

HWDSB

Policy Committee

Wednesday, March 6, 2019

Room 340-D

Hamilton-Wentworth District School Board

20 Education Court, P.O. Box 2558

Hamilton, ON L8N 3L1

AGENDA: 5:30 p.m.

1. Call to Order
2. Delegation: Jeff Sorensen, HWETL re: Fundraising Policy (10 minutes)
3. Approval of the Agenda
4. Consent Item: Human Resources and Safety & Well-being - update on any changes to procedures within this pillar

Policy Review:

Safety & Well-being

5. Equity & Inclusion

Student Learning & Achievement

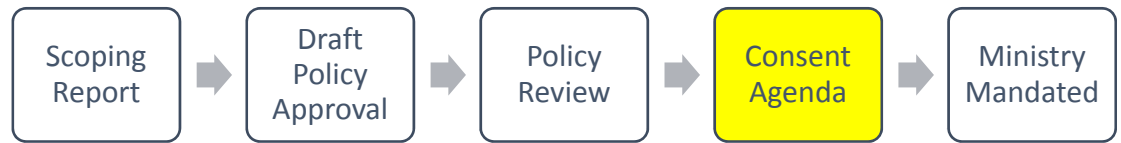
6. Program
7. Student Engagement

Finance:

8. Fundraising
9. Adjournment – next policy meeting: April 10, 2019

Subject: Human Resources Procedures

Executive Council Member Responsible: Jamie Nunn
Superintendent, Human Resources



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

The policies and procedures under this pillar include:

- 4.1 Accommodation of Staff**
 - Accommodation of Staff Procedure
 - Employee Medical Information Management Procedure
- 4.2 Employee Attendance Support**
 - Employee Attendance Support Procedure
- 4.3 Occupational Health and Safety**
 - Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans Procedure
- 4.4 Performance Appraisal**
- 4.5 Professional Learning**
- 4.6 Recruitment and Selection**
 - Recruitment and Selection Procedure
- 4.7 Staff Engagement**
- 4.8 Staff Progressive Discipline**
- 4.9 Workplace Violence and Harassment Prevention**
 - Workplace Harassment Prevention Procedure

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

Listed below is a summary of the changes to all procedures under the Human Resources Pillar.

4.1 Accommodation of Staff (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Accommodation of Staff Procedure	2013	None	N/A
Employee Medical Information Management Procedure	2018	Additional procedure created to support the Accommodation of Staff policy reviewed in 2018	New

4.2 Employee Attendance Support (policy review date: 2019) *currently under review*

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Employee Attendance Support Procedure	2015	None	N/A

4.3 Occupational Health and Safety (policy review date: 2019) *policy reviewed annually

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Promoting Staff Safety Through Behaviour Support Plans and Safe Intervention Plans Procedure	2018	Edits made to further align with the updates made within the policy	N/A

4.4 Performance Appraisal (policy review date: 2020)

Last reviewed in 2016

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

4.5 Professional Learning (policy review date: 2020)

Last reviewed in 2016

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

4.6 Recruitment and Selection (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made	Reason
Recruitment and Selection Procedure	2014	None	N/A

4.7 Staff Engagement (policy review date: 2019) *currently under review*

Last reviewed in 2015

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

4.8 Staff Progressive Discipline (policy review date: 2022)

Last reviewed in 2018

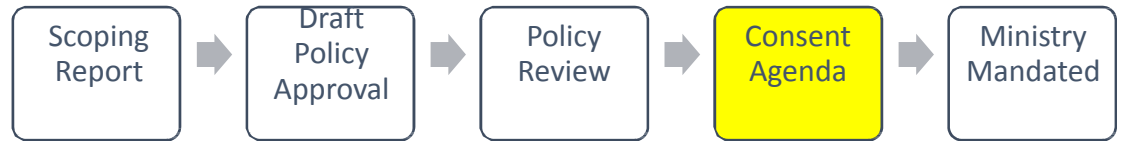
Procedure Name	Changes Made	Reason
*No procedure exists for this policy	N/A	

