HWDSB

Policy Committee
Wednesday, November 14, 2018
Room 340-D

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 9:30 a.m.

1. Call to Order
2. Approval of the Agenda
3. Correspondence: Joshua Weresch re: 21st Century Learning
4. Consent Item: Student Learning & Achievement - update on any changes to procedures within this pillar

Policy Review:
Human Resources:
5. Staff Engagement

Student Learning & Achievement:
6. 21st Century Learning

7. Adjournment – next policy meeting: January 16, 2019

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Correspondence received via electronic mail March 11, 2018

Dear trustees of the H.W.D.S.B.:

Good morning. I hope this finds you well. My name's Joshua Weresch; I'm the father of two daughters at Queensdale Elementary School. I write to the Board as a parent, concerning social media addiction, as noted in this portion of Emma Teitel's column, published on the eighth of March, 2018, in The Hamilton Spectator, and the Board's response to it:

' [...] No, the negative psychological health associated with smartphones often has far less to do with sex, and far more to do with smartphones themselves — i.e., with an addiction to social media.... I think about the reality I never knew, having fortunately missed it by a few years: the reality of having Instagram in high school.

That is, the reality of being able to quantify your popularity — or lack thereof — by counting up likes and followers, and in doing so develop a serious mental illness. The research around teens and mental health as it relates to social media is a hundred times more troubling, in my view, than the research on sexting. The latter indicates, for the most part, that teens have healthy sexual appetites. The former indicates that they are in crisis.

Consider this, from a 2017 public health survey that collected data from almost 1,500 youth and young adults across the U.K.: "Using social media for more than two hours per day has also been independently associated with poor self-rating of mental health, increased levels of psychological distress and suicidal ideation."

Worrying about who teens are sleeping with seems almost quaint now. It's what they're sleeping with that's scarier: their Instagram open on their phones, beneath their pillows' (https://www.thespec.com/opinion-story/8317378-social-media-addiction-not-sexting-is-what-we-should-worry-about/).

There are a few of the Board's policies that may be pertinent to this issue of addiction to social media, policies that may bear on students' use of personal technological devices. In the Code of Conduct Procedure (Policy 5.3), students demonstrate respect and responsibility when they 'refrain from bringing anything to school that may compromise the safety of self or others', 'show respect for themselves, others, and those in authority' and 'promote the prevention of bullying' (1.4.1). None of these traits is demonstrated by the use of personal technological devices in the class-room and it may be safest for students to leave their personal technological devices at home during the school day. Addiction to social media also tends students toward bullying of one another, actions which are addressed by the Board's Bullying Prevention and Intervention Procedure (Policy 5.2), which destroys the safe and caring learning environment to which students are entitled (Policy 5.7).

Beyond students leaving their devices at home throughout the school day, the Board could also remove the Wi-Fi and routers placed throughout the school and hard-wire the computers back to physical connections with the Internet. This would discourage students from using their devices. It is likely that the less use of devices would help students' mental health, personally, and decrease the amount of cyber-bullying, too, relationally.
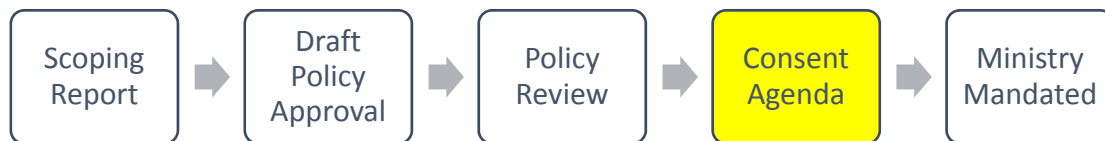
Thank you for your time and attention in these regards. I look forward to your reply and actions.

Respectfully,

Joshua Weresch

Subject: Student Achievement Procedures

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

Scoping Report		Draft Policy Approval		Policy Review		Consent Agenda		Ministry Mandated

The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Student Achievement Pillar policy.

