

POLICY COMMITTEE

Wednesday May 11, 2016
Education Centre, Level 3, Room 308

AGENDA

12:00 p.m.

1. Call to Order
2. Approval of the Agenda
3. Correspondence re: Community Involvement Activities policy consultation
 - Parent Involvement Committee
 - Student Senate

ENGAGEMENT:

4. Community Involvement Activities – draft for approval, post-consultation

EQUITY & DIVERSITY:

5. Faith Club and Prayer Activities – policy review

FINANCE & ADMINISTRATION:

6. Naming of Schools – draft for approval, post-consultation
7. Political Activity in Schools during Elections – draft for approval, post-consultation
8. Use of Board Facilities – draft for consultation

For Information:

9. Educational Excursions Directive
10. Next Policy Meeting: September 2016
11. Adjournment

HWDSB
**Parental Involvement
Committee**

March 8, 2016

HWDSB

Policy Committee

Dear Policy Committee

Re: Community Involvement Activities Policy

Hamilton-Wentworth District School Board Parent Involvement Committee (PIC) believes that providing direct input into draft HWDSB policies is an important component of our advisory role. Members of the committee meet on a monthly basis to respond to current policy consultations. We endeavour to submit to you a consensus summary however, when we are unable to reach consensus, it will be noted in our letter to you. We are pleased to submit the following feedback related to the above noted consultation.

We find the Purpose, Guiding Principles, Intended Outcomes, Responsibility, Terminology, Action Required, Progress Indicators to be clear, concise, and in line with current Board practices – with some additions and comments - please see below.

We ask that you consider adding parentheses to the title which reads “(Including 40 hours required for Secondary School Graduation)”. Our committee believes that instilling a lifelong appreciation of volunteerism is extremely important AND that change would make the purpose of the policy crystal clear.

We ask that you consider adding a definition of “volunteer” under the terminology section; perhaps re-working the definition from the HWDSB’s Volunteer Policy.

The general strengths of the Policy are it’s clear and concise nature.

We have the following suggestions for Improvement:

- *add 3rd bullet to INTENDED OUTCOMES which reads “instill lifelong appreciation of importance of volunteerism.”

- *correct spelling of acronym “HWDSB” to “HWDSB” 2nd bullet in Eligible Activities section

- *Include the word “VOLUNTEER” after the word “Eligible” in the List of Examples of Eligible Activities and then remove the word “volunteer” from the 8th bullet in that section preceding “work with seniors”

Other comments on the policy are:

*in the list of Ministry ineligible activities, there are some that are not clear to us and the reason for their ineligibility are not clear. Could these be made more clear?

*the policy, somewhere, would benefit from verbiage related to the receipt of small honourariums/stipends not being an exclusion from valid volunteer hours. ie; the YMCA gives a \$700 stipend to its volunteer counsellors-in-training after 9 weeks of work @ 40 hours per week.

Thank you for your kind consideration of our comments.

Respectfully submitted by

Kevin Baglole, PIC Chair and Margaret Reid, PIC Co-Chair

on Behalf of the Parent Involvement Committee

cc. eBest HWDSB

Student Senate Response to Community Involvement Activities Consultation

- Need to be more informed about what you can and can't do.
- Personal recreation is not clear enough (a senator works at a horse farm receiving volunteer hours doesn't know if it counts)
- Give a better understanding of what is available for eligible activity
- List of ineligible activities 3.8 why? Takes out many opportunities for students
- Is student council included? If it happens during lunch time or after school does it count?
- If during spare and volunteering in another class can you collect volunteer hours?
- There are a lot of grey areas in what is acceptable?
- Programs that fit into the criteria accept happening during school why do they not count?
- IDEAs club: focuses on mentorship but happens in school but doesn't count
- Some schools get hours for stuff that happens in school some do not
- "HWDSB" should be HWDSB page 2
- page 2 top of page "on" instead of
- if your missing school for volunteer, ie, mission trips when does it count when does it not count
- bullet number 1, what does it mean? Clarification because many work places offer it
- bullet point #4, garden club what is a logging environment? Maybe not significant to hwdsb
- handling banking or securities does that include being a treasurer for student council, charity events handling money etc?
- Page 1 switching between community involvement and service and why are switching between the two becomes unclear
- Better way to submit hours and follow how many you have? D2I hour republic (better advertisement) assessment
- Page 2 examples of eligible activities, fundraising is acceptable but handling funds, if fundraising for student council is that charitable?
- Eligible modes of entering hours who you submit to, who signs off on eligible hours
- Page 1 under terminology wording isn't clear enough
- Clarify that volunteer hours do not just need to be completed in Hamilton that they can be completed any where
- Seek clarification on point 8 list of ineligibility what does the word medical procedure mean
- Be clear of what the purpose of volunteer hours are

In terms of school clubs, should volunteer hours include meetings or time dedicated to an event?

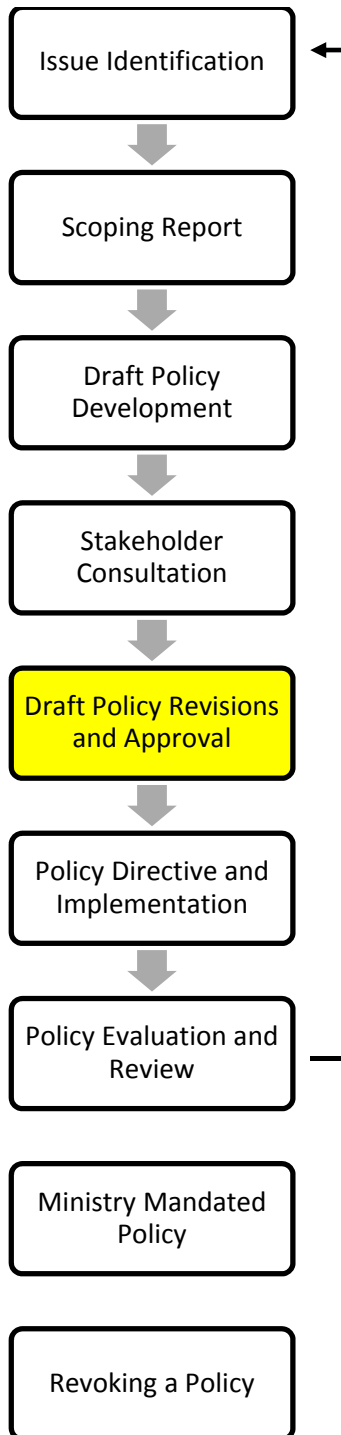
- Shouldn't count if for meeting purposes
- Volunteering your time vs achieving community involvement activities

POLICY COMMITTEE

Title: Community Involvement Activities

Pillar Policy: Student Achievement

Last Reviewed: --



Recommended Action:

That the Community Involvement Activities policy be recommended for Board approval.

Background:

The draft policy was approved by the committee for consultation at the December 2015 meeting.

The policy consultation took place from February 1st to March 2nd and received a total of 235 responses.

Changes made to the policy are highlighted in the chart on the next page of this package.

Summary of Changes for Policy

DATE: May 11, 2016

TO: Policy Committee

FROM: Peter Joshua, Executive Superintendent, Leadership & Learning

POLICY: Community Involvement Hours

Listed below is a summary of the changes made to the policy because of the feedback received through the public consultation.

Section	Original Language	Revised Language	Change Made
Guiding Principle	-----	Introduce and nurture the importance of volunteering	Added this Guiding Principle
Responsibility	-----	Principals or designate	Added this item to Responsibility

Section	Original Language	Revised Language	Change Made
Terminology	-----	Civic Responsibility: Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.	Added definition
Terminology	-----	Non-profit: Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.	Added definition

Section	Original Language	Revised Language	Change Made
Terminology	-----	Volunteer: Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.	Added definition
Action Required	Examples of Eligible Activities	Examples of Eligible Volunteer Activities	Added the word volunteer



Policy No. TBA

Community Involvement Activities

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility, while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community.

GUIDING PRINCIPLES:

- Promote and encourage civic responsibility
- Promote community values
- Develop student interests and skills
- Guide and support students' career explorations
- Introduce and nurture the importance of volunteering
- Reinforce the importance of volunteering

INTENDED OUTCOMES:

- Ensure students are completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.
- Develop a comprehensive list of the types of activities students are volunteering in. This list will be used to encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals or designate

TERMINOLOGY:

Civic Responsibility: Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.

Ineligible Activities: Ineligible Activities are activities that may not be included as volunteer hours towards a student's Community Involvement Hours, as outlined by both the Ministry of Education and Hamilton-Wentworth District School Board.

Eligible Activities: Eligible Activities are activities that may be counted towards a student's 40 community involvement hours, which must be accumulated as a graduation requirement.

Non-profit: Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.

Volunteer: Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.

ACTION REQUIRED:

All secondary students must complete their 40 hours of community service as part of the requirements for on Ontario Secondary School Diploma. Community Involvement activities can begin on July 1st the summer before going into Grade 9.

Eligible Activities

The following list is intended to assist students, parents/guardians in determining whether a planned activity is within an approved area. These activities may take place in the community or be school-based.

- An event or activity designed to benefit the community in general.
- An event or activity to support a non-profit agency, institution or foundation that aligns with HWDSBs Strategic Directions and meets the ethical standards of the Ministry of Education.
- Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
- Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
- Participation in an event or activity that contributes to the health and well-being of others.
- Participation in an event or activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

Examples of Eligible Volunteer Activities

If the activity that a student wishes to participate in does not appear on the list of eligible activities, the student must receive written permission from their secondary school principal before completing any Community Involvement Hours.

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs
- Community Events, Festivals or Fairs

- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Work with Seniors
- Camp Leader or Counsellor
- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board
- Campaigning for Municipal, Provincial or Federal elections

HWDSB's List of Ineligible Activities

Hamilton-Wentworth District School Board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible:

- Campaigns for the office of school board trustee

Ministry of Education's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. These include:

- Any activity that would normally be performed for wages by a person in the workplace.
- An activity that is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadow, work experience).
- Any activity that takes place during regular class time on a school day. However, an activity that takes place during lunch breaks or a "spare" period is permissible.
- An activity that takes place in a logging or mining environment, if the student is under sixteen years of age.
- An activity that takes place in a factory, if the student is under fifteen years of age.
- If the activity takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Participation in an activity that involves the operation of a vehicle, power tools, or scaffolding.
- Activity that involves the administration of any type or form of medication or medical procedure to other persons.
- An activity that involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.
- An activity that requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Any activity that involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuables.
- Any activity that consists of duties normally performed in the home (i.e., daily chores) or personal recreation activities.
- Any activity that involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure students are on track towards completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.	This will be measured through analysis of data (time) submitted by students.
Develop a comprehensive list of the types of activities students are volunteering in to encourage students to volunteer across various sectors.	This will be measured through analysis of data (activity type) submitted by students.

REFERENCES:**Government Documents**

Policy/Program Memorandum No. 124a - Ontario Secondary School Diploma Requirement:
 Community Involvement Activities in English-Language Schools
 Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Student Achievement Pillar
 Community Engagement
 Student Engagement



Community Involvement Activities Directive

Directive for Policy X.X Community Involvement Activities

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility, while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community.

Every student who begins secondary school must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

TERMINOLOGY:

Civic Responsibility: Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.

Ineligible Activities: Ineligible Activities are activities that may not be included as volunteer hours towards a student's Community Involvement Hours, as outlined by both the Ministry of Education and Hamilton-Wentworth District School Board.

Eligible Activities: Eligible Activities are activities that may be counted towards a student's 40 community involvement hours, which must be accumulated as a graduation requirement.

Non-profit: Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.

Volunteer: Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.

PROCEDURES:

1.0 Responsibilities

1.1 HWDSB Responsibilities

- 1.1.1 HWDSB is responsible for developing a list of community involvement activities that the board considers acceptable.
- 1.1.2 The list must not include activities that are designated as ineligible as per the Ministry of Education's list of ineligible activities.
- 1.1.3 HWDSB will develop a reporting system for students to list their planned activities and their completed activities.
- 1.1.4 HWDSB will develop a document that explains the community involvement requirements and the roles and responsibilities of the various participants. This document includes:
 - An overview of the requirements
 - The roles and responsibilities of students
 - The roles and responsibilities of parents/guardians
 - The roles and responsibilities of the person or organization sponsoring an activity
 - A list of eligible and ineligible activities

1.2 Principal Responsibilities

- 1.2.1 Principals will ensure that a description of the community involvement requirement and an outline of the policy and directive are included in the school course calendar.
- 1.2.2 Principals will provide students with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible.
- 1.2.3 Principals will also provide copies of the board's information document to be given to parents/guardians and the person supervising the community involvement activity.
- 1.2.4 If the student proposes to undertake an activity that is not listed on the board's list of approved activities, the principal will determine whether the proposed activity is acceptable.
- 1.2.5 Principals will keep a copy of the approval on file.
- 1.2.6 Principals will determine whether the student has met the community involvement requirement, and if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.
- 1.2.7 Principals, or designate, will continue to collect paper copies of student hours until the online format is operational.
- 1.2.8 Principals are responsible to enter student data into Power Schools and monitor student hours to ensure the requirements for graduation are being met.

1.3 Student Responsibilities

- 1.3.1 Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement.
- 1.3.2 Students under the age of 18 years will plan and select their community involvement activities in consultation with their parents/guardians.
- 1.3.3 The student will select an activity (or activities), from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the Ministry's or Board's list of ineligible activities.
- 1.3.4 If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal.
- 1.3.5 A student under the age of 18 must complete the form in consultation with his or her parents/guardian, and must have one parent/guardian sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.
- 1.3.6 When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. Students are encouraged to submit the completed form promptly: it is not necessary to wait until all 40 hours have been completed, or to submit all details on one form.
- 1.3.7 The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents/guardian, if the student is under 18 years of age.
- 1.3.8 Students will provide their parents/guardian with a copy of the board's document "Information on the Community Involvement Diploma Requirement," which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

1.4 Parent/Guardian Responsibilities

- 1.4.1 Parents/Guardian should assist their child in the selection of their community involvement activities.
- 1.4.2 Parent/Guardian is also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns.
- 1.4.3 A parent/guardian must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of 18 years.

1.5 Sponsors Responsibilities

- 1.5.1 One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships.
- 1.5.2 Persons and organizations within the community may be asked by the student to sponsor a community involvement activity.
- 1.5.3 Any training, equipment or special preparation that is required for the activity should be provided by the person or organization.
- 1.5.4 It is crucial that students are able to fulfil their community involvement requirement in a safe environment.
- 1.5.5 The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

2.0 Eligible and Ineligible Activities

2.1 Eligible Activities

- 2.1.1 The following list is intended to assist students, parents/guardians in determining whether a planned activity is within an approved area. These activities may take place in the community or be school-based. Add link to the CIH webpage
 - An event or activity designed to benefit the community in general.
 - An event or activity to support a not-for-profit agency, institution or foundation that aligns with HWDSOs Strategic Directions and meets the ethical standards of the Ministry of Education.
 - Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
 - Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
 - Participation in an event or activity that contributes to the health and well-being of others.
 - Participation in an event or activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

2.2 Examples of Eligible Activities

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs
- Community Events, Festivals or Fairs
- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Volunteer Work with Seniors
- Camp Leader or Counsellor

- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board

2.3 If the activity that a student wishes to participate in does not appear on the list of eligible activities, the student must receive written permission from their secondary school principal before completing any Community Involvement Hours.

2.4 HWDSB's List of Ineligible Activities

2.4.1 Hamilton-Wentworth District School Board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible:

- Campaigns for the office of school board trustee

2.5 Ministry of Education's List of Ineligible Activities

2.5.1 The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. These include:

- Any activity that would normally be performed for wages by a person in the workplace.
- An activity that is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadow, work experience).
- Any activity that takes place during regular class time on a school day. However, an activity that takes place during lunch breaks or a "spare" period is permissible.
- An activity that takes place in a logging or mining environment, if the student is under sixteen years of age.
- An activity that takes place in a factory, if the student is under fifteen years of age.
- If the activity takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Participation in an activity that involves the operation of a vehicle, power tools or scaffolding.
- Activity that involves the administration of any type or form of medication or medical procedure to other persons.
- An activity that involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.
- An activity that requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Any activity that involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuables.
- Any activity that consists of duties normally performed in the home (i.e., daily chores) or personal recreation activities.
- Any activity that involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Summary of Consultation Findings

A. Purpose of Consultation

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community. In support of this vision, HWDSB drafted a Community Involvement Hours Policy. HWDSB asked members of the public to comment on the policy through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

B. Respondent Characteristics

The online survey ran from February 1st to March 2nd, 2016 and garnered a total of **235** responses. Most responses (N=234, 99.5%) were received online, while one was received via email.

The majority of responses came from parents/guardians/caregivers (N=158, 67%) and HWDSB staff members (N=48, 20%). HWDSB students provided 10% of the responses (N=23) while 3% (N=6) were received from community/group members. 83% (N=170) of respondents indicated having children attending an HWDSB school, while 17% of respondents (N=34) indicated not having children who attend an HWDSB school. Of those who responded “yes” to having children in an HWDSB school and indicated how many children they have (N=168), the majority indicated having 1 (N=70, 42%) to 2 (N=75, 45%) children, 10% (N=17) have 3 children, 3% (N=5) have 4 children, while 1% (N=1) indicated having 5 or more children enrolled in an HWDSB school.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, a small number of the HWDSB community responded to the survey. Therefore it is unclear whether the responses summarized accurately reflect all of the opinions of HWDSB staff members. 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

HWDSB staff members 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.

*Summary of Consultation Findings***E. Summary of Findings****RESPONDENTS WERE ASKED TO COMMENT ON THE VARIOUS SECTIONS OF THE POLICY**

- Across the various sections of the policy, **68% to 85%** of responses indicated that the policy can be **approved as written**.

RESPONDENTS INDICATED THE FOLLOWING STRENGTHS WITH REGARD TO THE POLICY:

- The document identifies/clarifies processes (59%)
- The policy is well written, clear and easy to follow (53%)
- The document identifies important priorities (29%)

ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED**POLICY SECTION: PURPOSE**

- Too broad, general, and/or more detail needed (12%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (5%)
- Language is too basic (1%)
- Additional purpose needed (5%)
 - Add “to become an effective member of the community”
 - Purpose should comment on the value of students experiencing a variety of work environments which help students determine their future career or study path
 - Please add the following “developing interests and skills” and “exploring life after high school opportunities” as they are more concrete objectives for students and parents
 - Please add mention to skills development for students
- Edit required (3%)
 - Remove Hamilton as students should be able to volunteer in other communities not just Hamilton
 - Too lengthy
- Other comments (4%)
 - Please provide a cleared definition of ‘civic responsibility’
 - Suggestion that the organization at which students volunteer should be committed to providing a healthy and positive experience

POLICY SECTION: GUIDING PRINCIPLES

- Too broad, general, and/or more detail needed (6%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (4%)
- Language is too basic (1%)
- Additional guiding principles needed (2%)
 - Respondent did not specify additional guiding principles

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: GUIDING PRINCIPLES - *continued***

- Edit required (3%)
 - Please edit by reducing jargon and being clearer with definitions, specifically with regard to civic responsibility
 - Include “Introduce and nurture the importance of volunteering”
 - Define civic responsibility
- Other comments (3%)
 - The Guiding Principles do not clearly explain why students are required to complete the 40 hours of community involvement. Please make the rationale clearer so that parents can fully understand the reason why students need to complete these hours (e.g., to develop option of career paths, etc.,)
 - Clarify what is meant by civic responsibility and community values
 - Suggestion that HWDSB should partner with organization so that opportunities for valuable service are available to students

POLICY SECTION: INTENDED OUTCOMES

- Too broad, general, and/or more detail needed (11%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (3%)
- Language is too basic (2%)
- Additional intended outcomes needed (7%)
 - Please add the following:
 - “student can better articulate their interests, strengths, aspirations for life after high school”
 - “students are placed on a path of future volunteer opportunities”
 - “expose <students> to the benefits of volunteering
 - “develop a comprehensive list of volunteer opportunities available for student to choose from”
 - “instill lifelong appreciation of importance of volunteerism”
- Edit required (2%)
 - Increase the number of hours required to 80 or 100
- Other comments (4%)
 - Add more structure to the program with educator support and involvement from the volunteer sector, NGOs, community organizations etc.
 - Clear, concise and aligns with board practices
 - Increase support and monitoring of completion of hours. Many students struggle with finding places where to volunteer and then struggle to graduate because of insufficient hours. Unfortunately not all students have adults who are able to support them with managing this expectation.
 - Please revise the outcomes so that they relate to the intended change one hopes to see in students and the community (e.g., to have students think about their future interests, goals in a very concrete way)
 - Please comment on who monitors that the volunteer hours completed support the purpose of those hours
 - This section does not align well with the Purpose section; there should be a clear link between the purpose and the outcomes, please revise

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: RESPONSIBILITY**

- Too broad, general, and/or more detail needed (19%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (3%)
- Language is too basic (3%)

Additional responsibility needed (2%)

- Respondents did not specify additional responsibility

Edit required (4%)

- Please add “parents and students”
- Please add “principals or designate” to reduce burden on principals

Other comments (8%)