4.9 Workplace Violence and Harassment (policy review date: 2019) *policy reviewed annually**Last reviewed in 2018**

Procedure Name	Last Amended	Changes Made	Reason
Workplace Harassment Prevention Procedure	2018	Combined the Harassment Procedure and the Respectful Working and Learning Environments Procedure to better align with the policy reviewed in 2018	N/A

Subject: Safety and Well-Being Procedures

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



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

The policies and procedures under this pillar include:

5.1 Arrival Check

- Arrival Check Procedure

5.2 Bullying Prevention and Intervention

- Bullying Prevention and Intervention Procedure

5.3 Code of Conduct

- Code of Conduct Procedure

5.4 Equity and Inclusive Education

- Anti-Classism and Socio-Economic Equity Procedure
- Anti-Racism and Ethnocultural Equity Procedure
- Gender Equity Procedure
- Persons with Disabilities Procedure
- Religious Accommodation Procedure
- Sexual Orientation Procedure

5.5 Medical Health Supports

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

- Pediculosis Management Procedure
- Supporting Students with Prevalent Medical Conditions
- Use of Automated External Defibrillators (AED) Procedure
- Use of Service Dogs in Schools for Students with Special Needs Procedure

5.6 Nutrition

- Nutrition Procedure

5.7 Student Behaviour and Discipline

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

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

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

5.1 Arrival Check (policy review date: 2022)

Last reviewed in 2018

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

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

Last reviewed in 2015

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

5.3 Code of Conduct (policy review date: 2019)

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Code of Conduct Procedure	2019	Language has been updated to include a definition for medical cannabis user	Updated required due to the federal legalization of recreational cannabis as per PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour

5.4 Equity and Inclusion (policy review date: 2018) *currently under review*

Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
Anti-Classism and Socio-Economic Equity Procedure	2014	None	N/A
Anti-Racism and Ethnocultural Equity Procedure	2014	None	N/A
Gender Equity Procedure	2014	None	N/A
Persons with Disabilities Procedure	2014	None	N/A
Religious Accommodation Procedure	2014	None	N/A
Sexual Orientation Procedure	2014	None	N/A

5.5 Medical Health Supports (policy review date: 2018)

Last reviewed in 2014

Procedure Name	Last Amended	Changes Made	Reason
Administration of Oral Prescription Medication Procedure	2014	None	N/A
Blood Borne Pathogens Procedure	2014	None	N/A
Catheterization and Suctioning Lifting Positioning and Physical Management Procedure	2014	None	N/A
Communicable Disease Procedure	2014	None	N/A

Procedure Name	Last Amended	Changes Made	Reason
Concussion Procedure	2018	Updates per Legislation	To align with Bill 193 Rowan's Law (Concussion Safety)
Pediculosis Management Procedure	2014	None	N/A
Supporting Students with Prevalent Medical Conditions	2018	Procedure which combines prevalent medical conditions in one document including anaphylaxis, asthma, diabetes management and education as well as epilepsy.	To align with PPM 161 – Supporting Children and Students with Prevalent Medical Conditions in Schools
Use of Automated External Defibrillators (AED) Procedure	2014	None	N/A
Use of Service Dogs in Schools for Students with Special Needs Procedure	2019	Updated language to clarify service dog as Certified Service Dogs from an organization that is a member of Service Dogs International and is training for Public Access Certification Test.	These changes are in alignment with updates from the Ontario Human Rights Commission

5.6 Nutrition (policy review date: 2022)

Last reviewed in 2018

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

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

Last reviewed in 2015

Procedure Name	Last Amended	Changes Made	Reason
Progressive Discipline and Promoting Positive Student Behaviour Procedure	2019	Language has been updated to include a definition for medical cannabis user, as well as the chart detailing activities which lead to possible suspension or expulsion (under the Education Act)	Updated required due to the federal legalization of recreational cannabis as per PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour
Suspension, Expulsion and Programs for Long-Term Suspended or Expelled Students Procedure	2019	Language has been updated to include a definition for medical cannabis user as well as the chart detailing activities which lead to possible suspension or expulsion (under the Education Act)	Updated required due to the federal legalization of recreational cannabis as per PPM 145 - Progressive Discipline and Promoting Positive Student Behaviour