The policies and procedures under this pillar include:

6.1 21st Century Learning and Technology
- Identity Credibility and Positive Participation Procedure
- Responsible Use Procedure
- Ownership and Authorship Procedure
- Selection of Learning Resources Procedure

6.2 Assessment, Evaluation and Reporting
- Evidence of Learning Procedure
- Assessment for Learning and as Learning Procedure
- Learning Skills and Work Habits Procedure
- Learning For All Supporting Students with Specific Learning Needs Procedure
- Supporting English Language Learners ELLs Procedure
- Determining Report Card Grades Procedure
- Missing Evidence of Learning Procedure
- Communicating and Reporting Student Achievement Procedure
- Interim Early Identification and Intervention Procedure

6.3 Community Involvement Activities
- Community Involvement Activities Procedure

6.4 Educational Excursions
- Educational Excursions Procedure

6.5 Environment

6.6 First Nations, Metis and Inuit Education
- First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification

6.7 Political Activity in Schools During Elections
- Political Activity in Schools During Elections Procedure

6.8 Program
- French Immersion Directive

6.9 Student Engagement

6.10 Student Registration and Admission

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

Listed below is a summary of the changes to all procedures under the Student Learning and Achievement Pillar.

6.1 21st Century Learning and Technology (policy review date: 2018)
Last reviewed in 2013 and carry-over from 2017-18 policy committee workplan

Procedure Name	Last Amended	Changes Made	Reason
Identity, Credibility and Positive Participation	2013	None	N/A
Responsible Use	2018	Significant revisions to ensure that privacy protocols and day-to-day items are covered in the procedure	To align with changes in both the Privacy policy recently approved as well as revisions with the 21st Century Policy (proposed)
Ownership and Authorship	2013	None	N/A
Selection of Learning Resources	2015	None	N/A

6.2 Assessment, Evaluation and Reporting (policy review date: 2019)
Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Evidence of Learning	2015	None	N/A
Assessment for Learning and as Learning	2015	None	N/A
Learning Skills and Work Habits	2015	None	N/A
Learning for All: Supporting Students	2015	None	N/A

Procedure Name	Last Amended	Changes Made	Reason
with Specific Learning Needs			

Procedure Name	Last Amended	Changes Made	Reason
Supporting English Language Learners (ELL)	2015	None	N/A
Determining Report Card Grades	2015	None	N/A
Missing Evidence of Learning Directive	2015	None	N/A
Communicating and Reporting Student Achievement	2015	None	N/A
Interim Early Identification and Intervention	2017	None	N/A

6.3 Community Involvement Activities (policy review date: 2020)
Last reviewed in 2016

Procedure Name	Last Amended	Changes Made	Reason
Community Involvement Activities	2016	None	N/A

6.4 Educational Excursions (policy review date: 2019)
Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Educational Excursions	2017	None	NA

6.5 Environment (policy review date: 2019)

Procedure Name	Changes Made	Reason
*No procedure exists for this policy	N/A	N/A

6.6 First Nation, Métis and Inuit Education (policy review date: 2020)
Last reviewed in 2016

Procedure Name	Last Amended	Changes Made	Reason
First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification	2016	None	N/A

6.7 Political Activity in Schools During Elections (policy review date: 2022)
Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Political Activity in Schools During Elections	2018	Changes made to reflect changes to Bill 181 regarding the use of Board resources during election campaigns	

6.8 Program (policy review date: 2018)
Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
French Immersion	2018	Updated to include a section on the percentage of	

		instruction in French and those subjects taught in french	

6.9 Student Engagement (policy review date: 2019)
Last reviewed in 2015

Procedure Name	Changes Made	Reason
*No procedure exists for this policy	N/A	N/A

6.10 Student Registration and Admission (policy review date: 2022)
Last reviewed in 2018

Procedure Name	Changes Made	Reason
*No procedure exists for this policy	N/A	N/A

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Subject: Staff Engagement

Executive Council Member Responsible: Jamie Nunn,
                                                                    Superintendent of Human Resources

Scoping Report		Draft Policy Approval		Policy Review		Consent Agenda		Ministry Mandated

ISSUE

The Staff Engagement policy is up for its' annual review. Staff have updated the language throughout the policy to reference the Board Annual Plan (as opposed to Annual Operating Plan), service departments and clarified that the staff voiuce survey is distributed to all staff on an annual basis. The policy also includs a new definition – Equity, and includes an additional two Guiding Principles which include a comprehensive onboarding program for new employees and promoting a culture where equity is valued and operationalized daily.