- Broaden list of those responsible for the policy so that additional support can be provided to students
- Unclear whether the responsibility refer to the policy or to the supporting and monitoring of the community involvement hours
- Unclear how the Director of Education can support students with completion of the community involvement hours
- Concerned that the policy appears to suggest that students are responsible for the completion of their hours while this section does not list students
- Unsure of how the requirement of the community involvement hours came about (e.g., is this a board requirement?)
- Please explain what the responsibilities of principals, teachers, and parents are in guiding students through the process of identifying volunteer opportunities and the completion of those hours
- Please explain what resources are available to principals, teachers and parents to support students in identifying opportunities
- Section is clear, concise and aligns with board practices

POLICY SECTION: TERMINOLOGY

- Too broad, general, and/or more detail needed (10%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (5%)
- Additional terminology needed (3%)

- Please add a definition of volunteer, perhaps reworking the definition from the Volunteer Policy 3%

Edit required (3%)

- Increase the number of hours required from 80 to 100

Other comments (2%)

- Policy should be simplified so that it is accessible to students

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: ACTION REQUIRED**

- Too broad, general, and/or more detail needed (4%)
- Too narrow or specific, less detail needed (3%)
- Language is too technical, includes too much jargon (3%)
- Additional action required needed (7%)
 - List of eligible activities should not be biased to specific types of activities – office work should also be allowed, the list is also not very clear
 - Please allow students to count community hours starting in middle grades (e.g., grade 8) – currently students can complete courses in advance, but no system is in place for students who wish to start gathering the 40 hours before high school
 - Please include action items for school staff to: (a) support students with the monitoring of hours and, (b) clearly sharing with parents all pertinent information regarding community involvement hours
 - Please add action items for parents and school staff given their pivotal role successfully supporting students with completion of the community involvement hours
- Edit required (4%)
 - Second bullet of eligible activities, please correct acronym from HWDSB to HWDSB
 - Add the word 'volunteer' after the word eligible in the Examples of Eligible Activities list and then remove the word 'volunteer' from the 8th bullet 'work with seniors'
 - Please clarify why some activities are not eligible - for example, in the Ministry of Education's List of Ineligible Activities there are some activities listed but it is unclear why these are not eligible
 - Increase the hours required
 - Concerned that work with seniors is listed as an eligible activity while families often request that students be supervised while in the presence of their senior family member
- Other comments (6%)
 - Please clarify who is authorized to sign for volunteer hours
 - Suggestion to allow students to volunteer for any charity or not-for-profit – the volunteer activity should not have to align with HWDSB's Strategic Directions
 - Under eligible activities please clarify that simply participating in a community event or activity, it does not qualify as community service, rather one needs to volunteer in the event or activity
 - Please increase the number of hours, 40 hours is too few
 - Concern expressed with regard to the Ministry's ineligible activities list as some activities included would provide students with meaningful experience not otherwise provided by current program. To provide students with those opportunities, teachers with specializations could be conduit to opportunities within their area of expertise for interested students.
 - Suggestion to set up a resource to support students in finding placements
 - Section is clear, concise, and in line with current Board practices

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: PROGRESS INDICATORS**

- Too broad, general, and/or more detail needed (5%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (4%)
- Additional progress indicators needed (4%)
 - Please review “Beyond 40 Hours: Meaningful Community Service and High School Student Volunteerism in Ontario” by Hoda Farahmandpour
- Edit required (6%)
 - Consider alternate monitoring system to replace the tracking sheets which are not reliable
 - Increase the number of hours required
 - Please develop a system of check-in throughout the year so that students’ hours are reviewed in advance of their final year so that those who do not have sufficient hours have sufficient time left in the year(s) to accumulate them
 - Please provide students who do not have sufficient hours additional support in monitoring their hours and additional connections on where to volunteer to accumulate additional hours
- Other comments (10%)
 - On a yearly basis, please provide students with a record of the number of hours accumulated and submitted
 - Please improve system for tracking hours, and review the hours submitted regularly, for example on a yearly basis; this will avoid any last minute declines in hours due to ineligibility
 - Increase student responsibility for tracking and completing the hours; do not rely on school staff to do this work
 - Approve as written as long as the data gathered will be used to improve the program
 - Suggestion to improve the program as presently it does not serve a meaningful purpose
 - Increase the 40 hours to a maximum of 80 hours
 - Unclear how this policy will improve the program
 - Unclear how this policy will support students in completing the hours and staff in supporting students
 - Please recognize school staff for tracking student hours
 - Please comment on how student hours are verified as meeting Ministry standards
 - Suggestion to change the intended outcomes to reflect student learning; for example, please measure the value to student learning, what did the student learn, the experience gained, challenges encountered, etc.,
 - Please review recommendations reviewed in “Rethinking school-based community service: The importance of a structured program” by Agnes Meinhard et al., Ryerson University
 - Section is clear, concise, and in line with current Board practices

RESPONDENTS PROVIDED THE FOLLOWING DETAILS WITH REGARD TO GENERAL EDITS TO THE POLICY

- Specify additional processes related to the Policy (63%)
- Need to add more details (14%)
 - A clear process is needed which clearly specifies:
 - How to log hours
 - Details on approvals and sign off needed (if any)
 - Exact dates of when hours need to be completed by
 - Please include specific list of placements that qualify for eligible hours
 - Please clarify whether only not-for-profit organizations qualify; please consider that other settings have mentoring to offer as well
- Consider additional priorities (7%)
 - Concerned that the list of eligible activities are too specific, this may cause a challenge for students with special needs
 - Please ensure that the volunteer experiences are meaningful for student learning with regard to career and civic development; activities that do not relate to learning (e.g., handing out water bottles at events) should not be eligible
 - Please consider reviewing the following resource “Helping Youth Venture Into Volunteerism: A Resource for Ontario Secondary School Educators” by Katherine Benko
- Other comments (22%)
 - Process
 - Please clarify who is authorized to sign-off on the hours
 - Please clarify process for when students should submit their hours
 - Please require that volunteer hours occur in more than one setting and with diverse populations (e.g., seniors and youngsters)
 - Please increase support provided to students to help them monitor their hours, keeping them on track in completing the hours and in connecting with community resources to identify placements
 - Eligible activities
 - Please ensure the hours are completed at settings that provide meaningful learning; working as camp counsellors, refereeing soccer games or keeping track of scores at basketball games should not be eligible
 - Concerned that the eligible community projects listed in the directive could be construed as personal recreational activities and do not align with the Ministry guidelines
 - Concerned that the list of activities is not adequate and may create confusion
 - Other
 - Policy is detailed
 - Do not feel that policy is needed
 - Please increase opportunities for parent engagement
 - Please edit to include student ownership of completing their hours
 - Please add parentheses to the title which reads “(Including 40 hours required for Secondary School Graduation)”
 - Please allow receipt of small honorariums/stipends as part of completing eligible hours

*Summary of Consultation Findings***RESPONDENTS PROVIDED THE FOLLOWING ADDITIONAL COMMENTS ABOUT THE POLICY**

- Process
 - Please clarify who has the authority to sign off on the volunteer hours
 - Suggestions to specify clear procedures on the monitoring of hours; begin tracking in grade 9, limit the numbers of students who leave completion until June of Grade 12
 - Please allow students to submit hours completed before Grade 9
 - Please establish a target number of hours that should be completed annually
 - Process of accumulating hours should be consistent across high schools; there are currently discrepancies in which hours school staff will approve depending on the school the student attends
 - Please verify that students actually completed the hours submitted
 - Please increase the support available to students in identifying placements, tracking and submitting hours; presently students who are able to complete this requirement are those who are already engaged in community activities and are able to reach out to a mentor or coach
 - Uncertain that students will seek written permission from the principal prior to completing the volunteer hours at a non-eligible setting; would suggest to indicate that the principal has the authority to deny eligibility of hours
 - Please allow Grade 8 students to submit hours completed in elementary to count toward secondary requirements; completion of volunteer hours in elementary supports student in maturing and therefore should be encouraged
 - Would suggest a process whereby students need to consult with their guidance counsellors and/or principal in advance of volunteering at a setting to reduce the risk of choosing a place that turns out to be non-eligible; make students accountable to check-in with an authority figure prior to completing the hours
- Student engagement
 - Concerned that students are not engaged with completing volunteer hours; suggestion to increase student engagement by inviting speakers from organizations to speak with students to convey the importance of completing volunteer hours
 - Concerned that students are not engaged with needing to complete the hours, rather they see the program as yet one more thing they have to do to graduate but they are not engaged with their volunteer service
- Eligible activities
 - Please do not limit which charities and not-for-profits students can volunteer at
 - The list of eligible activities is confusing as participation in events should not be considered community service
 - Please ensure that the volunteer experience provides meaningful learning; hours completed on the website “get my hours” should not be counted – please ensure all students are completing hours in settings that provide meaningful learning opportunities

*Summary of Consultation Findings***RESPONDENTS PROVIDED THE FOLLOWING ADDITIONAL COMMENTS ABOUT THE POLICY - *continued***

- Number of hours
 - Do not agree with the requirement of completing 40 hours of volunteer service in order to graduate
 - Concerned that 40 hours are too many as it is difficult to find eligible placements within the community
 - Suggestion to increase the number of hours students need to complete as there are plenty opportunities for students to volunteer
 - Please increase the 40 hours to 60 hours so that the students have the opportunity to develop a real appreciation for community volunteering
 - Please increase the number of hours, 40 hours is not sufficient; over four years, students are able to accumulate 80 to 100 hours
- Other comments
 - Please add the word 'charity' to be respectful to all community partners
 - Please ensure this requirement is taken as seriously as the OSSLT and the completion of courses
 - Approve policy as written
 - Approve on the need of having this policy
 - Please provide this policy to all Grade 8 parents and students
 - Agree with the requirement for students to give back to their communities in which they belong to
 - Question whether ministry supports the board's policy
 - Please increase parent engagement
 - Students should not be allowed to accumulate hours from events run by family members, including charity run by family members
 - Concerned that board policies are not adequately followed by staff; it is difficult for parents to advise their children to follow board policies while staff may not do so
 - Concerned that there is a lack of mutual respect between students and teachers; would suggest that teachers lead by example
 - Concerned that this Ministry expectation is difficult for schools to support
 - Please provide students with a list of community settings that will accept student volunteers (e.g., provide a website with links to the website of community agencies able to provide student placements)
 - Please provide the policy in languages other than English
 - Please include a feedback component

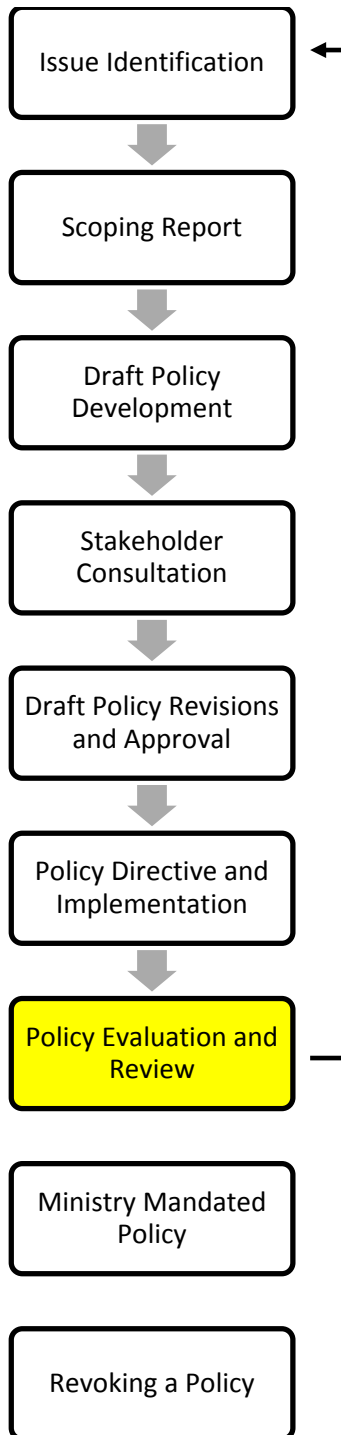
This report was prepared by the Evidence-Based Education and Services Team (E-BEST).

POLICY COMMITTEE

Title: Faith Club and Prayer Activities

Pillar Policy: Equity

Last Reviewed: 2008



Recommended Action:

That this item come forward for review as per the committee's request.

Background:

This policy was originally developed by members from Faith communities, in order to support the formation of Faith Clubs in a secular school system.

The committee developed the Policy in order to ensure we were compliant with the Education Act and related Legislation, while honouring student interest in establishing a club (one school express interest at that time).

The component related to Prayer Activity was developed to support students who were required to pray as a practice of their faith, during the school day.

Accommodations for prayer activity are now covered in the Religious Accommodation Directive.



Faith Club and Prayer Activities

 Date Approved:

 Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) supports the values, beliefs and cultures within Hamilton-Wentworth by accommodating Faith Club and Prayer Activity in its schools.

RESPONSIBILITY:

Director of Education
Members of Executive Council

ACTION REQUIRED:

1.0 Overall Procedures for Faith-Based Activities:

- 1.1 All faith-based activities will respect and comply with the Education Act, Ministry of Education and Training Regulations and supporting Program Memorandums and Board policies/practices.
- 1.2 The Board, through the InterFaith Advisory Committee, will monitor activities.
- 1.3 All faith-based activities will have a Teacher-Advisor.
- 1.4 Role of Teacher-Advisor will be to:
 - act as a facilitator
 - monitor faith activity according to HWDSB Faith Club and Prayer Activities Policy
 - monitor appropriate student 'behaviour'
 - communicate the positive goals of the activity: which increase awareness, appreciation and valuing diversity
 - Principals will make every effort to facilitate the formation of, and provide space for, the faith activity.
- 1.5 Volunteers involved in faith-based activities must comply with Hamilton-Wentworth District School Board Volunteer Policy, i.e., Hamilton Police Service Vulnerable Sector Screening, commonly referred to as a Police Check. The Board will ensure the volunteer/leader is authorized to participate in the activity by their faith supervisory body.
- 1.6 Faith-based activities are open to students of all faiths.
- 1.7 Local faith groups participating in faith-based activities:
 - are defined as recognized religious groups registered with the Ontario Registry General,
 - have charity status,

- the legal right to solemnize marriage, and
- have articles of incorporation.

1.8 Aboriginal/Native cultural activity is recognized and included in this policy.

2.0 Complaint Process:

- 2.1 A complaint will precipitate a review of the activity by the principal.
- 2.2 A complaint will be facilitated by the Supervisory Officer responsible for “Equity”.
- 2.3 The InterFaith Advisory Committee will review a complaint and a ruling may result in the Faith Club losing its right to meet in school if the activity does not meet the policies of Hamilton-Wentworth District School Board.

3.0 Faith Club Activity

3.1 Guiding Principles

The activity:

- must not be indoctrination.
- must not give primacy to any particular religious faith.
- must be open and accessible to all students on an equal basis.
- is for groups of students who gather voluntarily with a common interest.
- is a time of encouragement, pro-social activity.
- is a time for instruction, understanding and tolerance in terms of personal faith and the faiths held by others.
- provides a safe place for students to speak freely.
- develops an awareness of other faiths and beliefs.

3.2 Operating Procedures:

- Students, if they are under 18, must have parental permission to participate. Students can attend a maximum of two meetings to explore the activity, but require parental permission to continue attending.
- Agendas must be student driven and outline how the leader will facilitate the group and ensure multi-faith focus.
- Agendas for each year must be forwarded to the InterFaith Advisory Committee (IFAC) who will ensure the activity is in compliance with the Education Act, Ministry of Education and Training Regulations and Board Policy for Faith Club and Prayer Activity.
- Club agendas must demonstrate exposure to multi-faith activity. This translates to at least two denominations and at least one other major faith group activity. Faith representatives do not necessarily have to be present at each meeting, but the club agenda must demonstrate a multi-faith focus.
- Definition of multi-faith activity: Major faith groups such as Christians, Muslims, Hindu, etc., have sub-groups or denominations. Multi-faith representation equals a minimum of two denominations plus one other faith group, or three different major faith groups.

3.3 Activities For Faith Clubs Must Be The Result Of A Student Driven Agenda And May Include:

- pro-social activity supporting community
- pro-social activity for student celebration in one or more religious tenets
- full group activity with speakers
- activity driven by student questions
- sponsoring activities for students at risk
- expositions of various faith festivals

3.4 The Role Of Faith Clubs Is To:

- build character
- study versus practice
- expose versus impose
- instruct versus indoctrinate
- educate versus convert
- be academic versus devotional
- study versus teach
- raise awareness versus acceptance
- inform versus conform

3.5 Structures for Faith Club Activity:

- May be acted out in a variety of structures, i.e., in full group activity/small group activity.
- All Faith Club activity will be considered part of a system network of faith club activity.
- Faith Clubs may exist that have a two-denominational focus. Examples of these clubs are:
 - Faith Club / Christian Perspective;
 - Faith Club / Muslim Perspective;
 - Faith Club / Hindu Perspective, etc.
- Each Faith Club must engage in one other denominational activity at least once per semester.
- Each Faith Club must engage in one other major faith group activity at least once per semester.

4.0 Prayer Activity

4.1 Guiding Principles:

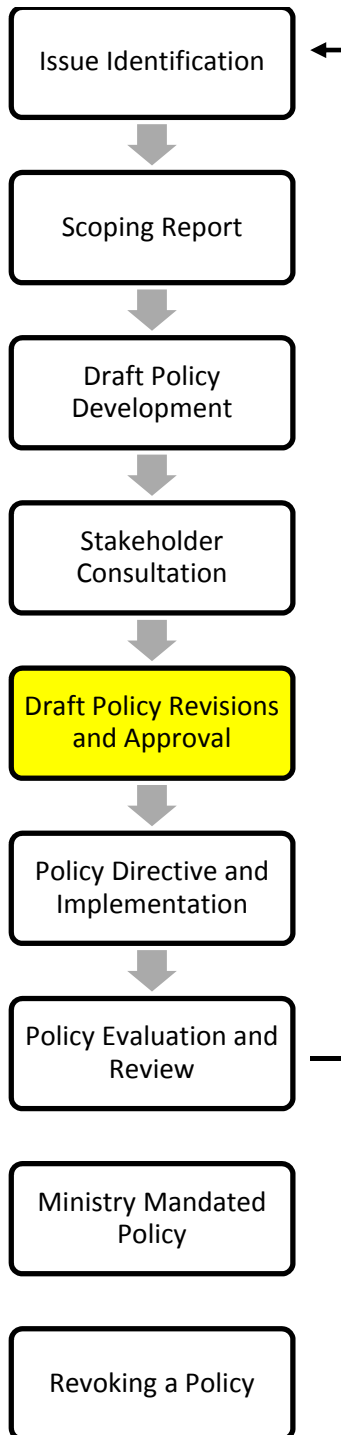
- The school community should encourage, not discourage, the connection of students to their spiritual beliefs
- This is an optional and voluntary activity.
- Sharing time may take place proceeding corporate / individual prayer.
- Prayer may be meditation, sitting in silence, listening to request, holding hands/raising of hands, kneeling, chanting, singing and music.
- Content of activity must be positive for society, i.e., constructive, just and generous.
- Prayer activity is a gathering of people to interact with each other and with God or guiding Spirit.

4.2 Operating Procedures:

- A time-allotted area will be provided for this activity.
- Leaders of this activity will be accountable to the School Principal.
- Group or individuals requesting permission for prayer/reflection activity must outline their objectives.
- A leader must be an accredited person with a completed Hamilton Police Service Vulnerable Sector Screening, commonly referred to as a Police Check, according to Hamilton-Wentworth District School Board Volunteer Policy.
- If this activity is led by a volunteer, this person must be approved by an accredited faith group according to Hamilton-Wentworth District School Board Policy on Faith Club and Prayer Activity.

POLICY COMMITTEE

Title: Naming of Schools
Pillar Policy: Engagement
Last Reviewed: 2013

**Recommended Action:**

That the Naming of Schools policy be recommended for Board approval.

Background:

The draft policy was approved for consultation at the February committee meeting.

The policy consultation took place from February 16th to March 24th and received a total of 90 responses.

Changes made to the policy are highlighted in the chart on the next page of this package.

Summary of Changes for Policy

DATE: May 11, 2016

TO: Policy Committee

FROM: Peter Sovran, Executive Superintendent, Student Achievement and School Operations

POLICY: Naming of Schools

Listed below is a summary of the changes made to the policy because of the feedback received through the public consultation.

Section	Original Language	Revised Language	Change Made
Purpose provides a unique opportunity to further develop an identity for the Board, its staff, its schools, its students and its school communities. provides a unique opportunity to further develop an identity for the school, its students, its community, its staff and the Board.	Changed order of words at the end of the sentence so that school and students come first.
Guiding Principle Last bullet	address underrepresented groups where possible	where appropriate and possible, address underrepresented groups	Changed the order of the sentence and added the words "and possible"

Section	Original Language	Revised Language	Change Made
Definitions Underrepresented GroupsThis includes, but is not limited to, youths, seniors, people with disabilities, the socio- economic disadvantaged, immigrants and racial or ethnic minorities.This includes, but is not limited to, youths, older adults, persons with disabilities, the socio- economic disadvantaged, LGBTQ+, immigrants and racial or ethnic minorities.	Changed seniors to older adults Added LGBTQ+



Naming of Schools

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools, or sections of the school, provides a unique opportunity to further develop an identity for the school, its students, its community, its staff and the Board.