Subject: Equity & Inclusion

Executive Council Member Responsible: Sharon Stephanian,
Superintendent of Student Achievement –
Equity & Well-Being



BACKGROUND

The Equity & Inclusion policy is up for its annual 4 year review. Staff have reviewed and updated the language in the policy to reflect the current language being used and to better align with Ministry strategies and action plans (Ontario’s Education Equity Action Plan, 2017). Some changes reflected in the revised policy include adding Gender Identity and Gender Expression as a separate area of focus, updating the guiding principles to better reflect language used in Ontario’s Education Equity Action Plan and HWDSB Equity Action Plan, updated the definitions section as well as the reference section.

RECOMMENDATION(S)

That the Equity & Inclusion policy be recommended for approval.



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programming, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM119 areas of focus:

- Ableism and discrimination based on disability
- Anti-classism and Socio-economic Equity
- Anti-racism and Ethnocultural Equity
- Gender Equity
- Gender Identity and Gender Expression
- Religious and Creed-Based Accommodation
- Sexual Orientation

GUIDING PRINCIPLES:

HWDSB is committed to:

- Accountability and transparency to stakeholders
- Consistent approach to identity-based data collection, integration, utilization and reporting
- Culturally inclusive and responsive programming and assessment practices
- Employment equity and workforce diversity
- Equitable and inclusive Board policies and procedures
- Inclusive school-community relationships/partnerships
- Positive culture and well-being for students and staff
- Professional learning on equity for all employees and trustees
- Shared leadership to the principles of equity

INTENDED OUTCOMES:

- Identify and address biases, barriers and discriminatory actions
- Support positive learning and workplace environments where all students and staff feel safe, supported and accepted
- Support inclusive community partnership, engagement and communicating ongoing progress



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Ableism: The Law Commission of Ontario defines Ableism as a belief system that 'sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.' ([Policy and guidelines on disability and the duty to accommodate, 2001](#))

Accountability: Refers to the process whereby organizations and institutions as members of a diverse community are subject to the obligation to maintain a certain level of ethics and responsiveness and reporting regarding the quality, effectiveness and relevance of their service or practices and the method of delivery.

Anti-racism: Seeking the elimination of racism in all its forms, including systemic racism.

Barrier: An obstacle to equity that may be overt or subtle, intended or unintended and systemic or specific to an individual or group and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

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

Community Partnerships: Collaborative relationships between institutions and groups within the community in which there is recognition of the experience of participants and evidence of their involvement in the decision making of the institutions.

Culturally Responsive Curriculum: A curriculum that accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the similarities, differences and connections between people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of the society.

Curriculum: Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments and co-curricular and extracurricular activities.

Discrimination: Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

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status, disability, gender expression, gender identity, receipt of public assistance, record of offences (in employment only), as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Employment Equity: A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups, i.e., women, aboriginal peoples, persons with disabilities and members of visible minorities. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives are met by a specified date.

Equitable: Just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnic / Ethnicity: The shared national, ethnocultural, racial, linguistic, and/or religious heritage of a groups of people, whether or not they live in their country of origin.

Ethnocultural Group: A group of people who share a particular cultural heritage or background.

Gender Identity: A person's innermost concept of self as being female, male, neither or both. Gender identity may or may not align with one's sex assigned at birth. Physical attraction and emotional attraction are not determined by our gender identity.

Gender Expression: How we express our gender to the world. This could include the clothes we wear, the way we style our hair, the way we talk and the pronouns that we use.

Harassment: A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.