RECOMMENDATION(S)

Staff are recommending to the Trustees on the policy committee, that the Staff Engagement policy be approved.

Staff Engagement

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to supporting student success and well-being through high levels of staff participation, involvement and engagement.

GUIDING PRINCIPLES:

- Involve, respect, recognize and value staff members as partners in student success and well-being.
- Foster the development of trustful and respectful relationships through collaboration and teamwork.
- Promote, encourage and engage in effective communication with all staff members.
- Develop and sustain a professional workforce that reflects the make-up of the student body in the Hamilton-Wentworth region.
- Consolidate staff engagement, training, development and wellness to promote a workplace culture where equity is valued and operationalized at every-level.
- Develop comprehensive on-boarding program for new employees to fully integrate them into the board's engagement and commitment to equity and inclusion.

INTENDED OUTCOMES:

- Provide all staff with opportunities for professional learning, leadership development and performance management to support continuous improvement and engagement for all employee groups.
- Engage all staff in collaborative teams, both within and across service departments and schools, to explore how they can assist each other and our community with supporting student achievement and well-being.
- Gather staff voice regularly to demonstrate our commitment to gathering input and to strengthen HWDSB as a Learning Organization.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Staff: All individuals who agree to work on a full-time or part-time basis for HWDSB for a specified or indeterminate period of time. Salary or wages are paid to this individual and from this payment, deductions are taken for Canada Pension Plan, Income Taxes and Employment Insurance.

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Staff Engagement

Professional Learning: A comprehensive, sustained, and intensive approach to improving employee effectiveness.

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

ACTION REQUIRED:

This policy will support the way staff are motivated and encouraged to complete their work with commitment, satisfaction, pride and support for HWDSB's Strategic Directions.

PROGRESS INDICATORS:

Data will be collected to measure the degree to which the intended outcomes contained in the Pillar Policy, specific policies and related policies have been achieved. The review will include but not be limited to the following key areas and related components:

Intended Outcome	Assessment
Provide all staff with opportunities for professional learning, leadership development and performance management to support continuous improvement and engagement for all employee groups.	Staff and leadership development programs linked to HWDSB Strategic Directions are available for staff from various employee groups to attend. Data is gathered to measure participation and satisfaction/impact of programs on participants.
Engage all staff in collaborative teams, to explore how they can assist each other and our community with supporting student achievement and well-being.	Achievement of strategies within HWDSB's Board Annual Plan by schools and service departments.
Gather staff voice regularly to demonstrate our commitment to gathering input and to strengthen HWDSB as a Learning Organization.	Staff voice survey is distributed to all staff every other year and response rate and progress is measured. System leaders meet regularly to share progress with supporting the Board's Annual Plan within their schools/departments.

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REFERENCES:

Government Documents
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code

HWDSB Policies
Professional Learning
Respectful Working and Learning Environments Procedure
Equity and Inclusive Education Policy

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Subject: 21st Century Learning & Technology

Executive Council Member Responsible: Bill Torrens,
                                                       Superintendent of Student Achievement –
                                                       Program

| Scoping Report | | Draft Policy Approval | | Policy Review | | Consent Agenda | | Ministry Mandated |

ISSUE

The policy committee reviewed the 21st Century Learning and Technology policy last year however, the Board of Trustees asked that the committee review it further this year in consultation with the procedures for this policy. Staff have reviewed the policy and made minor updates to the lanague to ensure that privacy protocols are taken into account. Furthermore, staff have reviewed one procedure specifically as the policy is most impactful on the Responsible Use of Technology procedure and made significant changes that align it more closely with the policy changes being proposed to the committee. The remaining procedures will be updated once the policy is approved by the Board of Trustee.

RECOMMENDATION(S)

Staff are recommending to the Trustees on the policy committee, that the 21st Century Learning and Technology policy be approved.

21st Century Learning

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to preparing its students for success through the development of 21st century competencies. HWDSB believes all students and staff should have equitable access to learning opportunities and environments that are engaging, authentic, relevant, and connected to local and global issues. HWDSB supports this learning through the ethical, competent, and responsible use of digital tools, applications and platforms.