GUIDING PRINCIPLES:

Names for schools, or sections of the school, chosen under this policy will consider the following:

- reflect HWDSB's vision, mission, commitments and community composition
- provide inspiration to students
- have community and district acceptance
- be appropriate for the whole district
- have local community, district, provincial, Canadian or international significance
- where appropriate and possible, address underrepresented groups

INTENDED OUTCOMES:

A name chosen for a school or a section of the school is expected to have community acceptance while being appropriate for the whole district.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Closure of one or more schools and consolidation into an existing school: Refers to closing one or more schools because of an accommodation decision and moving the students into an already established school.

Closure of two or more schools and consolidation into a new build on an existing or new site: Refers to closing two or more schools because of an accommodation decision and building a new school to accommodate all students from the closing schools.

District: The areas across the City of Hamilton where HWDSB schools are located.

New build due to growth: A new school construction to alleviate accommodation pressures in growth areas.

Replacement school built on an existing or new site: Refers to moving students from an existing school into a newly built school.

School in part: Refers to a section of a school, which could involve areas such as the library, auditorium, gymnasium, track or theatre.

School in whole: Refers to naming/renaming of the entire school.

Underrepresented groups: Considered groups that are typically underrepresented and underserved within Hamilton and whose voices are often not included in planning or heard on issues. This includes, but is not limited to, youths, older adults, persons with disabilities, the socio- economic disadvantaged, LGBTQ+, immigrants and racial or ethnic minorities.

ACTION REQUIRED:

The Naming of Schools process *shall* begin under the following circumstance:

- A new build due to growth (Appendix A)
- Closure of two or more schools and consolidation into a new build on an existing or new site (Appendix B)
- Board approved motion

The Naming of Schools process *may* begin under the following circumstances, only if the affected schools would like to proceed and subsequent approval from the Board of Trustees. This is to be determined through discussion with the School Councils and Home and School Associations, where they may exist, of the affected schools:

- Closure of one or more schools and consolidation into an existing school (Appendix C)
- Replacement school built on an existing or new site (Appendix D)

If a Naming of Schools process is initiated, Trustees will consider at the appropriate meeting, a report from the Naming Advisory Committee listing up to three recommended names in alphabetical order and will take one of two actions:

1. Recommend one name to the next regularly scheduled Board Meeting;

OR

2. In the event none of the suggested names are approved, Trustees may refer the report of the naming committee to administration, whereby the Superintendent of Student Achievement as co-chair will reconvene the naming committee to prepare a revised report for the earliest possible appropriate meeting of Trustees.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Has community and district acceptance	Staff will collect feedback and survey data through the public consultation process, as well as through discussion with the Naming Advisory Committee and Transition Committees if applicable.

REFERENCES:**Government Documents**

N/A

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

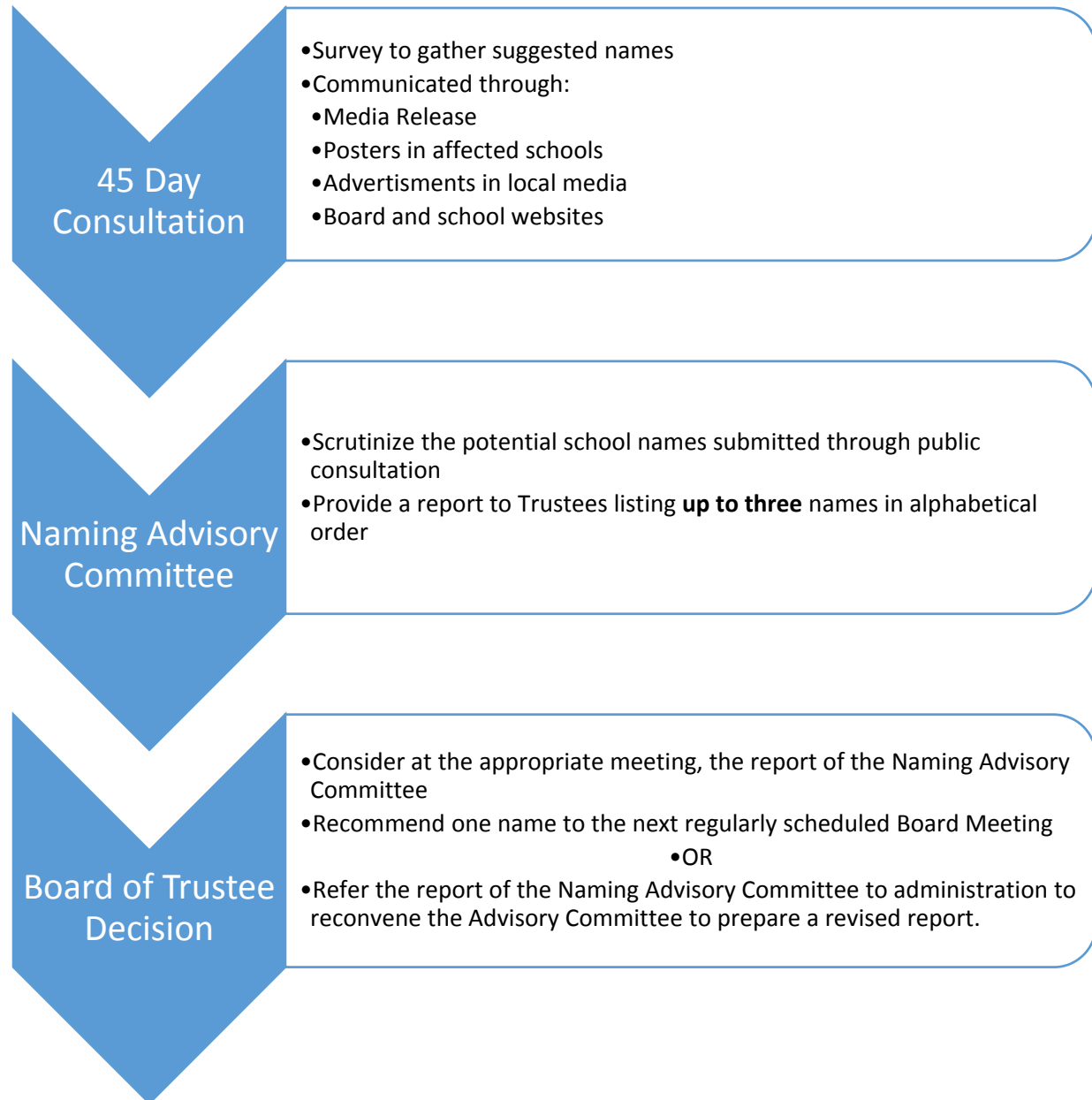
Equity Matters

HWDSB Policies

Engagement Pillar

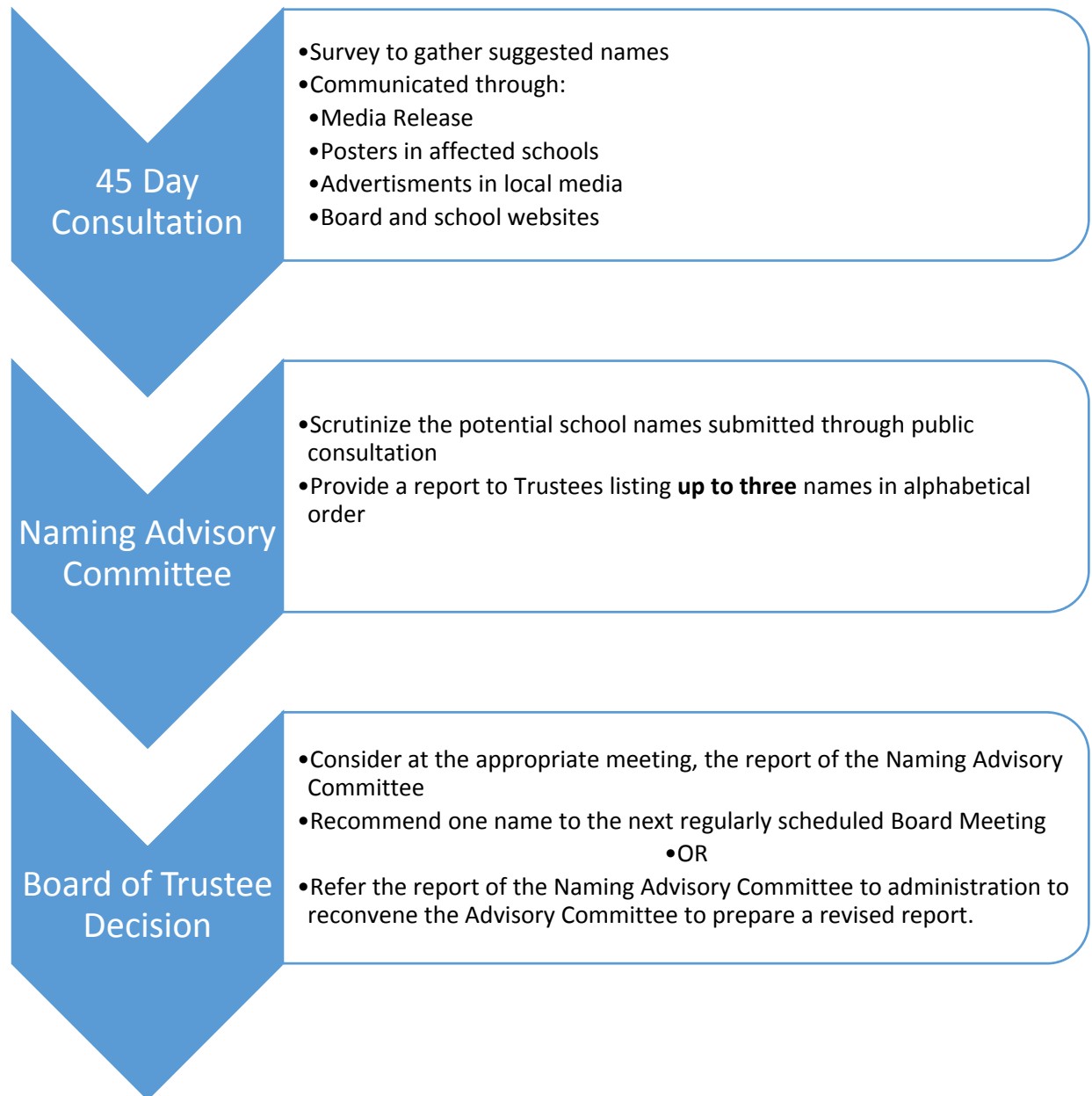
Naming of Schools

Process for a New Build due to Growth



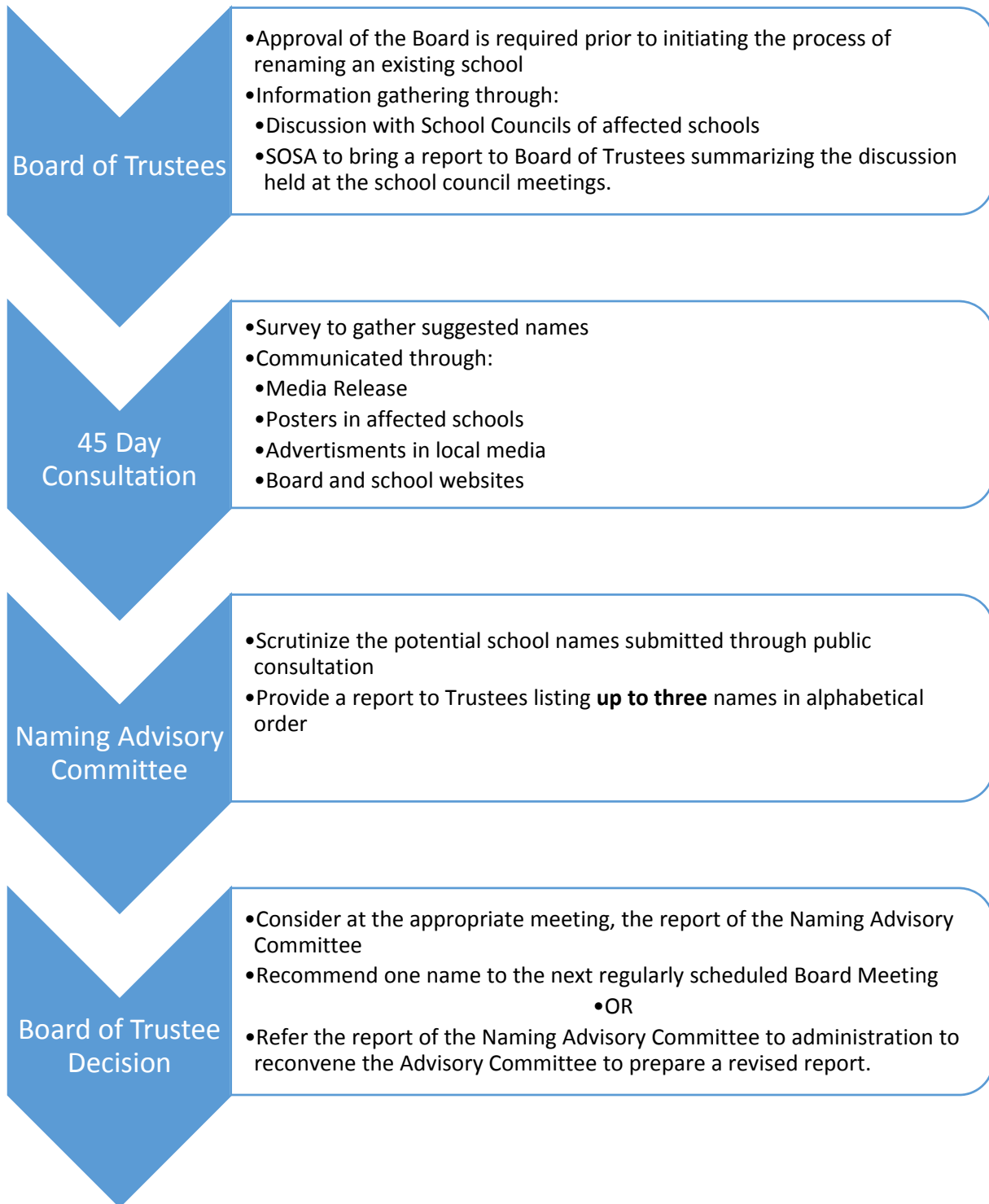
Naming of Schools

Process for Closure of Two or More Schools and Consolidation into a New Build on an Existing or New Site



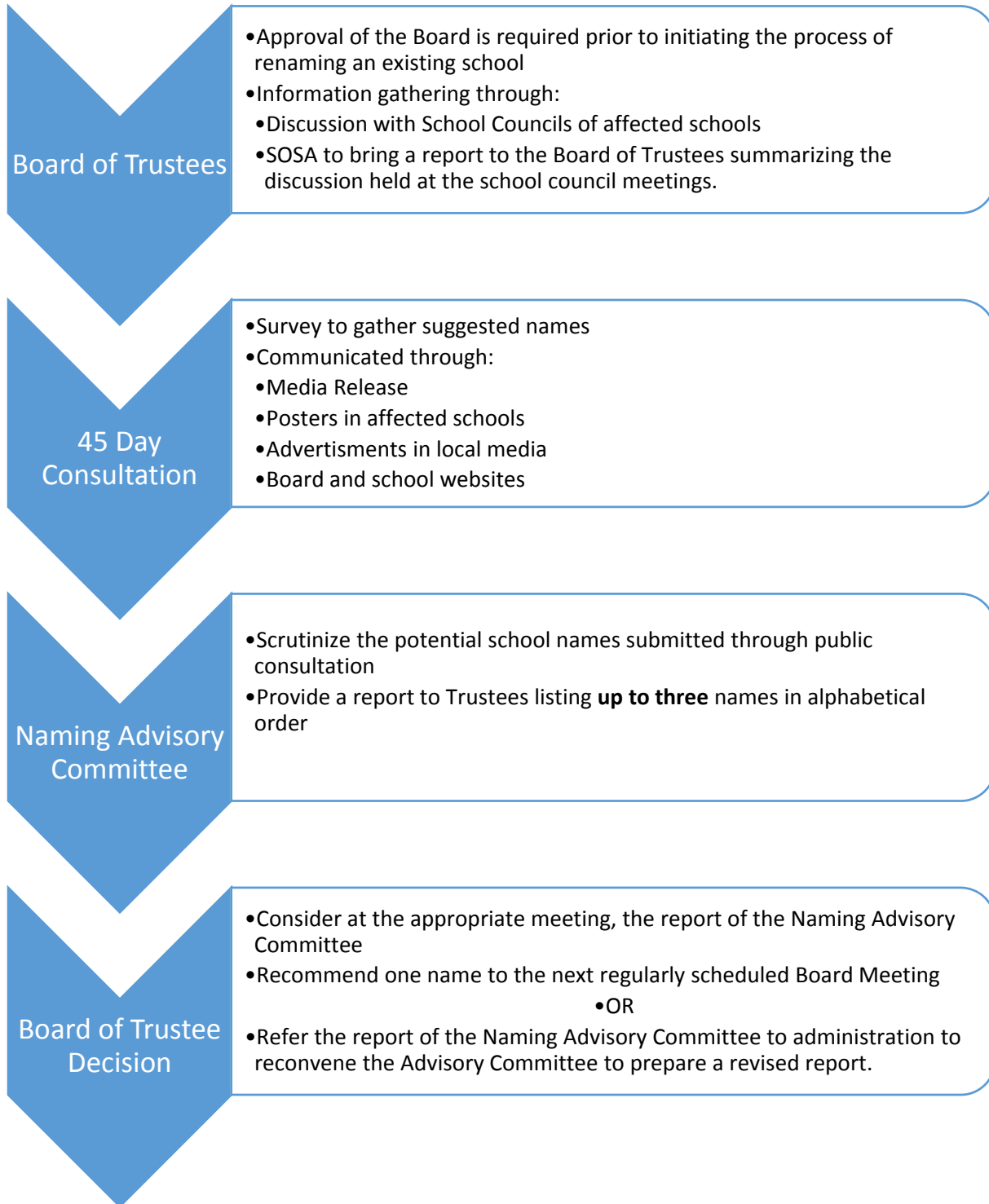
Naming of Schools

Process for Closure of One or More Schools and Consolidation into an Existing School



Naming of Schools

Process for Replacement School Built on an Existing or New Site





Naming of Schools Directive

Directive for Policy X.X Naming of Schools

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools provides a unique opportunity to further develop an identity for the Board, its schools and its students.

Naming or renaming a section of a school could involve areas such as the library, auditorium, gymnasium, track or theatre.

Naming or renaming a section of a school should support the Board's mission, vision and values and meet the best interests of the school's students.

TERMINOLOGY:

Closure of one or more schools and consolidation into an existing school: Refers to closing one or more schools because of an accommodation decision and moving the students into an already established school.

Closure of two or more schools and consolidation into a new build on an existing or new site: Refers to closing two or more schools because of an accommodation decision and building a new school to accommodate all students from the closing schools.

District: The areas across the City of Hamilton where HWDSB schools are located.

New build due to growth: A new school construction to alleviate accommodation pressures in growth areas.

Replacement school built on an existing or new site: Refers to moving students from an existing school into a newly built school.

School in part: Refers to a section of a school, which could involve areas such as the library, auditorium, gymnasium, track or theatre.

School in whole: Refers to the entire school.

Underrepresented groups: Considered groups that are typically underrepresented and underserved within Hamilton and whose voices are often not included in planning or heard on issues. This includes, but is not limited to, youths, older adults, persons with disabilities, the socio- economic disadvantaged, LGBTQ+, immigrants and racial or ethnic minorities.

PROCEDURES:

The following procedures apply to either naming/renaming the entire school, or naming/renaming a section of the school.

1.0 New Build due to growth; or Consolidation of Two or More Schools into a New Build on an Existing or New Site

- 1.1 When a name for a school or a section of the school is required, the Board will solicit suggestions for names from stakeholder groups including, staff, parents, students and community members. The consultation will take place over a 45-day period.
- 1.2 Corporate Communications will issue a media release to all appropriate media outlets to make the community aware that the consultation is taking place. The consultation will also be displayed through:
 - Posters throughout the affected school(s);
 - Advertisements in local newspapers; and
 - The Board's website, where dates of any meetings will be advertised.
- 1.3 E-BEST will receive and collate all names suggested as a result of the consultation process and forward to Corporate Communications.

2.0 Closure of One or More Schools and Consolidation into an Existing School; or Replacement School Built on an Existing or New Site

- 2.1 The naming of the entire school or a part of the school will only begin after discussion with the affected School Councils. This is to determine whether the school community would like to proceed with renaming the school or a part of the school.
- 2.2 The Principal, in discussion with the Chair of School Council, will add this item as a discussion piece to a future School Council meeting and will provide sufficient notice to the school community about when the item will be discussed.
- 2.3 The Principal will inform their Superintendent of Student Achievement of the desire of the committee to proceed or not with either naming/renaming the school in whole or in part.
- 2.4 The Superintendent of Student Achievement will bring a report to the Board of Trustees, summarizing the discussion held at the School Council meetings, for a final decision to proceed or not.
- 2.5 If it is determined to proceed with either naming/renaming the school in whole or in part, the Board will solicit suggestions for names from stakeholder groups including, staff, parents, students and community members. The consultation will take place over a 45-day period.