Equity and Inclusion

Date Approved: XXXX

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Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected

Inclusive school-community relationships: Relationships and partnerships that reflect the principles of equity and inclusive education and engage a cross-section of diverse students, parents, staff, community members and community organizations.

Identity-based data: Refers to the socio-demographics information about a person including, but not limited to, their race, ethnicity, sexual orientation and gender identity and so on.

Leadership: The Board of Trustees, Senior Administration and any person placed in a position of added responsibility within HWDSB.

Ontario Human Rights Code: A provincial law that gives everyone equal rights and opportunities, without discrimination, in special areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment. (Available at www.ohrc.on.ca)

Race: A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The terms are used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity; there may be several ethnic groups within a racial group.

Racism: A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Religious and Creed-Based Accommodation: Under the Ontario Human Rights Code, 'discrimination because of religion (creed) is against the law. Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their religion. Employers, service providers, unions and housing providers have a legal duty to accommodate people's beliefs and practices to the point of undue hardship where these are: Adversely affected by a standard, rule or requirement of the organization; Sincerely (honestly) held; Connected to a creed.' (Policy on creed and the accommodation of religious observances, 1996)

Sexual Orientation: a person's experience of being romantically, physically, and emotionally attracted to women, men, both, or neither

Workforce Diversity: Workforce diversity is a characteristic of a workplace that is comprised of people with a wide range of experiences, backgrounds and characteristics. Those key characteristics include (but are not limited to): race, ethnicity, gender, religion, age, ability, gender identity and sexual orientation. In the education sector, strengthening diversity in leadership and in the classroom is proven to be important; not only to promote a sense of belonging among students, but also to enhance innovation and creativity in the school environments.



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

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ACTION REQUIRED:

Implement the following Procedures:

- Ableism and discrimination based on disability
- Anti-classism and Socio-economic Equity
- Anti-racism and Ethnocultural Equity
- Gender Equity
- Gender Identity and Gender Expression
- Religious and Creed-Based Accommodation
- Sexual Orientation

Develop and implement an Equity Strategy aligned with Ministry of Education direction.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Identify and address biases, barriers and discriminatory actions	Parent Voice Survey Elementary and Secondary Positive Culture and Well-Being Surveys Staff Voice Survey Staff Census Student Census
Support positive learning and workplace environments where all students and staff feel safe, supported and accepted	Elementary and Secondary Positive Culture and Well-Being Surveys Staff Voice Survey
Support inclusive community partnership, engagement and communicate ongoing progress	Partnership Database Parent voice survey

REFERENCES:

Government Documents

Ontario's Education Equity Action Plan, 2017
 Ontario's Equity and Inclusive Education Strategy, 2009
 Ontario Human Rights Code
 Canadian Charter of Rights and Freedoms
 Ministry of Education Policy and Program Memorandum 119
 Education Act

Subject: Program

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



BACKGROUND

The Program policy is up for its annual 4 year review. Upon review of the current policy and procedure, staff would recommend that the policy be revoked and the procedure assigned to the Student Registration and Admission policy.

HWDSB offers a wide-variety of opportunities for students to learn. Prior to the approval of the Student Registration and Admission policy, the Program policy served as a guide in determining how and where different learning opportunities may be available to students. Staff recommend that the new Student Registration and Admission policy is better suited to accomplish this goal, and as such, staff believe that the Program policy is redundant.

RECOMMENDATION(S)

That the Program policy be revoked and that the procedure related to French Immersion be associated with the recently approved Student Registration and Admission policy.



Program

Date Approved: 2014

Projected Review Date: 2018

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to ensure that all students, from Kindergarten to Grade 12, have equitable access to programs offered in our schools to promote student engagement and to improve student learning. HWDSB supports programs that are aligned to the Ontario Curriculum and approved by the Ministry of Education.

