



Student Engagement

Date Approved: 2015

Projected Review Date: 2019

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in ensuring high levels of student engagement in the classroom, school and system to contribute to student achievement and well-being.

GUIDING PRINCIPLES:

- Student engagement is a necessary condition for learning and achievement.
- Through student voice and engagement, students and adults collaborate to ensure their schools become a place where everyone feels safe, accepted and included.
- All students have the necessary resources to feel supported, respected and confident in order to learn and develop to their full potential.
- A school community approach to engagement allows the entire schools to engage in putting prevention and intervention strategies in place at all levels that include, but are not limited to, the classroom, school and the board.
- 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:

- Students have a sense of belonging within the school community through student voice, leadership opportunities, instructional opportunities, extra-curricular opportunities, taking an active role in their learning, and seeing themselves reflected in their classroom and school.
- Continually invite all students to share information, ideas and thoughts, and allow students to turn their ideas into action through student learning and participation in the classroom.
- Promote a shared classroom environment influenced by all; meaningful learning tied to the real world and curriculum; positive reciprocal relationships amongst staff, students, parents and the community; and student voice and ownership in their learning.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Student Engagement: The way students are enabled to invest in their own learning by:

- Identifying with and valuing their educational outcomes
- Striving to meet the learning and course outcomes
- Having a sense of belonging at school
- Showing positive behaviour



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- Participating in student voice, leadership, instructional opportunities and extra-curricular activities

School Continuous Learning and Improvement Plan (SCLIP): Refers to what the school should be, how it should operate, and in what ways it should change and improve its approaches to teaching and learning.

ACTION REQUIRED:

In order to provide responsive support to students, staff will:

- Create the environment where students are partners in dialogue and discussion to inform programs and activities in the classroom and the school.
- Provide a whole school approach to a positive school climate that includes the active involvement of parents/guardians and the broader school community.
- Develop healthy relationships throughout the school community amongst students and adults.
- Collaborate with community agencies, organizations and public bodies to improve service and support for student success and well-being in both the school and community environment.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Students have a sense of belonging within the school community through student voice, leadership opportunities, instructional opportunities, extra-curricular opportunities, taking an active role in their learning, and seeing themselves reflected in their classroom and school.	Gathering of engagement information by Student Senate in all secondary schools for Student Trustees that are included in updates to Board. Data compiled and presented through the Student Engagement Report.
Continually invite all students to share information, ideas and thoughts, and allow students to turn their ideas into action through student learning and participation in the classroom.	The SCLIP will show evidence that student voice at each school is being gathered and impacting school initiatives.
Promote a shared classroom environment influenced by all; meaningful learning tied to the real world and curriculum; positive reciprocal relationships amongst staff, students, parents and the community; and student voice and ownership in their learning.	The SCLIP will include evidence of a focus reflecting needs and strategies as identified through student voice forums and surveys.



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REFERENCES:

Government Documents

Growing Success, 2010

School Effectiveness Framework, 2010

Learning for All K-12, 2009

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009

HWDSB Policies

Equity and Inclusive Education