- 2.6 Corporate Communications will issue a media release to all appropriate media outlets to make the community aware that the consultation is taking place. The consultation will also be displayed through:
- Posters throughout the affected school(s);
 - Advertisements in local newspapers; and
 - The Board's website, where dates of any meetings will be advertised.
- 2.7 E-BEST will receive and collate all names suggested as a result of the consultation process and forward to Corporate Communications.

3.0 Trustees

- 3.1 Trustees will consider at the appropriate meeting, a report from the Naming Advisory Committee listing up to three recommended names in alphabetical order and will take one of two actions:
1. Recommend one name to the next regularly scheduled Board Meeting;
- OR
2. In the event none of the suggested names are approved, Trustees may refer the report of the naming committee to administration, whereby the Superintendent of Student Achievement as co-chair will reconvene the naming committee to prepare a revised report for the earliest possible appropriate meeting of Trustees.



Naming Advisory Committee Terms of Reference

Terms of Reference for Policy X.X Naming of Schools

1. Mandate of the Naming Advisory Committee:

- 1.1 The Naming Advisory Committee is to meet and scrutinize the potential names submitted through public consultation for either the whole school or a section of the school.
- 1.2 The committee will review the current names of schools in HWDSB.
- 1.3 The committee will receive and review the suggestions from stakeholders.
- 1.4 If the recommendation includes an individual's name, the committee Chair will contact the individual or a representative of the individual whose name is being recommended to ensure their agreement to having his/her name submitted for Board consideration.
- 1.5 The committee will provide a report to the appropriate meeting of Trustees listing **up to three** names for either the whole school and/or a section of the school, in alphabetical order and a summary report from the Evidence-Based Education and Services Team (E-BEST) providing the rationale that reflects the following criteria:
 - reflect HWDSB's vision, mission, commitments and community composition
 - provide inspiration to students
 - have community and district acceptance
 - be appropriate for the whole district
 - have local community, district, provincial, Canadian or international significance
 - where appropriate and possible, address underrepresented groups

2. Membership of the Advisory Committee

- 2.1 The Naming Advisory Committee should consist of the following persons:

Non-voting members

- Two trustees (the ward trustee of the school, who will act as co-chair of the Advisory Committee; and one other trustee)
- Superintendent of Student Achievement who will act as co-chair of the Advisory Committee
- Manager of Corporate Communications or Designate
- Manager of HWDSB Educational Archives & Heritage Centre

Voting members

- Principal(s) of the affected school(s)
- Two School Council representatives from any school in whole or in part affected by a name change or new school construction
- Two Home and School Association representatives, where they may exist.
- Representative from Hamilton Public Library and/or local historical society
- One elementary or secondary teacher (whichever is applicable to the school)
- Two student representatives (grades 7-12)
- Community Representative (neighbourhood association, Business Improvement Area, etc.)

2.2 Adjustments to membership of the Naming Advisory committee may be made at the discretion of administration in order to balance the needs of the community.

3. Operation of the Naming Advisory Committee

- 3.1 Quorum, for the purpose of convening an official meeting, shall be defined as the majority of voting members.
- 3.2 The decision making process will be considered and determined by voting members who are present, using the Guiding Principles of the policy.
- 3.3 Ideally, the committee will use consensus to decide on up to three names that fulfill the policy's Guiding Principles. Majority voting will be used if the committee cannot reach consensus.

Summary of Consultation Findings

A. Purpose of Consultation

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools, or sections of the school, provides a unique opportunity to further develop an identity for the Board, its staff, its schools, its students and its school communities. In support of this vision, HWDSB asked members of the public to comment on the policy through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

B. Respondent Characteristics

The online survey ran from February 16th to March 24th, 2016 and garnered a total of **90** responses. All of the responses were received through the online survey.

The majority of the responses came from parents/guardians/caregivers (N=76, 84%) and HWDSB staff members (N=10, 11%), 3% (N=3) of the response were received from HWDSB students while 1% (N=1) was received from community group/members. 90% (N=77) of respondents indicated having children attending an HWDSB school, while 10% of respondents (N=9) indicated not having children who attend an HWDSB school. Of those who responded “yes” to having children in an HWDSB school and indicated how many children they have (N=76), the majority indicated having 1 (N=34, 45%) to 2 (N=37, 49%) children, 5% (N=4) have 3 children, while 1% (N=1) have 4 children enrolled in an HWDSB school.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, a small number of the HWDSB community responded to the survey. Therefore it is unclear whether the responses summarized accurately reflect all of the opinions of HWDSB staff members. 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

HWDSB staff members 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.

*Summary of Consultation Findings***E. Summary of Findings****RESPONDENTS WERE ASKED TO COMMENT ON THE VARIOUS SECTIONS OF THE POLICY**

- Across the various sections of the policy, **70% to 81%** of responses indicated that the policy can be **approved as written**.

RESPONDENTS INDICATED THE FOLLOWING STRENGTHS WITH REGARD TO THE POLICY:

- The document identifies/clarifies processes (56%)
- The policy is well written, clear and easy to follow (52%)
- The document identifies important priorities (28%)

ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED**POLICY SECTION: PURPOSE**

- Too broad, general, and/or more detail needed (13%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (4%)
- Language is too basic (1%)
- Additional purpose needed (6%)
 - Purpose should include mention of geographical area and history of the school
 - Please add mention to “inspiration” as the education’s role is to inspire students; naming schools can support this
- Edit required (5%)
 - Please revise the purpose statement; as written it is not very meaningful
 - Please delete “recognizes...” as this does not define a purpose
 - Please edit so that “the Board and its staff” appears after “is schools, its students, its communities...”
- Other comments (7%)
 - Please clarify the reasoning behind re-naming schools
 - Please explain the kind of identity is wanted for HWDSB
 - Please include a more social-justice-minded statement
 - Respondent expressed disagreement with changing the name of schools which results in loss of identity and heritage
 - Please develop a policy which helps to determine the amount of private charitable donation needed to name of a building after the donor’s suggestion; this could be a source of revenue that would support building maintenance and debt repayment

POLICY SECTION: GUIDING PRINCIPLES

- Too broad, general, and/or more detail needed (9%)
- Too narrow or specific, less detail needed (4%)
- Language is too technical, includes too much jargon (4%)
- Additional guiding principles needed (6%)
 - Please include a principle around appropriate timing to name a school specifying that a certain amount of time must pass before a school can be renamed
 - Please recognize that communities need stability with regard to the school name; the name provides the school an identity which is recognized across the city
 - Please add the following: “school name should not be offensive to all or part of the school community”

**ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED –
*continued***

POLICY SECTION: GUIDING PRINCIPLES - *continued*

- Additional guiding principles needed - *continued*
 - Please add principles which specifies that receipt of large donations is not a valid justification to rename the school or section of a school
 - Specify the amount of monetary donations needed to have a school or part of a school renamed after the donor's suggestion
- Edit required (6%)
 - Please edit as follows: "where appropriate and possible, address underrepresented groups"
 - Suggestion to remove the mention of underrepresented groups; it is unclear what is meant by underrepresented and who decides that a group is underrepresented
 - Please revise so that it is less detailed
 - Please add: "Help maintain historical community identity"
- Other comments (9%)
 - Please change the order of the guiding principles so that community identity is a higher priority
 - Suggestion that only new schools should be named while existing schools should not be renamed
 - Support the renaming of schools where multiple school communities amalgamate in one
 - Approval process for deciding a school name should be speedy as possible to reduce the amount of working hours discussing naming options
 - Remove "when possible" pertaining to underrepresented groups; names should always represent this principle
 - Edit so that "reflect HWDSB's vision . . ." is listed last, as this policy is about the community and students first, then HWDSB

POLICY SECTION: INTENDED OUTCOMES

- Too broad, general, and/or more detail needed (7%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (5%)
- Language is too basic (2%)
- Additional intended outcomes needed (5%)
 - The statement is too open-ended, it does not specify any real outcomes
 - Please include an additional outcome regarding the generation of revenue for naming schools after a donor's suggestion
- Edit required (7%)
 - Please edit as follows: "A name chosen for a school or a section of the school is expected to have community and district acceptance while being appropriate for the whole district"
 - Replace the word "district" as it is mentioned twice in the same sentence
 - Rephrase the sentence, it is awkwardly stated
 - Please edit as follows: "the name and what the name represents, will be reflective of the community/district core values, cultures and provide positive inspiration for the community/district"
 - Replace the word "appropriate" as it is very vague
 - Suggestion that the name should not be relevant for the whole district, rather, an influential local figure should be sufficient
- Add the following: "whole district and community"

**ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED –
*continued***

POLICY SECTION: INTENDED OUTCOMES - *continued*

- Other comments (6%)
 - This section is somewhat repetitive of previous section
 - Respondent shared disagreement with changing school names as it reverses the purpose of honouring someone in the first place
 - When accommodating students from another schools into an alternate school, the receiving school's name should not be named; perhaps a section of the receiving school could be renamed after the school that closed
 - Please clarify what is meant by "appropriate"
 - Respondent shared disapproval with outcomes as they set a low expectation for the selection of name; outcomes should include inspiring children (and parents), highlighting Canadian history including features or talents

POLICY SECTION: RESPONSIBILITY

- Too broad, general, and/or more detail needed (7%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (2%)
- Language is too basic (1%)
- Additional responsibility needed (7%)
 - More community involvement is needed in the naming of schools, while less involvement from Executive Council
 - Please include key community stakeholder representation
 - Please add the community as holding responsibility for the policy
 - This section should also encompass generation of revenue by naming schools after charitable donors; please clarify this now so that potential donors are aware of what is needed to have a school named after them or their suggestions
 - Please clarify whether this means that the Executive Council decides on the final name

Edit required (2%)

- Please also include principals, the community at large, council members and students who are presently associated or will be associated with the school
- Please include Trustees for the school area

Other comments (7%)

- Please do not rename existing schools
- Responsibility should also include a representative of the school community/district
- Voting of school name should also include families and community stakeholders of the school in question
- Unclear as to whether this section pertains to the composition of the committee which will decide on the school naming
- Please include community stakeholders
- Please explain what resources are available to principals, teachers and parents to support students in identifying opportunities
- Section is clear, concise and aligns with board practices

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: TERMINOLOGY**

- Too broad, general, and/or more detail needed (2%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (4%)
- Language is too basic (1%)
- Additional terminology needed (2%)
 - Suggestion to edit the definition of underrepresented groups by including religious minorities and gay, lesbian, bisexual and transgendered (GLBT) individuals
- Edit required (2%)
 - Please edit "people with disabilities" to "people with differences" or "people who are differently-abled"
 - Please edit "seniors" to "older adults"
- Other comments (8%)
 - Please clarify what is meant by accommodation decision
 - Delete section on underrepresented groups
 - Please change the terms as they are too wordy; please have a more consolidated term with a longer explanation if needed
 - Respondent expressed concern on how the board has handled this process in the past
 - Please ensure to have an inclusive process so that underrepresented groups can share their feedback (this may include media and advertising, repeated announcements, etc.,)
 - Change emphasis on underrepresented group to be inclusive of everyone including those of middle to higher socio-economic status
 - Please stop closing schools

POLICY SECTION: ACTION REQUIRED

- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (9%)
- Additional action required needed (4%)
 - Please specify the appeal process if a community disapproves of the name selected or of the school chosen to be renamed
 - Please specify the process for communicating concerns over a school name that is deemed by the community as inappropriate or that does not reflect the values of the community
 - Respondent expressed concern that the appendices are repetitive; the respondent suggested to highlight differences across the appendices to expedite the review of the appendices
- Edit required (6%)
 - Revise "a new build" as it is not proper English
 - Please revise the following "In the event none of the suggested names 'is' approved"
 - Disapprove of this section
 - Suggestion that the board should not be involved in the decision, rather it should be a community decision
 - The decision to rename a school and/or to choose a name should come from principals, community stakeholders, councils, and students associated or soon to be associated with the school and not the board
 - Suggestion to list top five names instead of only one

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued*****POLICY SECTION: ACTION REQUIRED - *continued***

- Other comments (10%)
 - Disapprove renaming an existing school when multiple school communities merge; this is not an appropriate use of tax payer money
 - Please revise Appendix C so that it only pertains to a new school on a new site; a new school on an existing site should remain named as the previous school
 - Disapprove Trustees voting; this should be solely a committee decision
 - Please reach out to community stakeholders for gathering name ideas
 - Please specify the membership of the naming committee
 - Please refrain from naming schools after individuals

POLICY SECTION: PROGRESS INDICATORS

- Too broad, general, and/or more detail needed (10%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (1%)
- Language is too basic (3%)
- Additional progress indicators needed (3%)
 - Please provide additional information on this process
 - Please clarify the process for how a new school name is announced
- Edit required (3%)
 - The term "acceptance" is vague
 - Please add the following: "Staff will make the top 10 names public"
- Other comments (5%)
 - Respondent expressed concern that the community does not support the renaming of schools
 - Ensure the process for providing feedback is as including as possible, having multiple ways to do so (e.g. online, paper survey at school, etc.,)
 - Please define "staff"

RESPONDENTS PROVIDED THE FOLLOWING DETAILS WITH REGARD TO GENERAL EDITS TO THE POLICY

- Specify additional processes related to the Policy (51%)
- Need to add more details (8%)
 - Please include a process whereby a school name can be changed if it is deemed inappropriate or does not reflect the community's values
 - Please do not the name existing schools only because multiple student populations amalgamate
- Consider additional priorities (16%)
 - Please ensure the names chosen for schools reflect our future as a nation as opposed to emphasizing the past
 - Please ensure the decisions on naming schools are better informed
 - Please avoid naming schools with similar names (e.g., Memorial)
 - Names should represent scholars such as poets, writers, mathematicians, scientists etc., since schools are a place of learning
 - Please avoid naming schools after royalty

*Summary of Consultation Findings***RESPONDENTS PROVIDED THE FOLLOWING DETAILS WITH REGARD TO GENERAL EDITS TO THE POLICY - *continued***

- Other comments (30%)
 - Respondent disapproves of policy
 - The policy is too wordy
 - Suggestion to only rename new schools
 - The section is succinct
 - Please rewrite the policy so that the board has limited power to decide on a name, while increased responsibility is given to principals, community stakeholders, councils and students associated or soon to be associated with the school
 - Please recognize the benefit of not naming schools after individuals
 - Policy needs to include more community input
 - Disapprove emphasis on underrepresented groups
 - Uncertain about only one name being presented to board
 - With regard to the process of choosing a name, please add the following language: "where the proposed name is the name of a person, efforts will be made to recognize a diverse range of people", and "when the proposed name is the name of a person, preference will be given to Canadian people including FNMI", and "when a name is proposed and when the name is a person, a committee will be formed to research the individual's background to determine if there are reasons to exclude that person's name (e.g., Racism, criminal activity, war crimes, etc.)," and "where a proposed name is the name of a person, efforts will be made to honour a range of people. If a person has already been honoured by having other public venues named for them may have their name removed from consideration"
 - The policy should specify how much a private donor would need to donate to be able to have the building named after their suggestion; This process could generate good revenue to assist with the deficit
 - The policy could be shorter and written in simpler language; An infographic would also be helpful

RESPONDENTS PROVIDED THE FOLLOWING ADDITIONAL COMMENTS ABOUT THE POLICY

- Refrain from naming schools after loyalty
- School names should recognize influential Canadians who are an inspiration to students and staff
- Community stakeholders should be included in the process for choosing the final name, while trustees' voting power should be reduced
- Disapprove of HWDSB's decision to close useful schools and how it has applied this policy in the past
- Please work to improve trust with community stakeholders and parents
- The policy is too wordy; suggestion to simplify the document and to reduce the contingencies
- Please ensure the selected names are inspiring to student and communities
- When announcing a new name, please share the rationale for why the name was chosen
- Support school communities when the selected name is not endorsed by them especially when the name is thought to be inappropriate or does not reflect community values
- Principals, councils, community stakeholders and students should have a strong voice in naming schools
- Please allow school and community stakeholders the ability to vote on the final three name suggestions
- The policy should specify how much a private donor would need to donate to be able to have the building named after their suggestion; This process could generate good revenue to assist with the deficit
- Respondent requests that schools not be named after individuals
- Respondent is thankful for the opportunity to review the draft policy
- Respondent disapproves of the policy

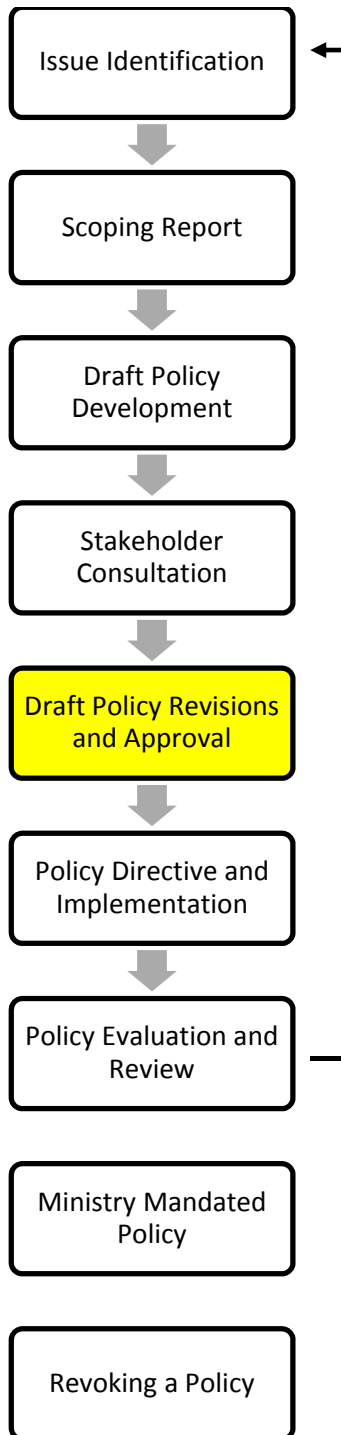
This report was prepared by the Evidence-Based Education and Services Team (E-BEST).

POLICY COMMITTEE

Title: Political Activity in Schools During Elections

Pillar Policy: Engagement

Last Reviewed: -



Recommended Action:

That the Political Activity in Schools During Elections policy be recommended for Board approval.

Background:

When Federal, Provincial or Municipal elections occur, the Board receives many questions about what is acceptable in the school and on Board property, as well as, requests from schools to hold all-candidates meeting in the classrooms.

The draft policy was approved for consultation at the February committee meeting.

The policy consultation took place from February 16th to March 24th and received a total of 159 responses.

No changes have been made to the policy because of the consultation, as the majority of respondents approve of the policy as written and the specific feedback provided was not always applicable to the policy or the directive.



Political Activity in Schools During Elections

Date Approved:

Projected Review Date:

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.

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.

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

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 survey of select schools to capture what activities took place during the election period.

REFERENCES:

Government Documents

Elections Act

Ontario Public School Boards Association (OPSBA)

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

Engagement Pillar

Student Engagement



Political Activity in Schools During Elections Directive

Directive for Policy X.X Political Activity in Schools

Projected Review Date:

RATIONALE:

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.

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.

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

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.

PROCEDURES:

1.0 Candidates

- 1.1 Current trustees may continue to attend and participate in school or Board functions and events, but shall not campaign or conduct themselves in any way that may be perceived as campaigning.
- 1.2 Political lawn signs and partisan literature are not to be posted on Board property, including bulletin boards. Candidates may not distribute flyers on vehicles parked on school or Board property.
- 1.3 Political candidates may attend school council meetings only as observers, just as with any other member of the public. Candidates cannot make individual presentations to school councils.
- 1.4 School councils are not permitted to endorse a specific trustee candidate or other government level candidate, or to campaign on behalf of a specific candidate. School councils are not to distribute candidate information.

- 1.5 In the event that an all-candidates meeting is requested by students and connected to curriculum, such a meeting is to be for students taking relevant courses. If other students express an interest in participating to their teacher or principal, they will have the opportunity to do so.
- 1.6 When arranging an all-candidates meeting, every effort must be made to ensure all candidates have an opportunity to attend.
 - 1.6.1 At least two weeks advance notice must be given to all candidates.
 - 1.6.2 If candidates are unable to attend, they may have a designate attend on their behalf.
 - 1.6.3 A minimum of two candidates or designates, for the same position, must confirm their attendance at least one week in advance of the meeting in order for the meeting to proceed.
 - 1.6.4 All-candidates meetings may be organized by students during the regular school day or by community organizations / school councils after regular school hours with the support of the principal.
 - 1.6.5 An all-candidates meeting organized by students or school councils must ensure that candidates' messaging remains restricted to their party's platform, or personal views, while being respectful of other candidates' views or beliefs.
- 1.7 Candidates are not to invite any media to school events.
- 1.8 Candidates, or their staff, are prohibited from taking pictures or recording audio/video when inside the school during an all-candidates meeting.
- 1.9 All activities related to capturing student images and identifiable information must be undertaken in accordance with the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

2.0 Students

- 2.1 While on Board property during school hours, a student may not be actively involved in a candidate's campaign.
- 2.2 Secondary school students may choose to work on political campaigns. Activities related to recognized political organizations, municipal, provincial and federal political activities, except for candidates running for the position of Trustee for Hamilton-Wentworth District School Board, will count towards community involvement hours. This work must take place outside of the instructional day.