GUIDING PRINCIPLES:

All programs must:

- Endeavour to provide equity of access and opportunity for all students by providing engaging programs that meet student needs, interest and pathways;
- Engage staff in providing programs that align to their skills, interests and professional learning.
- Adhere to the highest standards of programming excellence expected by the Board, the Ministry of Education, the students, the parents and the community;
- Align with the Board's Vision, Mission and Values;
- Conform to The Education Act, Board policies, collective agreements and an implementation plan;

INTENDED OUTCOMES:

The implementation of this policy will result in:

- Fair and equitable programs offered in HWDSB;
- Increased equity of learning outcomes for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;
- Appropriate adjustments to all programs to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
- Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations;
- Clear communication to students, parents and staff each school year regarding all HWDSB programs;
- Offer professional development to continuously increase teachers' ability to improve instructional and assessment practices in all of our programs.



Program

Date Approved: 2014

Projected Review Date: 2018

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RESPONSIBILITY:

Director of Education
 Members of Executive Council
 School Administrators and Teachers

TERMINOLOGY:

Programs: the term used to refer to Tier 1, Tier 2 and Tier 3 programs.

Tier 1 Program: the term used to refer to programs and supports that support all of our students, across all of our schools.

Tier 2 Program: the term used to refer to some programs and supports that support some of our students in *some of our schools*.

Tier 3 Program: the term used to refer to a few of our programs and supports that support a few of our students in *a few of our schools*.

Parent: The term “parent” throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Equity of Opportunity, Access and Outcomes: Student outcomes are different with respect to achievement and pathways. All outcomes are valued as they are a result of students achieving their full potential. Equity of outcomes requires differentiated, individualized instruction, support and intervention.

Specialized Learning Programs: Are unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. These programs compliment subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. In secondary schools, the courses attached to these programs will be credit granting but not in elementary schools.

ACTION REQUIRED:

Tier 1 programs and supports improve achievement for all students, across all schools.



Program

Date Approved: 2014

Projected Review Date: 2018

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Each school will be a place that includes the following:

- A wide range of subjects, courses and experiential learning opportunities
- Engaging programs and the ability to access what students need for a specific pathway to graduate
- A school climate where students feel safe, welcome and included within their school
- A wide range of interventions to promote nurturing and diverse learning environments
- Peer-to-peer support structures
- eLearning opportunities to support students who respond best to this flexible learning environment.

Tier 2 programs and supports are offered in some schools if there is enough student need and student interest within in-catchment schools. Elementary and Secondary schools will offer targeted supports to students who are struggling academically, socially and emotionally. These programs do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.

Tier 3 programs and specialized supports are intended for a few students at limited school sites. Programs and supports within Tier 3 are those that require specialized facilities, equipment or funding enhancements. Transportation would be provided according to Board policy.

Financial and other resource considerations to support all three Tiers of programming will be determined through the collaborative efforts of the school administration, Superintendent of Student Achievement and Executive Council.

The current annual staffing process will determine staff considerations in support of each program and support, based on specialized training and qualifications.

Resource allocation will be reviewed annually during the budget process.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Fair and equitable programs offered in HWDSB	This will be measured through an annual review of all our Tier 1, 2 and 3 programs and interventions across the district.



Program

Date Approved: 2014

Projected Review Date: 2018

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Intended Outcome	Assessment
Increased equity of learning outcomes for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;	This will be measured by annual provincial and local student achievement results.
Appropriate adjustments to all programs to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;	This will be measured through revisions and adjustments to the Tier 2 and 3 programs and interventions offered across the district.
Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations;	This will be measured through our annual program, staffing and budget processes and procedures.
Clear communication to students, parents and staff each school year regarding all HWDSB programs;	This will be measured through student voice and parent voice surveys, as well as Community Advisory Committees.
Offer professional development to continuously increase teachers' capacity to improve instructional and assessment practices in all of our programs.	This will be measured through our staff voice survey and our professional learning feedback mechanisms.

REFERENCES:

Government Documents

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, 2013

Learning for All, Draft 2011

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006

HWDSB Documents

Secondary Program Strategy

Subject: Student Engagement

Executive Council Member Responsible: Paul Denomme
Superintendent of Student Achievement



BACKGROUND

Staff have reviewed the policy as it is up for its 4-year review term. After reviewing the policy, staff believe that this policy, along with the Parent Engagement policy could be combined to create 1 policy.

