with school administrator and teachers.

The decision whether to create a working group or subcommittee falls on the Steering Committee. Working groups are ideal for one-time decisions, whereas subcommittees are best suited for continual decision making (e.g., Art Enhancement and Global Enhancement subcommittees).

A communication chair should be chosen. They will communicate with and report to the Steering Committee. They will also keep the subcommittee members up to date with group meetings and progress.

For the Steering Committee to address as many initiatives as possible, working group reports are requested to have the following format:

- Single page summary forming the front page of the report
- Background information that led to workgroup formation
- Evidence supporting the initiative
- Initiative support for the SAGE Vision
- Recommendations for steering committee consideration
- Suggestions for practical implementation

Reports should be emailed to the co-chairs for forwarding to other Steering Committee members to ensure inclusion in the agenda. This will enable informed

discussion of the report at the earliest Steering Committee meeting, as time and priorities allow.

#### 6.11 **Arts Enhancement Committee (AEC)**

Arts Enhancement subcommittee (AEC), the mandate is to ensure that the arts are a core component of the SAGE program. Specifically, the AEC works on creating cross-graded (all grades) arts activities throughout the year to supplement the curriculum in the classroom. The AEC is also tasked with hosting the annual Art Gala and helping to organize trips to the Art Gallery of Hamilton (AGH).

#### 6.12 **Global Enhancement Committee (GEC)**

Global Enhancement (GEC) is a subcommittee focused on culturally specific and environmental topics & issues. The mandate is to help teachers incorporate field trips, activities, and other materials into the classroom that relate to global enhancement. The GEC is focused on inspiring children to do “good works” in the world and share the results with their classmates.

#### 6.13 **STEAM Lab**

The Science Technology Engineering Arts and Math Lab provides curriculum enhancements for teachers and students in SAGE and Main. It is an opportunity for parents and caregivers to share interests and skills with students in small activities and labs as part of scheduled programs.

### **7.0 Charitable Donations**

Charitable donations can apply to anything that enhances students’ education; they can apply to trips, materials, etc., but not to salaries, repairs, etc.

Donations can be made through the Hamilton Foundation for Student Success. Please reach out to the Principal for further details or information on Charitable Donations.

If you want your donation to fund a particular class, item or the SAGE program, please advise the Principal on submission of the cheque.

### **8.0 Communications**

Communications within SAGE are essential to its success. The hope is to provide clear and complete information in a timely manner, so that families can get the most out of the program. Communications plans include:

- Email group for all SAGE families. This group is facilitated via Google Groups for general use, announcements and discussions. This group is

- restricted to members of the SAGE community
- A newsletter (The SAGE Leaf) to announce upcoming events, class programs and requests for assistance
- A Web site to provide information and resources to families and teachers, as well as to provide information about SAGE to the public
- Communication between teachers and volunteers, either directly, via the Class Representative or through Enhancement Meetings
- Various social media outlets including a Friends of SAGE Facebook group and Twitter (@SAGEhamont)

## 9.0 Appendix A

### 9.1 SAGE Steering Committee hierarchy