3.0 Staff

- 3.1 Employees must not engage in partisan or campaign activities of any kind while on Board property or during work hours.

- 3.2 Board employees may not wear articles of clothing or other paraphernalia, such as but not limited to, scarves, buttons, caps, pins and signs while on Board property that support or refer to political parties or candidates.
- 3.3 Staff working for or supporting a particular candidate must keep the work outside the realm of the school. No school resources (phone, fax, computer, email, social media and photocopier) can be used for partisan political activity.
- 3.4 Supplying personal information (name, address, phone number, email) of students and parents, including school council members, to any candidates or their staff is strictly prohibited.
- 3.5 No campaign materials shall be given to the students or distributed for students to take home.

4.0 Schools

- 4.1 Schools with social media accounts may follow candidates but must ensure that they follow all candidates involved.
- 4.2 As per the *Municipal Elections Act*, if a school is selected as a polling station and an agreement between HWDSB and the Returning Officer has been reached, it may not be changed.
- 4.3 Schools that are selected as polling stations should try to use doors that open directly to the outside from the area used as a polling station as the main entrance and exit for voters.
- 4.4 Principals should be cognizant that exterior entrances may include walking across uneven terrain, accessibility or distance issues and it may be difficult for some to use these entrances. If this is the case, voters are to use an accessible door.
- 4.5 As part of the Safe Welcome Program, Facility Services will make every effort to ensure elections staff provide two monitors to greet voters and escort them through the school to the polling station, in the event that exterior doors do not enter directly into the polling station.
- 4.6 In the event that election monitors cannot be secured, Principals should ask for community volunteers to be on a roster to admit voters as they arrive. Students are not permitted to do this task.

*Summary of Consultation Findings***Purpose of Consultation**

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 issues. In support of this vision, HWDSB asked members of the public to comment on the policy through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

Respondent Characteristics

The online survey ran from February 16th to March 24th, 2016 and garnered a total of **159** responses. All of the responses were received through the online survey.

The majority of the responses came from parents/guardians/caregivers (N=137, 86%) and HWDSB staff members (N=16, 10%), 2% (N=3) of the response were received from HWDSB students while 2% (N=3) were received from community groups/members. 89% (N=138) of respondents indicated having children attending an HWDSB school, while 11% of respondents (N=17) indicated not having children who attend an HWDSB school. Of those who responded “yes” to having children in an HWDSB school and indicated how many children they have (N=138), the majority indicated having 1 (N=52, 38%) to 2 (N=65, 47%) children, 12% (N=17) have 3 children, while 3% (N=4) have 4 or more children enrolled in an HWDSB school.

Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, a small number of the HWDSB community responded to the survey. Therefore it is unclear whether the responses summarized accurately reflect all of the opinions of the HWDSB and Hamilton community. 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.

Summary of Findings

HWDSB community members 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.

*Summary of Consultation Findings***Summary of Findings****RESPONDENTS WERE ASKED TO COMMENT ON THE VARIOUS SECTIONS OF THE POLICY**

- Across the various sections of the policy, **70% to 86%** of responses indicated that the policy can be **approved as written**.

RESPONDENTS INDICATED THE FOLLOWING STRENGTHS WITH REGARD TO THE POLICY:

- The document identifies/clarifies processes (48%)
- The policy is well written, clear and easy to follow (47%)
- The document identifies important priorities (41%)

ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED**POLICY SECTION: PURPOSE**

- Too broad, general, and/or more detail needed (15%)
- Language is too technical, includes too much jargon (4%)
- Language is too basic (3%)
- Additional purpose needed (7%)
 - What constitutes “ensuring student, staff, and visitor safety”?
 - Add the importance of critical thinking
 - Address the importance of safety in selecting schools as polling locations. Include alternate locations
 - What does this mean for schools, staff, and students?
- Edit required (5%)
 - Suggestion to detail local, provincial, and federal differences in election processes
 - Suggestion to add the importance of safety
 - The first and second sentences should be reversed. Also, the "however" statement is redundant
 - Change the sentence to, "it is important for school staff to not unduly influence students"
- Other comments (6%)
 - Further explanation of the intent behind this purpose is needed
 - Suggestion to identify and define “discussing political topics”
 - Impartiality is not necessary in regards to fascism, racism and Zionism
 - There should not be election signs near schools
 - This policy should apply throughout the school year
 - This has been written as a rationale, not as a purpose

POLICY SECTION: GUIDING PRINCIPLES

- Too broad, general, and/or more detail needed (17%)
- Too narrow or specific, less detail needed (2%)
- Language is too technical, includes too much jargon (6%)
- Language is too basic (2%)
- Additional guiding principles needed (4%)
 - Students should be encouraged to vote

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued***

- Edit required (7%)
 - Provide an example of how political activity may interfere with the school's normal operations
 - Replace the word "reasoned"
 - The third principle isn't related to the first two principles
 - Political activity will interfere with school operations. Elections will require accommodations but should take priority
 - Question about whether polling stations will be located in school gyms
 - All students should be allowed an opportunity to engage in political activities
- Other comments (4%)
 - Question about what co-curricular means
 - Define "political activity" and "interfere"

POLICY SECTION: INTENDED OUTCOMES

- Too broad, general, and/or more detail needed (14%)
- Language is too technical, includes too much jargon (3%)
- Language is too basic (1%)
- Additional intended outcomes needed (4%)
 - Suggestion to include an intended outcome about students' learning & awareness of the political process in Canada and/or contrasted with other countries
 - Encourage students to be lifelong participants in political activity
- Edit required (5%)
 - Ensure that schools remain impartial
 - Delete the first part of the sentence, "Ensure that schools remain impartial" and start the sentence with, "Encourage real life learning..."
 - Remove "during the campaigning of an election"
- Other comments (4%)
 - Make the importance of civic learning central. This is more important than impartiality
 - Question about how "real-life learning" differs from "learning"

POLICY SECTION: RESPONSIBILITY

- Too broad, general, and/or more detail needed (17%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (2%)
- Language is too basic (4%)
- Additional responsibility needed (6%)
 - The school staff should be involved
 - Suggestion to address the responsibilities of individual schools/staff
- Edit required (2%)
 - Include Principals/Vice-Principals
 - Add Board of Trustees

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED –
*continued***

- Other comments (4%)
 - Further explanation of this section is necessary
 - The school Principal is in a better position to know what is going on in the school

POLICY SECTION: TERMINOLOGY

- Too broad, general, and/or more detail needed (6%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (2%)
- Language is too basic (2%)
- Additional terminology needed (2%)
 - Add real-life learning
 - Define "impartial"
- Edit required (1%)
- Other comments (6%)
 - Further explanation of the intent of this section is necessary
 - Dislike that buzzers, cameras and locks are the focus
 - "Bias" and "non-partisanship" are common words that do not require a definition
 - Definition of "bias" is unclear and misleading
 - Include a definition of "safe welcome"
 - Consider noting that information from all Canadian parties will be provided in the school to help inform students in a non-partisan way

POLICY SECTION: ACTION REQUIRED

- Too broad, general, and/or more detail needed (12%)
- Too narrow or specific, less detail needed (1%)
- Language is too technical, includes too much jargon (2%)
- Language is too basic (2%)
- Additional action required needed (8%)
 - Staff will actively engage students in learning and discussion about politics at an age-appropriate level
 - Include no campaign signs on school property
 - At no time shall political activity interfere with the normal operation of the school
 - As part of real-life learning, candidates should be encouraged to present to students
- Edit required (10%)
 - Under candidates, there is an extra space before the first comma
 - The location of polling stations is not linked to the teaching of the political process in schools. Should that be a separate policy?
 - Elementary students should not be in the school during public access for elections. It is a safety concern
 - Define "individual presentation." Does this include multiple candidates making presentations to school council?
 - Clarity required regarding role of acting elected official

*Summary of Consultation Findings***ACROSS THE VARIOUS SECTIONS OF THE POLICY, THE FOLLOWING AREAS OF IMPROVEMENT WERE SPECIFIED -
*continued***

- Once an election begins, candidates are not permitted to make individual presentations to students, school council or staff members on school grounds
- Candidates should be encouraged to present to students
- Please remove clause beginning with 'unless' and ending with 'role' from Candidates section
- Other comments (9%)
 - Schools should not be used as polling stations
 - Infringes unnecessarily on the freedom of association and expression of teachers
 - Should require security at entry points to schools

POLICY SECTION: PROGRESS INDICATORS

- Too broad, general, and/or more detail needed (16%)
- Language is too technical, includes too much jargon (3%)
- Language is too basic (1%)
- Additional progress indicators needed (6%)
 - Parents/students need an avenue to comment if staff or the school are not impartial
 - Should indicate a fair representation of schools is provided. Policy currently says select schools
 - Survey should be sent to students to evaluate their awareness of the activities
 - Suggestion to ask, "to what degree are students engaged in learning about the political process," or "to what degree do schools provide a vibrant learning environment?" Current wording is vague
- Edit required (6%)
 - The primary goal should be to encourage real-life learning
 - Remove 'select' and replace with 'all'
 - Why is this necessary, unless there is a problem?
- Other comments (7%)
 - Focus the progress indicators on key civic function
 - Who will be invited or required to participate in the survey?
 - A survey of some schools is not comprehensive enough. All schools should be surveyed. Similar to the census process, some schools could receive more detailed surveys

RESPONDENTS PROVIDED THE FOLLOWING DETAILS WITH REGARD TO GENERAL EDITS TO THE POLICY

- Specify additional processes related to the Policy (58%)
- Need to add more details (28%)
 - It is okay to discuss different opinions, the importance of being informed, and being media savvy
 - Explanations and examples are needed in the policy
 - Add more information relating to the importance of politics in the daily lives of citizens
 - Add the actual impact on normal school operations
 - Add teachers and principals to the list of those responsible for implementing this policy
 - Add how the policy will be implemented and controlled to ensure compliance
 - Reword the 'staff' piece
- Consider additional priorities (11%)
 - Outline what impartial yet engaging activities look like

Summary of Consultation Findings

- Schools should not be used as polling stations when students are present
- Place security at door and hallway entry points to school. School should not be open to the public
- Allowing the sharing of divergent opinions without judgment by teacher/staff
- Find alternative locations for polling stations
- Other comments (19%)
 - Explain the reasoning behind why the action items included in the policy are included
 - Maintain impartiality
 - More emphasis should be placed on promoting the political process
 - Question about how teachers can include all the fringe parties in student learning

RESPONDENTS PROVIDED THE FOLLOWING ADDITIONAL COMMENTS ABOUT THE POLICY

- There should not be school during election periods
- This policy does not belong in our school system. Religion and politics should remain completely separate. Political neutrality will be an issue
- More feedback on the policy should be gathered from students, families, and school staff
- Political activities should not be held in schools while students are present during the school day
- Understanding that this is the policy for political activity during election time only. An additional document is needed for other times of the year
- Great policy and students will benefit - use this as an opportunity to educate students about politics
- Schools that do not have adequate parking or doors that are not visible from the main office should not be used for elections. Parents have raised concerns about safety
- Please remember a number of our families are ESL. Materials should be understandable to everyone
- Respect opinions of students and HWDSB to maintain impartiality
- There should be no election signs near the schools
- Why is there a need for this policy now?
- All schools are different. As a result, principals should be responsible for managing what happens in their schools. It should not be the responsibility of superintendents and other board members
- The policy should not limit teacher voice and freedom of expression

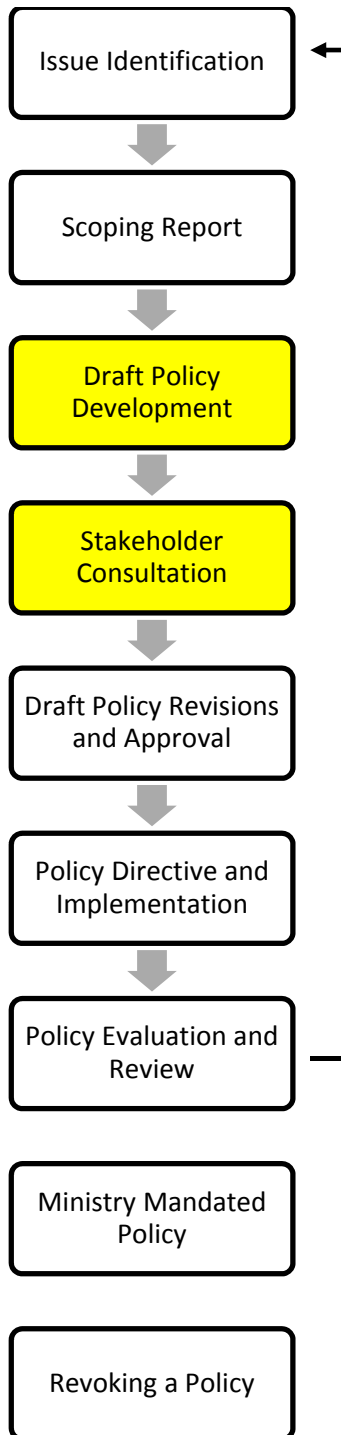
This report was prepared by the Evidence-Based Education and Services Team (E-BEST).

POLICY COMMITTEE

Title: Use of Board Facilities

Pillar Policy: Engagement

Last Reviewed: Facilities Partnership – 2012; Community Use of Board Facilities - 2000



Recommended Action:

That the Use of Board Facilities Policy be approved for consultation.

That Trustees revoke the Facilities Partnership and the Community Use of Board Facilities policies.

Background:

This policy combines both the Community Planning and Facility Partnerships Guidelines (2015) and the Community Use of Schools Memorandum (2006) introduced by the Ministry of Education.

Combining these two policies was discussed and confirmed at the December 2015 committee meeting.

A draft scoping report was presented to the committee in January. Trustees asked staff to bring back more information.

The revised scoping report was brought back to the February committee meeting and was subsequently approved.

Before Trustees today is the draft policy and directives.



 Policy No. TBA

Use of Board Facilities

Date Approved:

Projected Review Date:

PURPOSE:

HWDSB is committed to fostering cooperative and collaborative relationships with the broader community, through the use of Ministry funds and on a cost recovery basis, to maximize the use of HWDSB facilities.

GUIDING PRINCIPLES:

- Promote equity of opportunity and access to schools, outside of school hours, for students and the school community.
- Strengthen relationships between HWDSB, community partners and the broader community.
- Ensure that subsidies align with Ministry Funding.
- Strive to offset/reduce operating costs where possible, through the pursuit of new and/or redesigned initiatives

INTENDED OUTCOMES:

- Maximize the use of HWDSB facilities, on a cost recovery basis for spaces leased, licensed or rented, while creating and sustaining a continued relationship with the broader community.
- Ensure that Ministry Funding for Community Use of Schools and Priority Schools Initiative is fully utilized.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Cost Recovery: Fees charged to partners for spaces that are leased/licensed/rented will cover the operations and capital cost, including administrative costs and property taxes (if applicable), to HWDSB for the space occupied by the partner.

Lease: Extra space in either open or closed schools may be used by community partners, through a signed formal agreement, on a full-time basis.

License: Extra space in either open or closed schools may be used by community partners, through a signed formal agreement, on a part-time basis.

Formal Partnerships: Mutually beneficial and supportive arrangements signed between the Board, business and community agencies.

Municipal Reciprocal Agreement: A formal agreement with the City of Hamilton where the City allows students access and use of its facilities and in return is able to have access and use of HWDSB facilities for city programming.

Facility Partnerships: Partnerships between community partners to share facilities for better use of public facilities owned by the School Board. Facility partnerships are intended to establish shared use during school hours between the Board and community partners.

Rental Permits: HWDSB facilities, specifically, classrooms, gyms and other spaces rented throughout the year when they are not being used for school activities. Permits are approved depending on the availability of space. Fees are charged according to an established fee schedule.

Community Use of Schools: Making school space available for rent by community groups, outside of regular school hours.

Fee Schedule: Associated fees that determine the cost to rent an HWDSB space.

ACTION REQUIRED:

Ensure that a set of procedures are developed for the following specific areas:

Facility Partnership (Leases and Facility Partnerships)

- The identification of potential spaces
- Sharing the results of the identification of potential spaces with community partners
- Holding an annual public meeting to discuss potential planning and facility partnership opportunities
- Notification to community partners when building a new school or undertaking a significant addition or renovation
- Declaring space surplus and circulating it for lease
- Clear instructions of partners rights and responsibilities and fees charged to partners on a cost-recovery basis
- Decision to proceed, or not, with facility partnership

Community Use of Schools (Rentals, Reciprocal Agreements, Formal Partnerships, Other Permit Types)

- Types of permits
- Cost recovery
- School Use during Community Use of Schools Hours
- Cancellations, Amendments and No Shows
- Available Spaces and Resources
- Restrictions and Limitations
- Consumption of Alcohol
- Responsibility for Facility Damages
- Hours of Community Use of Schools Availability

- Fee Schedule
- Outdoor Playing Area

PROGRESS INDICATORS:

Intended Outcome	Assessment
Maximize the use of HWDSB facilities, on a cost recovery basis for spaces leased, licensed or rented, while creating and sustaining a continued relationship with the broader community.	Annual survey of the broader community and community partners to assess level of satisfaction with availability, cost and general feedback. Evaluated through an audit of the amount of hours used within available facilities.
Ensure that Ministry Funding for Community Use of Schools is fully utilized.	Evaluated utilizing the allocation of Ministry funds through the budget process.

REFERENCES:

Government Documents

Ministry of Education Memorandum 2006: B13 – Community Use of Schools Program
 Ministry of Education Community Planning and Partnership Guidelines
 Ministry of Education Pupil Accommodation Review Guidelines

HWDSB Strategic Directions

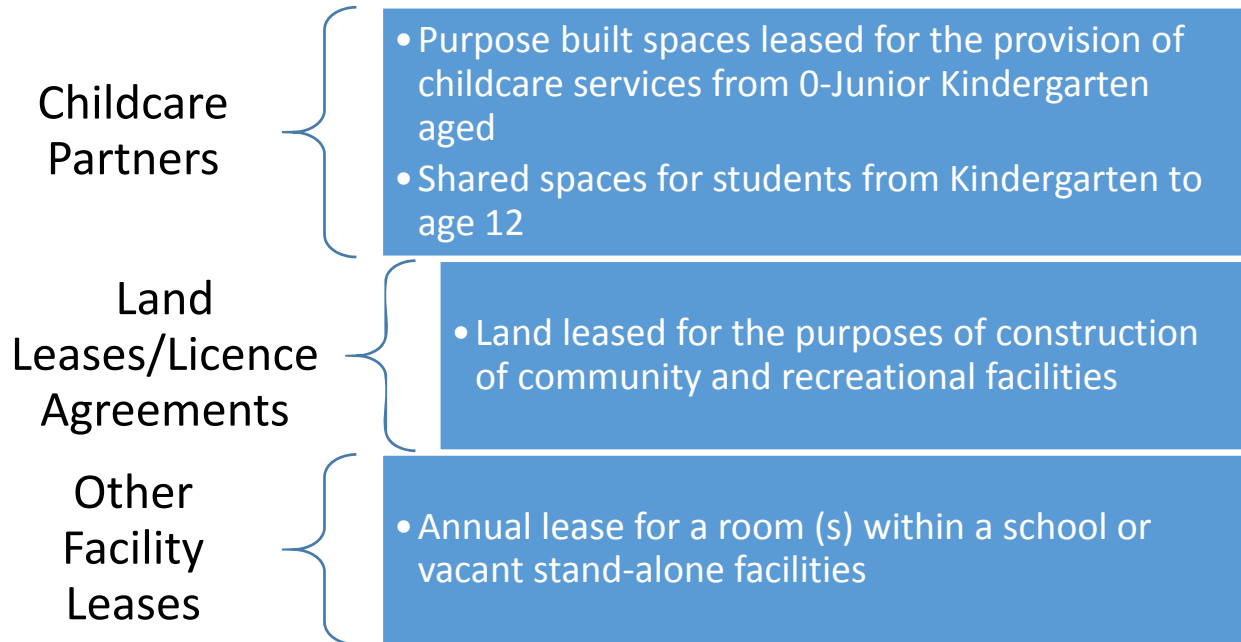
Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Engagement Pillar
 Community Engagement
 Pupil Accommodation Review
 Property Disposition

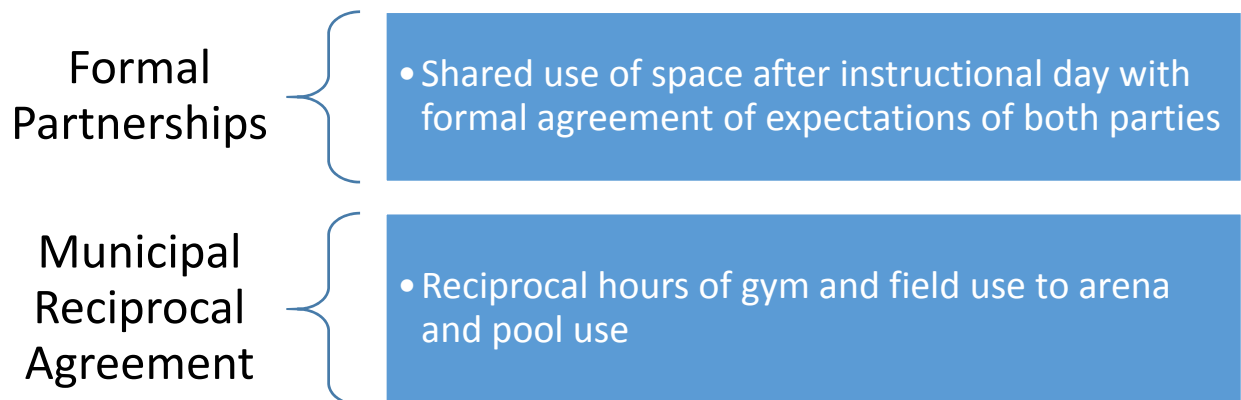
Leases

Extra space in either open or closed schools may be used by community partners, through a signed formal agreement, on a full-time basis.