Although the parent engagement policy was last reviewed in 2017-18 and is not up for renewal until 2022, staff would explore the possibility of combining the student and parent engagement policies and return to the policy committee during the 2019-20 academic year for further discussion.

The Student engagement policy will remain as-is until such time that it is either rescinded or revised, pending further discussion next year at Policy Committee.

RECOMMENDATION(S)

That staff explore the possibility of combining the student and parent engagement policies and return with a draft next school year.



Student Engagement

Date Approved: 2015

Projected Review Date: 2019

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PURPOSE:

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

GUIDING PRINCIPLES:

- Student engagement is a necessary condition for learning and achievement.
- Through student voice and engagement, students and adults collaborate to ensure their schools become a place where everyone feels safe, accepted and included.
- All students have the necessary resources to feel supported, respected and confident in order to learn and develop to their full potential.
- A school community approach to engagement allows the entire schools to engage in putting prevention and intervention strategies in place at all levels that include, but are not limited to, the classroom, school and the board.
- Support and engage students and parents in matters relating to custody and access of students, while following the provisions of the Children's Law Reform Act, the Divorce Act and the Child and Family Services Act.

INTENDED OUTCOMES:

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

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

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

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

Student Engagement

Date Approved: 2015

Projected Review Date: 2019

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

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

ACTION REQUIRED:

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

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

PROGRESS INDICATORS:

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



Student Engagement

Date Approved: 2015

Projected Review Date: 2019

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REFERENCES:

Government Documents

Growing Success, 2010

School Effectiveness Framework, 2010

Learning for All K-12, 2009

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

HWDSB Policies

Equity and Inclusive Education

Subject: Fundraising
Executive Council Member Responsible: Stacey Zucker,
Associate Director, Support Services



BACKGROUND

The Fundraising Policy is up for its annual 4 year review. Staff reviewed the policy and made minor revisions bringing further clarity to identifying all groups which lead fundraising activities (including Ontario Home and School Associations and Alumni Associations (under intended outcomes) as well as defining Ontario Home and School Associations (under terminology) and their specific fund raising activities and that proceeds from these activities are not considered part of the School Generated Funds. Additionally, the Annual School Fundraising Plan is to now be signed by the Principal and submitted to the Superintendent of Student Achievement for final approval (action required).

At Policy Committee this past fall, staff gave an overview of the school generated funds revenue distribution as well as the use of fundraising profit and accountability. The Committee discussed the possibility of revenue sharing amongst the schools and requested further information come back to the Policy Committee in the new year.

RECOMMENDATION(S)

That the Fundraising policy be recommended for approval.



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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that parents, guardians, caregivers, schools and communities may choose to engage in fundraising activities to support students, schools, the Board and the wider community. The Board believes that fundraising activities must be complementary to public education, voluntary, safe, accountable and transparent.

The Board is supportive of fundraising activities that increase student engagement, support a healthy learning environment and build strong partnerships.

GUIDING PRINCIPLES:

- HWDSB believes that fundraising should support the values and expectations of the school community including those of parents, students, staff and trustees.
- HWDSB believes in being accountable to the community to know how the school/school board will use the proceeds from fundraising activities.
- Staff and volunteers co-ordinating fundraising activities should be supported to ensure proper handling and management of the proceeds raised from fundraising events and any expenditures incurred in the provision of the fundraising event.
- Fundraising will not be used to replace items that are publicly funded, such as classroom learning materials, textbooks, facility repairs, maintenance or upgrades.