GUIDING PRINCIPLES:

HWDSB will promote the development of 21st Century Competencies by:
- Creating learning environments that are relevant to and meet the needs of all learners.
- Acknowledging that learning can occur in physical and digital spaces and strive to create learning opportunities in both spaces for students and staff.
- Providing opportunities for students and staff to collaborate, think critically, innovate, solve authentic problems, and recognize the impact an individual can have in a connected world.
- Using digital tools, applications and platforms to connect classrooms and schools to their local, national, and global communities.

INTENDED OUTCOMES:

The implementation of the 21st Century Learning Policy together with specific related procedures will:
- Foster the development of 21st century competencies;
- Identify and implement the conditions needed to create 21st century learning environments;
- Promote the responsible and effective use of digital tools, applications and platforms to enhance student and staff learning;
- Develop skills for students to critically evaluate and select digital tools, applications and platforms to further their learning.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

21st Century Competencies
(Adapted from *21st Century Competencies: A Foundation Document for Discussion (2016)*)

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21st Century Learning

- *Creativity, Innovation, and Entrepreneurship* – Students are creative thinkers who construct knowledge and develop innovative products and processes.
- *Communication* – Students communicate, in the physical and virtual worlds, effectively to support their learning and contribute to the learning of others.
- *Collaboration* – Students collaborate positively to learn, to create new knowledge, and to complete relevant tasks
- *Learning to Learn* – Students are aware of who they are as learners and how to learn most effectively in virtual and physical spaces.
- *Critical Thinking and Problem Solving* – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- *Global and Digital Citizenship* – Students understand human, cultural, and societal issues related to citizenship, appropriate use of technology, as well as practicing legal and ethical behavior.

Authorship: The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

Blended Learning: Blended learning uses digital tools, applications and platforms to support learning face-to-face.

Code of Conduct: HWDSB's Code of Conduct Policy provides all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct.

Credibility: Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

Digital Citizenship: The ideal of positive citizenship applied to the digital world. Being a good digital citizen or demonstrating digital citizenship includes: interacting with others in a respectful, safe, accepting, and inclusive way; conducting oneself according to the norms and expectations of the community; representing oneself in a positive manner; encouraging others to be good digital citizens.

Identity: The profiles you create and the contributions you make in online spaces.

Ownership: Includes works that belong to the public domain and individuals holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can allow usage. However, when

21st Century Learning

considering ownership of creative work, the Fair Use Doctrine tries to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

Fair Use Doctrine: A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

Privacy: The protection of personal, private, and confidential information.

ACTION REQUIRED:

- Develop and implement professional learning for staff
- Develop and/or update procedures on:
  - Identity, Credibility, and Positive Participation
  - Ownership and Authorship
  - Responsible Use
  - Selection of Learning Resources

PROGRESS INDICATORS:

Intended Outcome	Assessment
Foster the development of 21st century competencies	Periodic review of student work across grades.
Identify and implement the conditions needed to create 21st century learning environments	Board wide standards for 21st century learning environments.
Promote the responsible and effective use of digital tools, applications and platforms to enhance student and staff learning;	Review school codes of conduct.
Develop skills for students to critically evaluate and select digital tools, applications and platforms to further their learning.	Periodic review of how students select and use various digital tools, applications and platforms.

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21st Century Learning

REFERENCES:

Government Documents
21st Century Competencies: A Foundation Document for Discussion, 2016
Ontario Human Rights Code
Canadian Charter of Rights and Freedoms
Education Act
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
School Effectiveness Framework, 2010
Learning for All, Draft 2009
Municipal Freedom of Information and Protection of Privacy Act
Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media
International Society for Technology in Education; NETS - the National Education Technology Standards
Ontario Curriculum Policy Documents
E-Learning Ontario: Policy Document, 2006

HWDSB Policies
Accommodation of Staff
Assessment, Evaluation and Reporting
Bullying Prevention and Intervention
Code of Conduct
Environment
Equity and Inclusive Education
Privacy and Information Management
Professional Learning
Student Behaviour and Discipline

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