Formal Partnerships

Mutually beneficial and supportive arrangements signed between the Board and business, labour and community agencies. Or a formal agreement with the City of Hamilton where the City allows students access and use of its facilities and in return is able to have access and use of HWDSB facilities for city programming.



Facility Partnerships

Partnerships between community partners to share facilities for better use of public facilities owned by the School Board. Facility partnerships are intended to establish shared use during school hours between the Board and community partners.

Facility Partnerships

- Ministry initiative to encourage shared facilities with community partners with strict guidelines
-

Short Term Permits

HWDSB facilities, specifically, classrooms, gyms and other spaces rented throughout the year when they are not being used for school activities. Permits are approved depending on the availability of space and resources. Fees are charged according to an established fee schedule.

Rentals

- Use of schools either before or after the instructional day. Provided to groups under a set of priority access guidelines
-

Other Permit Types

Permits that are provided to community groups or business for use of HWDSB facilities on a repeated short term basis.

Filming	<ul style="list-style-type: none">• All proceeds from filming go to HWDSB Foundation with a set fee returned to the school used
Field Use	<ul style="list-style-type: none">• Currently, only permit fee charged. Secondary School field use under review due to secondary school field revitalization strategy
Parking Lots	<ul style="list-style-type: none">• Currently, only charge permit fee. Use of the parking lot is at no cost.



Community Planning and Facility Partnerships Directive

Directive for Policy X.X Use of Board Facilities

Projected Review Date:

RATIONALE:

Facilities Partnerships between Hamilton-Wentworth District School Board (HWDSB) and community partners can maximize the use of public infrastructure, reduce facility operating costs for the Board, provide a foundation for improved service delivery for communities within the District, strengthen the relationship between HWDSB, community partners and the public, and ultimately improve services, programs and supports available to students.

HWDSB will have ongoing dialogue with The City of Hamilton and other community organizations to explore options to address underutilized space issues in schools within specific areas of the board. These discussions will inform proposals that staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

TERMINOLOGY:

Facility Partnership Agreement: A legal document that outlines the terms and conditions of the facilities partnership, and complies with all existing Hamilton-Wentworth District School Board policies and procedures. The agreement is signed by both/all parties prior to implementation.

Facilities: Buildings and grounds owned by Hamilton-Wentworth District School Board.

Long-Term Facilities Master Plan: A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

Notification List: A list of eligible potential and existing partners, established according to Ontario Regulation 444/98, but not limited to those identified by the regulation.

Facility Partnerships: Mutually beneficial and supportive arrangements between the Board and business, labour, community and government agencies.

Partners: community non-profit or profit entities expressing interest in participating in facility use partnership agreements that are deemed eligible by the Board.

PROCEDURES:

1.0 Identification of Potential Spaces

- 1.1 The Manager of Planning, Accommodation and Rentals will identify where new schools or additions may be needed; which schools will remain well-utilized; which open and operating schools may have unused space; and which schools may be candidates for consolidation or closure.
- 1.2 This information will be used to identify facilities that may be suitable for facility partnerships with respect to new construction and unused space in schools. This information also provides an opportunity to consider potential surplus properties in which community partners may be interested.
- 1.3 The Manager of Planning, Accommodation and Rentals will identify facilities that can accommodate partnerships based on the following criteria:
 - Space not required for Board programming
 - Student safety
 - Accessibility
 - Zoning and site use restrictions
 - Facility condition
 - Availability of required amenities and/or support space
 - Any other criteria as determined by the Board

2.0 Communication to the Community

- 2.1 Planning and Accommodation will share the results of the Identification of Potential Spaces with community partners, including but not limited to, those listed in Ontario Regulation 444/98.
- 2.2 Planning and Accommodation, in conjunction with Corporate Communications, will post information on HWDSB's website regarding:
 - any intention to build new schools
 - any intention to undertake significant renovations
 - information about unused space in open and operating schools and administrative buildings.
- 2.3 Information about available space in schools for facility partnerships will be updated on the website annually, following the yearly update on the Long-Term Facilities Master Plan.
- 2.4 Information about co-building opportunities will be updated on the website as needed.
- 2.5 The Manager of Planning, Accommodation and Rentals will be listed on the website as the contact for information and questions regarding facility partnerships.

3.0 Annual Planning and Facility Partnership Meeting

- 3.1 Planning and Accommodation will hold an annual public meeting to discuss potential planning and facility partnership opportunities.

- 3.2 Invitations will be sent directly to community entities, including, but not limited to, those listed in Ontario Regulation 444/98.
- 3.3 When inviting entities on the notification list to the annual meeting, the invitation must clearly request that organizations prepare to bring relevant planning information, including, but not limited to:
 - population projections
 - growth plans
 - community needs
 - land-use and green space/park requirements
- 3.3 The meeting will be posted on HWDSB's website for the public.
- 3.4 The invitation list, the entities in attendance and all correspondence exchanged at the meeting will be formally documented

4.0 Notification to Community Partners

- 4.1 Planning, Accommodation and Rentals will notify entities on the notification list, when HWDSB is considering building a new school or undertaking a significant addition or renovation.
- 4.2 Entities on the notification list will be notified of the consideration to build a new school or undertake a renovation one to three years prior to the potential construction start date.
 - 4.2.1 The notification requires Board of Trustee approval through the LTFMP.
- 4.3 Planning, Accommodation and Rentals will evaluate the expressions of interest to select partner(s) based on the policy.
- 4.4 Planning, Accommodation and Rentals will make all timelines clear to potential partners and will ensure that timelines are maintained.
- 4.5 Partnership agreements cannot be finalized until both HWDSB and the partner(s) have an approved source of funding.

5.0 Sharing Space with Community Partners

- 5.1 If identified space is both suitable for facility partnerships and is available for the long-terms, Planning, Accommodation and Rentals will consider declaring the space surplus and circulating it for lease through O. Reg. 444/98.
- 5.2 If the space is suitable for facility partnerships but is not surplus to board needs, Planning, Accommodation and Rentals will follow the notification process outlined in section 4.0 of this directive.
- 5.3 Planning, Accommodation and Rentals will provide information about the available space, including, but not limited to, size, location, facility amenities and required renovations, if needed.

- 5.4 Planning, Accommodation and Rentals will evaluate the expressions of interest to select partners.

6.0 Facility Partnership Agreements and Cost-Recovery

- 6.1 Partners will be provided with clear instructions of their rights and responsibilities as tenants, including maintenance standards and the applicability or the lack thereof, of board user policies, including accessibility and inclusiveness policies.
- 6.2 On a cost-recovery basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the space occupied by the partner
- 6.3 In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or share space.

7.0 Decision to Proceed/Not or Proceed with the Facility Partnership

- 7.1 If a decision not to proceed with the Facility Partnership, the Manager of Planning, Accommodation and Rentals will inform the applicant.
- 7.2 If a decision to proceed with the Facility Partnership is made, the Manager of Planning, Accommodation and Rentals will prepare the required documentation (e.g. construction agreement, lease agreement, etc.) for the Superintendent of Business.

8.0 Monitoring the Policy

- 8.1 HWDSB staff will monitor the resources expended (e.g. staff) as a result of the revised policy.



Community Use of Schools Directive

Directive for Policy X.X Use of Board Facilities

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) believes in supporting its communities by making school board facilities available to the public. This is supported by the Ministry's *Community Use of Schools Funding* and *Priority Schools Initiative* that fosters partnerships and community relationships.

TERMINOLOGY:

Reciprocal Agreement: An agreement with the City of Hamilton where the City allows students access and use of its facilities and in return is able to have access and use of HWDSB facilities for city programming.

Permit Holder: The permit holder is the person and/or organization named on the community use permit.

Community Use of Schools: Making school space available for rent by community groups, outside of regular school hours.

Community Use of Schools Funds: A Ministry initiative to decrease costs for Not-For Profit groups to access school spaces outside of regular school hours.

Priority Schools Initiative: Funding provided by the Ministry of Education to make space available in selected schools in high needs communities, for non-profit groups to run programming outside of the school day, at no cost to participants.

Fee Schedule: Associated fees that determine the cost to rent an HWDSB space.

PROCEDURES:

1.0 General

- 1.1 School buildings and grounds will be made available to the public within HWDSB's area of jurisdiction, subject to the regulations and conditions set out in the sections that follow.
- 1.2 School building and grounds are reserved for school use during weekdays until 6 p.m. and during the additional times included in the annual schedule submitted by the school. Unforeseen school activities not included in the annual schedule, for example playoff games or night meetings, will be accommodated where possible.
- 1.3 This directive is subject to the rules and regulations of Community Use of Schools posted on the board website.

2.0 Types of Permits

Note the order of the types of permits reflects the priority allocation of space to groups.

- 2.1 HWDSB Permits – School and department use permits. Events are for students and supported by principal or department staff.
- 2.2 HWDSB Affiliate:
 - 2.2.1 Reciprocal Agreement for use of indoor spaces and fields by the City of Hamilton.
 - 2.2.2 Lease Agreements with Child Care Operators.
 - 2.2.3 Formal Partnership Agreements.
 - 2.2.4 Election permits.
- 2.3 Non-Profit Youth – permits serving youth 18 years of age and younger (or where the participants are under a disability, then under the age of 28).
- 2.4 Non- Profit Adult – permits serving adults over the age of 18 years
- 2.5 Priority School Permit:
 - 2.5.1 Youth (no cost, low cost programming for local neighbourhood youth).
 - 2.5.2 Adult (no cost, low cost programming for local neighbourhood adults).
- 2.6 Business/Commercial/Private Permits.

3.0 Cost recovery

- 3.1 Cost recovery includes the labour for opening and closing the school, cleaning and supervision for the event; administration; normal wear and tear; as well as energy and supplies.

4.0 School Use during Community Use of Schools Hours

- 4.1 All school administrators will prepare an annual schedule indicating school use of facilities for the upcoming school year for use during normal Community Use of Schools hours. The schedules must be submitted to the Community Use of Schools department by June 1.

5.0 Cancellations, Amendments and No Shows

- 5.1 Community Use of Schools rules and regulations include fees and processes for cancellations, amendments and no shows to permits.

6.0 Available Spaces and Resources

- 6.1 Gyms, libraries, auditoriums, cafeterias and some classrooms are available for community use. Specialty rooms, staff rooms, kitchens and offices are not available for community use.
- 6.2 No gym equipment other than volleyball, badminton and basketball standards/nets are available for community use. Score clocks may be available to the users, subject to the school principal's approval and user fees.
- 6.3 There is no storage of equipment at schools by community groups.
- 6.4 A qualified technician must be present when the school's multi-media equipment is used, and a charge will apply.

7.0 Restrictions and Limitations

- 7.1 Games of chance, lotteries, bingo games and all other forms of gambling are not permitted on HWDSB property.
- 7.2 Large events require a Request for Exceptional Use Form to be completed prior to permit approval.
- 7.3 Smoking and vaping are prohibited on all Board property.
- 7.4 Overnight events will not be permitted as a Community Use of Schools event.

8.0 Consumption of Alcohol

Alcoholic beverages will not normally be available; on occasion community groups may make alcohol available at certain adult-oriented events.

- 8.1 A group which is organizing an adult-oriented function to be held at a school or non-instructional site will seek permission to serve alcoholic beverages in writing using the Application Form through the Principal of the School to the appropriate Superintendent of Student Achievement.
- 8.2 If the adult-oriented function is to be held at a non-instructional Board site the Executive Superintendent of Student Achievement will determine whether permission will be granted.
- 8.3 The appropriate Senior Official will have the authority to approve the request for permission to serve alcohol in adults-only venues under the following conditions:
 - The event is sponsored by the school's alumni association/organization or community group or
 - The event is part of the school's anniversary celebration or
 - The event is a school fundraising event and
 - Servers of alcohol have had "Smart Serve" training
- 8.4 Requests to serve alcohol that are not within the conditions outlined in 10.3 must receive the approval of the Board of Trustees.

9.0 Responsibility for Facility Damages

- 9.1 Facility Inspection Reports must be filled out at the start and end of each permit event and signed by both permit holder and caretaking staff on site. This report is designed to identify existing conditions prior to and at the end of the permit.
- 9.2 With the exception of reasonable wear and tear, permit holders will be held responsible for any damages to the premises and/or equipment, as per Community Use of Schools Rules and Regulations.

10.0 Hours of Community Use of Schools Availability

- 10.1 Normal Community Use of Schools hours are:
6 p.m. to 10 p.m. Weekdays
8 a.m. to 10 p.m. Saturdays and Sundays
- 10.2 Hours of availability are dependent on the scheduling of custodial staff. Some schools may not be staffed as late in the evening as other schools due to reduced custodial coverage.
- 10.3 Use of school buildings may commence prior to 6 p.m. on instructional days at elementary and secondary schools, only with the approval of the school principal.
- 10.4 Facility use is limited or unavailable during Board professional development days, statutory holidays, winter, March and summer break periods. No external use of Board facilities is permitted during the first two weeks and last two weeks of the school year and the last two weeks of August. The exception to this rule is for our licenced child care operations to provide modified programs to families they serve during the school year.

11.0 Fee Schedule

- 11.1 Fees will apply to all space rentals as per the current User Fee Schedule.

12.0 Outdoor Playing Area

- 12.1 Outdoor playing areas may be permitted for use during Community Use of Schools hours.

Note: many school fields are included as part of the reciprocal agreement with the City of Hamilton and as such are permitted through the City.

- 12.2 Depending on their nature, the frequency of activities may be limited in order to protect grassed areas. In addition, all field uses (either permitted through the City of Hamilton or HWDSB) must follow City of Hamilton cancellation of field usage due to weather.
- 12.3 Each user group will be held responsible for the payment of repairs to, or the replacement of, any grounds necessitated by the harmful acts of its group, or of individuals within the group.



USE OF BOARD FACILITIES Policy Committee Consultation Plan

Prepared By: Mark Taylor
 Superintendent Responsible: Stacey Zucker
 Department: Planning, Accommodation and Rentals

Date Prepared: May 11, 2016

Policy Statement

HWDSB is committed to fostering cooperative and collaborative relationships with the broader community, through the use of Ministry funds and on a cost recovery basis, to maximize the use of HWDSB facilities.

Communications Strategy

To inform various stakeholders that the 30-day consultation period has begun and now is their opportunity to provide comments and feedback on the Use of Board Facilities policy.

Target Audience

Group Classification
Internal
Trustees
Executive Council
Special Education Advisory Committee (SEAC)
Parent Involvement Committee (PIC)
Rural Schools Committee
School Councils
Home & School Associations
Student Senate
French Immersion Advisory Committee
Hamilton-Wentworth Student Transportation Services
Umbrella Board of Family & Child Care Centres
Ontario Regulation 444/98
French Language Public District School Board
English Language Separate District School Board (HWCDSB)
French Language Separate District School Board
The Board of a Protestant Separate School
English Language College (Mohawk College)
French Language College (College Boreal)
University (McMaster)
The Crown in right of Ontario
Municipality (City of Hamilton)

The Crown in right of Canada
External
Ainslie Wood/Westdale Community Association of Resident Homeowners Inc.
Allison Park Community Association
Ancaster Community Council
Beasley Neighbourhood Association
Berrisfield Community Council
Bonnington, Buchanan, Mohawk, Southam Neighbourhood Association
Canadian Parents for French
Central Neighbourhood Association
Corktown Neighbourhood Association
Crown Point Community Planning Team
Delta West Community Association
Dundas Community Council
Durand Neighbourhood Association
Eastmount Community Council
Eleanor Community Council
Flamborough Community Council
Fruitland Road Community Association for Safe and Healthy Neighbourhoods
Gilkson Park Community Association
Gourley Park Community Association
Hamilton Beach Community Council
Hamilton East Mountain Community Association
Kirkendall Neighbourhood Association
Landsdale Area Neighbourhood Association
McQuesten Community Planning Team
North Central Community Council
North End Neighbours
Pleasant View Rate Payers Association
Quigley Road Area Planning Team
Red Hill Valley Neighbourhoods Association
Riverdale Planning Team
Robert Land Community Association
Rosedale Community Council
Scenic Woods Neighbourhood Association
School Advocacy Hamilton
South Centre Community Council
South Sherman Community Planning Team
South Stipeley Neighbourhood Association
Spring Valley Community Association
Stinson Community Association
Strathcona Community Council
Templemead Community Council
Waterdown Parents for French Immersion
Waterdown South Residents' Association
Community Use of Schools
To be provided by Accommodation, Planning and Rentals

Tactics

Group	Activity
Internal	Memo/Letter – where applicable Media Release Social Media – Twitter, Facebook Website
Group	Activity
External	Letter Media Release Social Media – Twitter, Facebook Website School Newsletter School Websites



Policy No. 2.6**Facilities Partnership**

Date Approved: June 2012**Projected Review Date: June 2016****PURPOSE:**

Hamilton-Wentworth District School Board believes that sharing facilities can be of benefit to students, the Board, and the community. The Facilities Partnership Policy will provide opportunities for the Board and community partners to establish facility partnerships in new and existing schools, at 100% recoverable cost to the Board. Facility partnerships will be linked to the Board's strategic directions, and in particular, to improving student achievement.

INTENDED OUTCOMES:

- To maximize the use of public infrastructure through increased flexibility and utilization on a cost recovery basis.
- To reduce facility operating costs for school boards and government.
- To strengthen relationships between HWDSB and community partners and the public.
- To improve services, programs and supports available to students.
- To provide a foundation for improved service delivery for communities.
- To develop facility partnership agreements with appropriate community partners. Such agreements may be developed when the Board has identified unused space in schools, or when the Board is planning to build new schools or undertake significant additions and/or renovations to schools.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Facility Partnership Agreement: A legal document that outlines the terms and conditions of the facilities partnership, and complies with all existing Hamilton-Wentworth District School Board policies and procedures. The agreement is signed by both/all parties prior to implementation.

Facilities: Buildings and grounds owned by Hamilton-Wentworth District School Board.

Notification List: A list of eligible potential and existing partners, established according to Ontario Regulation 444/98, but not limited to those identified by the regulation.

Partnerships: Mutually beneficial and supportive arrangements between the Board and business, labour and community agencies.

Partners: community non-profit or profit entities expressing interest in participating in facility use partnership agreements that are deemed eligible by the Board.

ACTION REQUIRED:

1. Establishing and maintaining facility partnerships

A common approach to establishing and maintaining facility partnerships will maximize the benefit and learning from each facility partnership experience. Establishing appropriate and sustainable facility partnerships requires:

- Compliance with all existing policies and procedures of the Board
- Consideration of the Board's strategic goals
- A plan on how space in schools will be selected
- A plan to determine what entities will be selected for the notification list
- A plan on how potential partners will be notified of available space and construction plans
- A review of the value of the facility partnership as it relates to the Board's Strategic Directions
- A written facility partnership agreement that speaks to the common goals, principles and expectations of all partners
- Consideration and respect for the application of other Board policies and administrative processes related to community use of schools, access to Board facilities and properties, and pre-existing agreements/contracts
- Consideration of risk management and issues of Board liability
- Demonstrated willingness to work together with the school/department and Board

2. Standards for facility partnerships

Facility partnerships will provide ways and means to meet goals set out in HWDSB Strategic Directions.

3. Notification of potential unused space and capital construction projects.

Space available for facility partnership consideration will be identified in the Board's long term facilities master plan. Following the presentation of the plan, available unused space and potential capital construction projects will be identified on Hamilton-Wentworth District School Board's website, and circulated to entities including but not limited to those listed in Ontario Regulation 444/98, including timelines for facility partnership agreements.

4. Expressions of interest

The Board encourages community partners to provide expressions of interest to the board when they have sufficient funding and plans to move forward with a proposal. All expressions of interest from potential partners should be submitted through HWDSB's website. The Board will evaluate each potential Facility Partnership on a case by case basis to determine whether a partnership may be appropriate.

5. Screening of partners

Due diligence is key to the screening of potential partners. Before entering into a facility partnership there is a need for the Board to assess what the expectations are of the partnering organization and to determine that the partnering organizations meet the community standard for a suitable association with the school and/or Board. Screening will include but may not be limited to:

- the reason for the organization's interest in partnering with the school and/or the Board;
- the organization's ownership and history;
- the nature of product or service of the partnering organization;
- the key contact within the partnering organization;
- the authority of the key contact to bind that organization; and
- the financial status of the organization

6. Selection criteria

Notwithstanding the screening process, the Board has a responsibility to consider the value of facility partnerships to students. The following requirements must be met:

- Health and safety of students must be protected
- Facility partnerships must be appropriate for the school setting
- Facility partnerships must not compromise the Board's student achievement strategy
- Facility partnerships will exist on a cost-recovery basis to the Board
- Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government funded, are not eligible partners

In addition to the above, the partner must:

- provide financial statements showing financial viability of their organization
- agree to operate in accordance with Board policies
- be willing to enter into a lease, license, or joint-use/facility partnership agreement

7. Criteria for selection of existing school spaces

- 200 or more unused pupil places for the next five years (for example, this represents approximately 20,000 square feet or 10 classrooms)
- 60% utilization or less for at least two years
- Space not required for Board programming
- Separate access is available
- Student safety
- Accessibility
- Zoning and site use restrictions
- Facility condition
- Availability of required amenities and/or support space
- Any other criteria as determined by the Board

8. Purpose of facility partnership agreements

The purpose of the facility partnership agreement is to clearly define activities, roles and responsibilities for each of the partners. Partnership agreements cannot be finalized until both the board and the partner/s have an approved source of funding.

9. Notification List of Partners

A list of eligible potential and existing partners will be established and reviewed annually. The list will include, but will not be limited to, those identified according to Ontario Regulation 444/98. The notification list will be posted on the Board website.

10. Approval of facility partnership agreements

The Facilities Management Department will ensure liabilities are minimized and appropriate central departments and stakeholders are consulted. The Superintendent of Leadership and Learning must approve the facility partnership agreement. Co-building with community partners requires Board of Trustee approval.

PROGRESS INDICATORS:

Facility partnership agreements will increase as the Board and community work together to optimize space for the benefit of students, the community and the Board.

REFERENCES:

Government Documents

Accessibility for Ontarians with Disabilities Act (2005)
 Accessibility Standards for Customer Service
 Community Use of Schools Program
 Declining enrolment Working Group Report (2009)
 Early Learning Memo 12: Regulatory Amendments for Full Day Junior Kindergarten and Kindergarten and Extended Day Programs
 Education Act: Section 183
 Section 194
 Section 196: Subsection 171
 Ministry of Education Facility Partnerships Guideline Ontario Equity and Inclusive Education Strategy Ontario Regulation 444/98
 School Facilities Inventory System

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Accessibility Standards for Customer Service Administrative Memo P5 – Alterations to Plant
 Community Engagement Policy (under development)
 Community Use of Board Facilities
 Diversity and Equity Pillar
 Engagement Pillar
 Equity
 Finance and Administration Pillar
 Nutrition
 Occupational Health and Safety
 Partnership
 Procurement
 Property Disposition Protocol

Public Consultation
Pupil Accommodation Review
Safe Schools Pillar



Facilities Partnership Directive

Directive for Policy 2.6 Facilities Partnership

Projected Review Date: June 2016

RATIONALE:

Facilities Partnerships between Hamilton-Wentworth District School Board (HWDSB) and community partners can maximize the use of public infrastructure, reduce facility operating costs for the Board, provide a foundation for improved service delivery for communities within the District, strengthen the relationship between HWDSB, community partners and the public, and ultimately improve services, programs and supports available to students.

TERMINOLOGY:

Facility Partnership Agreement: A legal document that outlines the terms and conditions of the facilities partnership, and complies with all existing Hamilton-Wentworth District School Board policies and procedures. The agreement is signed by both/all parties prior to implementation.

Facilities: Buildings and grounds owned by Hamilton-Wentworth District School Board.

Notification List: A list of eligible potential and existing partners, established according to Ontario Regulation 444/98, but not limited to those identified by the regulation.

Partnerships: Mutually beneficial and supportive arrangements between the Board and business, labour and community agencies.

Partners: community non-profit or profit entities expressing interest in participating in facility use partnership agreements that are deemed eligible by the Board.

PROCEDURES:

1.0 Identification of Potential Spaces

1.1 The Manager of Planning and Accommodation will identify existing school spaces based on the following criteria:

- 200 or more unused pupil places for the next five years
- 60% utilization or less for at least two years
- Facility is not located within an area identified for a school accommodation review during the next five years from the time the space is identified as available
- Space not required for Board programming
- Separate access is available
- Student safety
- Accessibility
- Zoning and site use restrictions
- Facility condition

- Availability of required amenities and/or support space
- Any other criteria as determined by the Board

2.0 Communication to the Community

- 2.1 The Manager of Corporate Communications will invite the community to apply for Facility Partnerships.
- Invitations will be sent directly to community entities including but not limited to those listed in Ontario Regulation 444/98.
 - An invitation to apply will be posted on HWDSB's website, and circulated to the media.
 - The Board will provide an online form for community partners to submit expression of interest in acquiring space to use.

3.0 Screening of Applications

- 3.1 The Manager of Partnership and Community Engagement will review the application based on the following criteria:
- the reason for the organization's interest in partnering with the school and/or the Board
 - the organization's ownership and history
 - the nature of product or service of the partnering organization must be appropriate to the school setting.
 - the financial status of the organization
 - the health and safety of students must be protected
 - facility partnerships must be appropriate for the school setting
 - facility partnerships must not compromise the Board's student achievement strategy
 - facility partnerships must exist on a cost-recovery basis to the Board
 - entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government funded, are not eligible partners
- 3.2 Applications that meet the criteria will be forwarded to the Manager of Planning and Accommodation for review.
- 3.3 The Manager of Partnership and Community Engagement will inform applicants whose applications do not meet the criteria.

4.0 Review of Applications

- 4.1 Applications that have successfully met the screening criteria will be forwarded to the Manager of Planning and Accommodation, who will further review the applications based on the criteria identified in #1.
- 4.2 The Manger of Planning and Accommodation will inform applicants regarding the decision of the review.

5.0 Meeting with Facilities Partnership Applicants.

- 5.1 The Manager of Planning and Accommodation will invite facility partnership applicants that meet the criteria to a meeting to further explore the facility partnership requirements. The meeting will include the Manager of Accommodation and Planning, the potential Facility Partner representative(s), Superintendent of Student Achievement, Principal, and such other individuals as the Board may deem necessary. School Council will also be consulted for input.

6.0 Decision to Proceed/Not or Proceed with the Facility Partnership

- 6.1 If a decision not to proceed with the Facility Partnership, the Manager of Planning and Accommodation will inform the applicant.
- 6.2 If a decision to proceed with the Facility Partnership is made, the Manager of Facilities Partnership will prepare the required documentation (e.g. construction agreement, lease agreement, etc.) for the Executive Superintendent of Leadership & Learning.



Policy No. 2.5**Community Use of Board Facilities**

Date Approved: May 2000**Projected Review Date: May 2003****PURPOSE:**

It is the policy of Hamilton-Wentworth District School Board (HWDSB) to make its facilities/properties available to the fullest extent possible, recognizing their importance to the community, within the established guidelines, with due regard for preservation of the educational program, available resources and for the protection and maintenance of Board property at no cost to the Board.

RESPONSIBILITY:

Director of Education
Members of Executive Council

ACTION REQUIRED:

1. Community Partnerships are valued and such relationships will be fostered and encouraged through the School Principal in accordance with Board-approved criteria.
2. Municipal programs that are pursued through Culture and Recreation initiatives will be recognized through a reciprocal shared use agreement. The exchange of facilities, at no cost, will support school program demands on municipal facilities in accordance with the following principles:
 - a) That the curricular and co-curricular educational and community recreation activities are important elements of the school and community experience.
 - b) That the availability of facilities will be maximized for the students and communities.
 - c) Decision-making of schools and municipalities will be respected, and the working relationships between municipalities and the school board will be enhanced.
3. All Child Care programs will be coordinated through the Child Care Program Leader. A consistent child care agreement will be established with each child care program to appropriately document the rights and obligations of the Child Care program and the Board.
4. All Community use will be coordinated through the Accommodation and Planning Department.
5. All access to school facilities outside of the defined core hours will be supported by a "Permit".
6. All applicable fees will be applied to the permit subject to the parameters of the established fee model and resulting rate schedule. Schools will be allocated a share of revenues based on a formula driven model.
7. Only the school principal, vice-principal and/or caretaker will be solely responsible to ensure safety, security and maintenance during "rental" of a school building and as such must be present during "permitted" use.

8. Facilities will be available for community use outside of school designate times in the following sequence
 - partnerships
 - local community non-profit youth groups
 - local community non-profit adult groups
 - local commercial or business
 - other
9. School master keys are not to be released out of the immediate control of the school principal, vice-principal or caretaker.
10. That an annual report on community use of facilities be presented to the Board.

REFERENCES:

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

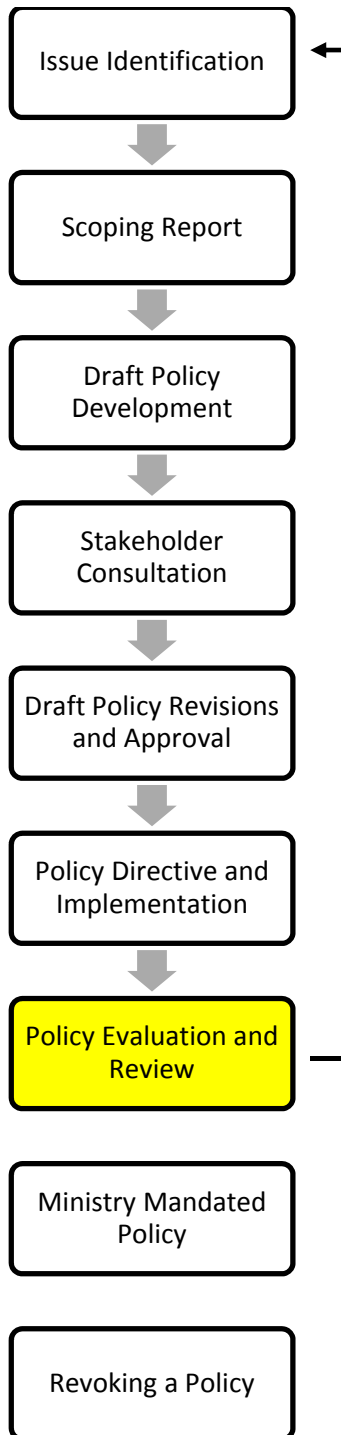
Engagement Pillar

POLICY COMMITTEE

Title: Educational Excursions

Pillar Policy: Student Achievement

Last Reviewed: 2015



Recommended Action:

That the directive be received for information.

As the Policy was reviewed in 2015 no changes are recommended at this time.

Background:

The changes to the directive are as a result of the efforts over the past year by a committee that included: school administrators, office staff, business services staff and the privacy officer, with extensive input from the Ontario School Board Insurance Exchange (OSBIE) and legal services.

The revised operational practices outlined in the directive were piloted at several schools throughout the year.

One of the key changes is HWDSB's excursions are no longer grouped in Category 1, 2, 3, but rather the elements of risk for each are assessed individually.



Educational Excursions

Date Approved:**Projected Review Date:**

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes that a quality education includes the opportunity for all students to participate in educational excursions. HWDSB values the connection between educational excursions and the curriculum in extending and enriching the educational experience to assist students in achieving their full potential.

GUIDING PRINCIPLES:

- All students are able to participate in educational excursions.
- Opportunities represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental trips, and educational films and documentaries related to the Ontario Curriculum.
- All students are able to experience the richness and diversity of their local community and culture, and beyond.
- Educational excursions are planned in accordance with Board and Ministry policies/directives and communicated appropriately to parents.
- Educational excursions are age-appropriate, constructive in nature, and meet Ontario curriculum expectations and safety guidelines (e.g. Ontario Physical and Health Education Association (OPHEA) guidelines).

INTENDED OUTCOMES:

- To ensure that educational excursions are accessible to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Educational excursion: an educational learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB strategic directions. Educational excursions provide the opportunity to explore the local community and culture, and beyond. Educational excursions should support opportunities for students to achieve their potential. Educational excursions represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental trips and educational films and documentaries related to the Ontario Curriculum. The terms field trip, student/school trip and trip are deemed to be synonymous with the term educational excursion for the purpose of this policy.

Student Support Fund: This program supported through the HWDSB Foundation provides for the basic needs for at risk students to help alleviate the challenges and stressors surrounding the issues of financial disparity, thereby improving their potential educational outcomes. This can include excursions that include a cost.

ACTION REQUIRED:

General:

- All schools and worksites in HWDSB will comply with provincial legislation relating to student and staff travel. Moreover, this policy complies with other policies in the Board.
- Schools will strive to provide equitable opportunities for all students to participate in educational excursions in their local community and beyond.
- All educational excursions will be linked to curriculum and /or HWDSB Strategic Directions (e.g. Achievement Matters, Engagement Matters, Equity Matters.)

Equity:

- The Equity Fund may be accessed by high/moderate need schools to assist in providing opportunities for educational excursions.
- Schools may use fundraising as a voluntary measure to defray costs.
- Accessibility for students with Special Needs will be ensured.
- Data will be collected in all schools across the district to track the opportunity to participate in educational excursions.
- Schools will use the 'equity lens' to ensure that all students across the district have the opportunity to participate in meaningful, curriculum-related educational excursions.

Ontario Curriculum Connections:

- Schools will identify the link(s) to curriculum and/or HWDSB strategic directions on the Educational Excursions: Application for Permission form and the Educational Excursion: Information to Parent/Guardian forms within the Policy Directive.

Implementation:

- Training will be provided to HWDSB staff to implement this policy.
- Schools may wish to initiate an Educational Excursion Steering Committee.
- The principal will exercise his/her discretion to ensure the safety of all educational excursions.

PROGRESS INDICATORS:

Intended Outcome	Assessment
To ensure that educational excursions are accessible to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability	<p>There will be an annual report to ensure that students have the opportunity to participate in educational excursions that are strategically designed to enhance and enrich the students' overall educational experiences, linked to the curriculum and the Board's strategic directions, and include a range of educational experiences in support of student achievement.</p> <p>The information contained in this report will be gathered through the utilization of the Educational Excursions Tracking Form. Data from the tracking form will be utilized to guide school and system improvement planning to support equity among schools and within schools.</p>

REFERENCES:

Government Documents

Education Act—Part VI BOARDS, Duties & Powers
 Education Act Regulation 298 OPERATION OF SCHOOLS - GENERAL
 Ontario Curriculum
 Ontario Federation of School Athletic Associations (OFSAA) Regulations
 Ontario Physical and Health Education Association (OPHEA) Guidelines
 Ontario School Boards' Insurance Exchange (OSBIE)
 Highway Traffic Act - Section 32 – licensing

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Accessibility Standards for Customer Service
 Diversity and Equity Pillar
 Equity and Inclusive Education
 Medical/Health Support – Anaphylaxis
 Nutrition
 Partnership
 Procurement
 Safe Schools Pillar
 Student Fees
 Transportation
 Volunteer



Educational Excursions Directive

Directive for Policy X.X Educational Excursions

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a quality education for students which includes the opportunity to participate in educational excursions.

TERMINOLOGY:

Educational Excursion: An educational excursion is any approved and supervised activity or program, off school premises. The Educational Excursion Policy describes an educational excursion as “an educational learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB strategic directions. Educational excursions provide the opportunity to explore the local community and culture, and beyond. **Educational excursions should support opportunities for students to achieve their potential.** Educational excursions represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental excursions and educational films and documentaries related to the Ontario Curriculum. The terms field excursion, student/school excursion and excursion are deemed to be synonymous with the term educational excursion.”

At-Risk Students: The Chairs of the Expert Panels on Students at Risk in *Building Pathways to Success: The Report of the Program Pathways for Students at Risk Work Group*, Toronto, 2003 defined At-Risk students as:

- Elementary students who are performing at level 1, or below grade expectations;
- Secondary students who would have studied at the Modified or Basic level in the previous curriculum;
- Secondary students who are performing significantly below the provincial standard, earning marks in the 50s and low 60s and who do not have the foundations to be successful in the new curriculum;
- Students who are disengaged, with very poor attendance;

Health Information: Personal Health Information is defined in the *Personal Health Information Protection Act 2004* and includes, but is not limited to, information relative to the physical and mental health of the individual.

Inappropriate Behaviour: Behaviour which is precluded under codes of conduct or generally, and include without limitation, the consumption of alcohol, non-prescription drugs/narcotics, smoking, inappropriate language/swearing, etc.

Service Provider: Refers to any venue providing any element of the activities included in the excursion process. Service providers may include transportation services, providers of admission to the venue, and non-board employees acting as facilitators/instructors. Tour companies providing comprehensive excursion related services would also fit this definition.

Student Support Fund: This program, supported through the HWDSB Foundation, provides for the basic needs for at risk students to help alleviate the challenges and stresses surrounding the issues of financial disparity, thereby improving their potential educational outcomes. This can include excursions that include a cost.

Teacher in Charge: One or more teachers may be designated as the teacher in charge. Teacher in charge may also refer to an Educational Assistant, Early Childhood Educator, Coach or School Principal/Vice-Principal. The teacher in charge may or may not be the homeroom teacher of the students attending the excursion. The teacher in charge will be the teacher responsible for co-ordinating all aspects of the excursion including completion of the *HWDSB Planning Checklist for Educational Excursions and Athletics*. There is no additional remuneration for the teacher in charge.

Volunteer: An individual who agrees to undertake, without pay or other remuneration, a designated task that supports a student, a classroom, a school, or an HWDSB system initiative. Volunteers in the context of Educational Excursions may include supervisors, drivers, participants, or a combination thereof. The use of volunteers is governed under HWDSB's *Volunteer Policy 2.11 and Volunteer Policy Directive*.

PROCEDURES:

1.0 Educational Excursion Planning

- 1.1 All activities off school premises that are promoted or organized, must be approved by the principal as part of the school program. Activities that are not approved shall not be in any way promoted or organized during school hours or associated whatsoever with the school or Board.
- 1.2 Educational excursions should be appropriate, constructive in nature and must be planned to meet student learning expectations.
- 1.3 Educational excursions must be compatible with the age and learning development of the students.
- 1.4 Schools are encouraged to create opportunities for students to experience the richness and diversity of their local community and culture.
- 1.5 Planning for educational excursions should ensure accessibility to all students, regardless of race, religion, socio-economic status, gender, sexual orientation or (dis)ability.

- 1.6 The *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*, is applicable to educational excursions. On rare occasions, students may be denied participation on an educational excursion if the student has continuously demonstrated a pattern of behavior in violation of the *Codes of Conduct* at school or school related events, prior to the excursion. Principals should discuss their concerns and review options with the parent/guardian and discuss the rationale for their recommended decision with the Superintendent of Student Achievement prior to the excursion. Where a student is denied participation on an educational excursion, teachers must provide the student with an in-school opportunity to meet the learning expectations of the excursion.
- 1.7 A change in locale involves risks and responsibilities beyond those encountered in the classroom. Planning must extend beyond the usual lesson preparation to include pre-excursion instruction, effective preparatory communications with parent/guardian(s), the supervision and safety of the students during the excursion, and appropriate evaluation, assessment, and/or follow-up activities.

Excursion planners and the school principal must thoroughly review and complete the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” to ensure all risks have been anticipated and mitigated. If a principal cannot answer affirmatively to the items on the “*HWDSB Planning Checklist for Educational Excursions and Athletics*”, s/he must consult with their Superintendent of Student Achievement for approval.

The completed “*HWDSB Planning Checklist for Educational Excursions and Athletics*” must be kept on file at the school for the current school year, plus one additional year.

- 1.8 In order to minimize the inherent element of risk of educational excursions, *The Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interschool Athletic Guidelines*, and *Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interschool Athletic Guidelines* are to be used. Current guidelines must be used. These guidelines are referred to as *SAFETY Guidelines* in the rest of the policy.

Principals and teachers in charge must also refer to *Administrative Memo S0#39* along with *Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.

- 1.9 A pre-excursion meeting with parents/guardians must be part of the planning for all out-of-province and out-of-country excursions, and for high-risk excursions and activities.

2.0 Responsibilities

- 2.1 Principals/Vice-Principals:

For the purposes of this section, the role of the principal must be delegated to the vice-principal.

- 2.1.1 Before approving any excursion, principals/vice-principals must ensure that all planning, preparation, proposed bookings, supervision and notifications, including those of inherent risk, have been organized by the teacher in accordance with the Board approved *Educational Excursions Policy and Policy Directive*. The “*HWDSB Planning Checklist for Educational Excursions and Athletics*” must be thoroughly reviewed and signed off by the principal.

If a principal cannot answer affirmatively to the items on the “*HWDSB Planning Checklist for Educational Excursions and Athletics*”, s/he must consult with their Superintendent of Student Achievement for approval.

- 2.1.2 Principals and teachers in charge must also refer to *Admin Memo S0#39* along with the *Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.
- 2.1.3 It is expected that schools fully inform parents/guardians of the transportation, activities and supervision, as well as the cost breakdown, before seeking parent approval. Online forms are available where excursions are considered. For higher risk excursions (such as overnight excursions), it is expected that schools will host a pre-excursion information session that also outlines the contact information, itinerary and emergency plan of the excursion. Schools are expected to remain in touch by cellphone with supervisors of a high risk excursion.

2.2 Teachers:

- 2.2.1 When planning an excursion, teachers are required to follow the Board approved *Educational Excursions Policy and Policy Directive*.
- 2.2.2 Principals and teachers in charge must complete the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” to ensure all necessary arrangements are made. They must also refer to *Admin Memo S0#39* along with the *Appendix One- Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities*.
- 2.2.3 Planning should include accounting for all excursion costs and expenditures. The *HWDSB Excursion Costing Summary* is available online to assist teachers in planning the total cost and amounts to be collected from each student.
- 2.2.4 Teachers are required to inform students and volunteers of all expectations in participating in the excursion and to ensure parents are informed of all details of the excursion, including inherent risk where applicable. The *Parent/Guardian Consent Form* is available online to assist in communicating the risks to parents.
- 2.2.5 The teacher shall consult with the principal and the parents of students who are medically fragile, at risk, or require special assistance in their daily learning program, in order to determine the participation of the student on an educational excursion. An emergency plan needs to be in place for all students, as well as individual plans necessary for specific students.

2.2.6 For the duration of the excursion, the teacher will have access to student information, contact, medical and any other vital information. In advance of the excursion, the teacher and school administration will review a communication strategy should there be an emergency.

2.2.7 Excursions of higher risk should include constant communication between the trip organizer and the school throughout the duration of the excursion.

Teachers are expected to consult with the principal should any unexpected incidents occur during the excursion.

2.2.8 Teachers are asked to be models for the students and the board and refrain from smoking and substance use (e.g.: alcohol, illegal drugs) during the excursion.

2.3 Students:

2.3.1 Students are expected to adhere to educational excursion expectations, the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*.

2.3.2 Students are accountable to the teacher and the principal for their actions.

2.3.3 Students are required to be prepared for the educational excursion with the appropriate clothing, equipment and supplies.

2.3.4 Students are required to follow the directions of all personnel involved with the excursion.

2.3.5 **Students 18 or over** are responsible for extended medical insurance for educational excursions that occur out of province or out of country.

2.4 Parents/Guardians:

2.4.1 Parents/guardians who give permission for their child to participate on an educational excursion are expected to be informed of the details of the excursion and to review them with their child. The *Parent/Guardian Information Letter* template is available online to assist schools in communicating the details of the excursion to parents.

2.4.2 When giving permission, parents/guardians are required to ensure the school's records are updated with any medical conditions of the child and to provide current emergency information and contacts.

2.4.3 Parents/guardians will consult with the teacher and the principal in order to determine the participation of a child who is medically fragile, at risk, or requires special assistance in his/her daily learning program.

2.4.4 Parents/guardians are asked to support the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles* by reinforcing these expectations with their child and being prepared to assist the school in returning their child from the educational excursion in the event of an emergency or a breach of the *School Code of Conduct* by their child prior to the completion of the excursion. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

2.4.5 On the day of the educational excursion, in the event of illness, parents are asked to advise the school, in order that the excursion departure not be delayed.

2.5 Volunteers:

2.5.1 Volunteers must be identified by the teacher in charge and approved by the principal. They will have fulfilled the volunteer screening processes outlined in Board *Volunteer Policy and Policy Directive 2.11* and a demonstration of sound judgement.

The main purpose of a volunteer is to assist with the smooth operation of the excursion. All volunteers must be known to the principal and demonstrate the following characteristics as outlined in the *"HWDSB Planning Checklist for Educational Excursions and Athletics"*

- Maturity
- Rapport with students
- Communicate in common language
- Maintain confidentiality
- Ability to maintain vigilance and awareness of potential hazards
- Ability to act independently and support any student in need of assistance
- Reliable and good attendance
- Participate independently. No dependents/pets permitted

2.5.2 Volunteers are expected to know the details of the educational excursion and their specific duties.

2.5.3 Volunteers are expected to support the *School Code of Conduct* and *Student Code of Conduct on School Related Vehicles*, and report any inappropriate student conduct to the teacher.

2.5.4 Volunteers are expected to adhere to the excursion schedule and dress appropriately for the purpose of the educational excursion.

2.5.5 Volunteers are expected to refrain from smoking and substance use (e.g.: alcohol, illegal drugs) during the excursion.

2.5.6 On the day of the educational excursion, in the event of illness, volunteers are asked to advise the school, in order that the excursion departure not be delayed.

2.5.7 Volunteers who are not employees of the Board must maintain confidentiality of any health information or other student information of which may come into their possession in their volunteer capacity.

2.6 Superintendents:

- 2.6.1 Superintendents are responsible for ensuring that educational excursions are planned in accordance with Board policy.
- 2.6.2 Before approving out of province, out of country and high-risk educational excursions, the superintendent must ensure that the “*HWDSB Planning Checklist for Educational Excursions and Athletics*” has been completed and that all risks have been considered and mitigated.
- 2.6.3 Under no circumstances will superintendents give approval for any educational excursion that involves activities listed in the Appendices to *Admin Memo S0#39: Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities – Activities not Appropriate in Elementary Level*.

2.7 Insurance and Risk Management:

- 2.7.1 The administration of insurance matters is managed through Insurance and Risk Management. Insurance and Risk Management provides support to the school principal regarding risk management and the assessment of school excursion activities. Insurance and Risk Management is the liaison and resource between Board staff and the insurer, in regard to liability issues. Insurance and Risk Management prepares and issues an annual list of approved carriers each fall.
- 2.7.2 HWDSB will establish a Risk Management Advisory Committee that will be responsible for periodically reviewing practices related to educational excursions and making suggestions to Executive Council that will reduce risk and maximize educational benefits.

3.0 Educational Excursion Costs

- 3.1 Educational excursion costs are expected to be affordable to students and approved by the principal. Costs for educational excursions, including fundraising, will be reviewed annually with input from the School Council.
- 3.2 A plan for accounting for educational excursion costs and expenditures, including a plan for use of any residual funds, should be developed as part of monitoring, and should be approved by the principal and shared with the parents/guardians. Teachers are asked to prepare the *HWDSB Excursion Costing Summary* and make this available for the principal to review. In the event of an insurance claim, a complete account of funds is required.
- 3.3 Cancellation insurance must be made available through the tour provider for all overnight excursions. Any costs associated with the purchase of cancellation insurance would become part of the cost of the educational excursion which is paid for by the student/parent/guardian. An exception to this requirement can be made for hotels and other travel arrangements where the provider clearly states in the contract that the booking may be cancelled at any time (up to a reasonable notice period), without penalty or loss of deposit.

- 3.4 Any supply teacher costs incurred to accommodate for educational excursions will be charged to the school budget.

4.0 Application and Approval Process:

Approval is required in accordance with the category of educational excursion being planned. Teachers must complete the *"HWDSB Planning Checklist for Educational Excursions and Athletics"* for approval within the timelines outlined below.

Exceptions to the timelines below will only be permitted in cases where a team/club is participating in a competition and their participation in the competition is based on a preceding event, of which the outcome was unknown in advance, in order to meet the prescribed timelines.

The chart that follows outlines approval requirements.

All Excursions within Ontario (where all items on Checklist are confirmed in agreement)	All Excursions outside of Ontario and/or include elements that are not confirmed as in agreement on the Checklist
Approval Lead Time: Two weeks	Approval Lead Time: Three months within Canada Six months outside of Canada
Teacher submits to the principal for approval	Teacher submits to the principal for approval, who will then forward to the Superintendent of Student Achievement for approval.
<i>Retain a signed copy of all applications and forms in the school office for spot-checking and insurance purposes.</i>	

4.1 Repetitive Visits and/or Spontaneous Neighbourhood Excursions

- 4.1.1 Where permission is required for more than one visit by the same student(s) to the same destination for similar activities, or within the neighbourhood for physical education or spontaneous activities, the teacher in charge is expected to complete the *Multiple Excursions Schedule* for approval, and upon approval to indicate:

- i. the destination
- ii. a brief description of the activities
- iii. method of transportation being used
- iv. a schedule of the proposed dates (repetitive) of the visits.

Parents are asked to indicate their consent on the *Multiple Excursions Schedule* for the activities listed and return the schedule to the school including their signature. Parents/guardians are not required to consent to all of the activities listed in order to have their child participate in the activities for which they have given consent.

4.2 Physical Education and Athletics

- 4.2.1 Where educational excursions are part of the Physical/Health Education Program, teachers are to follow requirements outlined in: *Physical Education Ontario Safety Guidelines Elementary Curricular Guidelines*, and *Physical Education Ontario Safety Guidelines Secondary Curricular Guidelines*. The appropriate permission form for participating in physical activity and the current medical information form must also be in the school's records.

4.3 Extra-Curricular Activities

- 4.3.1 Where educational excursions are part of the Athletic Program, teachers are to follow requirements outlined in: *Physical Education Ontario Safety Guidelines Elementary Interschool Athletics Guidelines*, and *Physical Education Ontario Safety Guidelines Secondary Interschool Athletics Guidelines*. For extra-curricular athletic activities sanctioned by the board, the appropriate *Student Athlete Information Package* must be completed. A permission form for participating in physical activity and the current medical information must also be in the school's records.

4.4 Activities That Will Not Get Approval

- 4.4.1 Any activity off school premises, or travel tour which is not approved by the principal as part of the school program, shall not be promoted or organized during school hours or in association whatsoever with the school or Board.
- 4.4.2 Approval will not be given for any educational excursion that involves activities listed in the Appendices to *Admin Memo S0#39: Appendix One - Activities Not Approved* and *Appendix Two - OPHEA Guidelines – High Risk Activities – Activities not Appropriate in Elementary Level*.

5.0 Supervision

5.1 Ratio of Supervisors to Students:

- 5.1.1 An adequate number of supervisors must be provided to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).
- 5.1.2 Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the excursion. No student shall be sent home unaccompanied by an excursion supervisor. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

The following minimum adult-to-student ratios are required:

Elementary	JK, SK	1:5
	Grades 1-3	1:8
	Grades 4-6	1:10
	Grades 7-8	1:13

Secondary	Grades 9-12	1:15
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If the activity involves higher inherent risk, Supervision Ratios must be in accordance with the *SAFETY Guidelines*.

5.2 Supervision of Overnight Educational Excursions:

- 5.2.1 Included in the ratio for all overnight excursions, must be an adequate number of male and female supervisors.

Supervisors must be provided, to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).

- 5.2.2 Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the excursion. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

5.3 Qualifications of Teachers in Charge

- 5.3.1 It is required that at least one certified teacher, employed by HWDSB, be assigned to supervise each educational excursion. Non-teacher volunteer coaches must be under the supervision of a certified teacher, vice-principal or principal, employed by HWDSB. The Superintendent of Student Achievement must approve any exception in conjunction with the principal. Volunteer supervisors and/or non-teacher volunteer coaches are to be approved by the school principal as per the board's *Volunteer Policy and Directive 2.11*.
- 5.3.2 Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities such as camping, swimming, canoeing, rock climbing. For complete certification requirements, refer to: *Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, and Interschool Athletic Guidelines* and *Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, and Interschool Athletic Guidelines*.

6.0 Parent Information and Consent

6.1 Information and Permission

- 6.1.1 Parents/guardians are to be notified of all educational excursions. Once approval for the excursion is received from the principal, the teacher is to complete the following Educational Excursion documents: *Parent/Guardian Information Letter* and *Parent/Guardian Consent Form* and forward to the parent/guardian of the student for information and consent. Templates of both are available on myHWDSB.
- 6.1.2 Students under the age of 18 shall not participate in an excursion without delivering a signed *Parent/Guardian Consent Form* or online consent (where permitted).

6.2 Emergency/Health Information

- 6.2.1 In the *Parent/Guardian Information Letter*, parents/guardians are requested to update the school immediately if there are any changes to:
- Parents/guardians and home address/phone numbers
 - Emergency contact names/phone numbers
 - Medical/health concerns
- 6.2.2 Teachers will obtain the *Student Emergency Medical/Contact Information* form off the PowerSchool student information system and bring this along on the excursion, or have this information accessible on a secure electronic device. Information on this form is based on details provided on the *Student Information Verification* form which is sent home and returned with any necessary changes at the start of the school year.
- For overnight excursions, or where the PowerSchool forms are not practical to use, it is suggested that a copy of the *Student Emergency Medical/Contact Information* form is sent home in the information package to parents/guardians so that they can review this information and advise of any changes.
- 6.2.3 Staff will not administer medicine on excursions. The student must be able to self-administer any medications. Staff may follow the board's *Anaphylaxis Directive* under the *Medical/Health Supports Policy* should they have reason to believe a pupil is experiencing an anaphylactic reaction without preauthorization to do so.

6.3 Informed Consent Information

- 6.3.1 For all educational excursions, the *Parent/Guardian Consent Form* must be completed by the teacher in charge/principal and forwarded to the parent/guardian for completion and returned to the school.

7.0 Transportation

7.1 Busing

- 7.1.1 Bus carriers should be selected from the list of pre-approved carriers for HWDSB, in accordance with the *Board Transportation Policy*. Approved carriers can be obtained through the Purchasing Services Department or in [myHWDSB](#).

Where more than one bus will be used to transport participants, the following conditions will apply:

- a) The teacher in charge of each bus will have a list of the students assigned to the bus.
- b) The school office will be provided with a copy of each bus list.
- c) Students must travel on the bus to which they have been assigned.

7.2 Tour Companies

- 7.2.1 Tour companies who arrange their own carriers for educational excursions are required to provide the following:

- a) Proof of general liability insurance for no less than two million dollars per occurrence.
- b) Proof of fleet auto insurance in the amount not less than eight million covering passenger and road hazard.
- c) Proof of an in-date Commercial Vehicle Operating Licence.

7.3 Volunteer Drivers using Private Vehicles or another Licensed Automobile

- 7.3.1 Volunteer drivers are any persons authorized by the principal, who have agreed to transport students while driving their own or another licensed automobile that meets the requirements of the Board outlined on the *Educational Excursion Volunteer Driver Form*. Volunteer drivers must hold a minimum of a valid Ontario Class G License. The driver/owner must complete the *Educational Excursion Volunteer Driver Form* and submit it to the teacher for principal approval.

Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.

- 7.3.2 Volunteer drivers may be used exclusively for the transport of students, or may be used in a capacity of both a driver and a volunteer supervisor.

7.4 Volunteer Drivers (Educational Staff) using Rental Vehicles

- 7.4.1 Where vehicles are being rented by educational staff for Board-sponsored educational excursions, the full insurance coverage offered by the rental company is to be purchased (Public Liability, Collision and Comprehension). The driver must provide proof of a license required to operate the specific vehicle rented.

7.5 Student Volunteer Drivers using Private Vehicles (*not recommended*)

- 7.5.1 If the volunteer driver is a registered student in the school, is 18 years of age, holds a valid Ontario Class G License and the Board required insurance amount, the driver must complete the *Educational Excursion: Volunteer Driver* form and submit it to the teacher for principal approval.

For the purposes of this section, it is not acceptable for a driver to have a G1, G2 or M class license.

Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.

7.6 Student Driver using Private Vehicle to Drive Self (*not recommended*)

- 7.6.1 Student drivers using a private vehicle to drive themselves must hold a valid Ontario Class G or G2 License. Student Drivers using private vehicles to drive themselves must be identified on the *Identification for Transportation by Private Vehicle Form* and on the *Information to Parent/Guardian* and *Permission for Educational Excursion* forms.

For the purposes of this section, it is not acceptable for a driver to have a G1 or M class license.

Please note that volunteer drivers are not covered under the Boards Fleet Automobile Insurance. In the event of an incident, Volunteer Drivers are required to contact their own insurance provider to seek coverage.

7.7 Student Identification for Transport

7.7.1 Approved Carrier: Complete *Student Identification for Transportation by Approved Carrier*.

- a) The list must remain with the supervisor in charge of each student group and in the possession of the teacher in charge of the excursion.
- b) A duplicate list is to be kept in the school office in the event that parent notification becomes necessary.
- c) Students must travel on the bus to which they have been assigned.

7.7.2 Private Vehicle: Complete *Student Identification for Transportation by Private Vehicle*.

- a) The list must remain with the driver of each vehicle and a master in the possession of the teacher in charge of the excursion.
- b) A duplicate master list is to be kept in the school office in the event that parent notification becomes necessary.
- c) Students must travel in the vehicle to which they have been assigned.

7.7.3 At the conclusion of the educational excursion, the lists shall be collected and disposed of by school staff in accordance with confidential information procedures.

7.8 Transportation of Excursion Related Equipment and Supplies

7.8.1 The transportation of excursion related equipment and supplies shall be done in accordance with the safety requirements of the approved carrier. The *SAFETY Guideline* or *Educational Excursions Resource Binder* should be referenced when planning to transport equipment.

7.8.2 The teacher in charge will be responsible for tracking all board-owned equipment and supplies and for ensuring all items are returned to the school upon completion of the excursion.

8.0 Requirements of Program Service Providers

8.1 When purchasing services for specific programs from facilities, the requestor is to acquire proof of general liability insurance for no less than two million dollars. Please refer to *Admin Memo SO#39 Appendix Four - Confirmation of Insurance Requirements* for guidance on when a Certificate of Insurance must be obtained.

8.2 Program Service providers must have certified instructors for higher risk activities that include (canoeing, skiing, rock climbing, etc.). Refer to the *SAFETY Guidelines* for specific requirements for instructors. Where applicable, proof of the Technical Standards & Safety Authority (TSSA) license and certification is required to be provided by the owner/operator.

9.0 Risk Management

- 9.1 Intent: Managing risk may assist in minimizing injuries, ensuring a safe learning environment and reducing the liability exposure of the Board. Planning for educational excursions must include an emergency action plan, access to a first aid kit and cancellation insurance if applicable.
- 9.2 Hamilton-Wentworth District School Board: The Board, its employees and approved volunteers who have been assigned duties by the principal, are insured for liability in the event of a lawsuit alleging negligence while performing such duties for the Board.
- 9.3 Inherent Risk: Accidents can occur and cause injury at any time. However, some educational activity programs, such as water sports, involve increased elements of risk. The chances of an accident occurring can be reduced by carefully following instructions at all times while engaged in this type of activity. When an educational excursion involves an activity that could increase the potential of injury, parents/guardians and students need to be aware of and fully understand the risks involved in these activities. Part of the approval and permission process includes a *Parent/Guardian Consent Form*, outlining the inherent risk and the right of the parent/guardian to refuse their child's participation prior to the parent granting permission.

Due to the inherent risk in some activities, certain excursions and activities are not permitted. All activities which involve a higher level of inherent risk are to be presented to the Superintendent of Student Achievement for approval.

- 9.4 Student Accident Insurance: HWDSB does NOT provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of students participating in educational excursions. If parents/guardians do not have private insurance coverage, Student Accident Insurance coverage may be purchased, at no cost to the Board, by parents/guardians each September. Coverage is available through Reliable Life at 1-800-463-KIDS (5437) or online at www.insuremykids.com.
- 9.5 Extended Medical Insurance: It is the parent/guardian's responsibility to ensure that their child is covered by insurance appropriate to the educational excursion. It is mandatory for all participants in educational excursions out-of-province or out-of-country to have out-of-province extended medical insurance coverage.

Note: OHIP no longer covers all medical costs incurred outside of Ontario. It is the parent/guardian and student's responsibility to provide comprehensive medical insurance coverage. Written proof of coverage is to be provided to the school principal at least one week prior to the excursion in order to participate in an educational excursion outside of the province or country.

- 9.6 Foreign Exchange Student: Medical coverage is not available through Provincial plans to foreign visitors. As a condition of attending any HWDSB school, Foreign Exchange students must secure their own private medical plans and extent of coverage. The Board makes available the opportunity for any student in full- time attendance to purchase student accident insurance.

In the event of a lawsuit, if an injury occurred, the Board is insured for liability. The responsibility of the Board to the student remains the same whether or not the student has a medical plan.

- 9.7 Accident Forms: Should any accident occur on the excursion, the teacher in charge ensures all accident forms are completed and filed upon return to the school.

10.0 Ongoing Monitoring and Review

- 10.1 Risk Management Advisory Committee: A Risk Management Advisory Committee will be responsible for periodically reviewing practices related to educational excursions and making suggestions to Executive Council that will reduce risk and maximize educational benefits.

- 10.2 Records Retention: All educational excursion documents referred to above including:

- HWDSB Planning Checklist for Educational Excursions and Athletics
- Parent/Guardian Information Letter
- Parent/Guardian Consent Form
- HWDSB Multiple Excursion Schedule
- HWDSB Excursion Costing Summary

Must be retained in the school's records for the current year, plus one additional year. In addition, all correspondence, plans, schedules, busing/transportation information, etc. related to arrangements made, must also be retained.

- 10.3 Ongoing Monitoring and Review: The Superintendent of Student Achievement will perform periodic spot checks of the school's educational excursion records to ensure that required documents are being retained and that evidence of sign-off is retained.
- 10.4 Compliance with Directive: It is the expectation of the HWDSB that all board employees and volunteers comply with this directive. Any violations of this directive may result in disciplinary action.