INTENDED OUTCOMES:

Fundraising activities in Hamilton-Wentworth District School Board will:

- 1) Be complementary to publicly funded education.
 - Fundraising will reflect HWDSB's mission, vision, values, strategic directions and policies.
 - Fundraising will reflect the purposes and the principles of public education, including equity, diversity, and accessibility.
 - Fundraising will support student achievement and well-being and will not detract from the learning environment.
 - Fundraising will not replace public funding for education, and may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance or upgrades.
 - Fundraising will not support those capital projects that will result in an increase in the student capacity of a school or significantly increase capital or operating costs.

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- Fundraising may be used to support humanitarian or charitable causes that can increase student understanding, empathy and activism in helping to address local, national and international issues.
 - Fundraising may increase community and parent/guardian/caregiver engagement with the school.
 - Fundraising must be ethical and legal.
- 2) Be voluntary
- No individuals will be compelled to participate in fundraising activities, nor will a student's fundraising efforts be tied to any measure of student achievement, or be subjected to any other negative consequences should they choose not to participate.
 - Fundraising by the local school community will reflect the diversity, values and priorities of the Board and the community.
 - Privacy will be respected. Personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent.
- 3) Provide a safe environment for students, staff and volunteers
- The safety of students will be a primary consideration in all fundraising activities.
 - All fundraising activities require supervision by an HWDSB employee and should be age-appropriate.
 - Appropriate safeguards will be in place regarding collection, deposit, recording and use of funds.
- 4) Be accountable and transparent
- Appropriate documentation will be completed for expenditures incurred during the provision of the fundraising event as well as when spending the proceeds.
 - School fundraising activities will be developed and organized with advice and assistance from the school community.
 - Fundraising has a designated purpose and the proceeds are used for that purpose.
 - School fundraising will include transparent financial reporting practices to the school community.
 - System fundraising will include transparent financial reporting practices to HWDSB community.
 - There shall be no real or perceived conflict of interest in any fundraising activity.
 - All fundraising, including fundraising led by student groups (e.g. school council, clubs, athletics, etc.), Ontario Home and School Associations, Alumni Associations, or other

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school community groups must be supervised by a HWDSB employee, be age-appropriate and be governed by the same rules as other fundraising activities.

- Administrative expenses associated with the fundraising activity will be minimized.
- All organizations in receipt of HWDSB fundraising proceeds must engage in legal and ethical practices.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Fundraising: Any activity, permitted under HWDSB's policies, to raise money or other resources, as approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

School Community: Refers to students, parents, guardians and caregivers, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support HWDSB and student achievement.

School-Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school, by school councils or other school or parent administered groups (with the exception of funds raised by the Ontario Home and School Associations).

School generated funds are administered by the school principal and are raised or collected from sources other than HWDSB's operating and capital budgets. These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities, athletics/clubs, educational excursions, and donations for initiatives such as a school nutrition program.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

Ontario Home and School Associations: Refers to entities separate from District School Boards when they are constituted under the umbrella of the Ontario Federation of Home and School Associations. They may engage in fundraising activities to support the goals and objectives of their organization. The proceeds from these activities are not a part of School Generated Funds.

When Home and School Associations are purchasing equipment for a school, all purchases must follow procurement and facility policies and procedures.

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ACTION REQUIRED:

- 1) Yearly monitoring through an internal and any mandated external audits that monitor all fundraising activities, and fundraising procedures to ensure that they meet the Ministry and HWDSB purpose and intended outcomes.
- 2) Each school principal, with advice from the School Council, will identify an Annual School Fundraising Plan for funds to be generated in the name of or under the auspices of the school. The Annual School Fundraising Plan is a means of monitoring, communicating and documenting a school's fundraising initiatives. The school's Annual School Fundraising Plan must be signed by the Principal and submitted to the Superintendent of Student Achievement for final approval.
- 3) The school principal will approve all fundraising activities in advance, including the intended use of funds.
- 4) The school principal will be accountable for ensuring transparency of all funds raised and for providing disclosure to the appropriate group(s).
- 5) Fundraising activities need to comply with related Board policies and procedures, including but not limited to Health and Safety, Purchasing, Conflict of Interest, Equity, Environment, Nutrition, and Educational Excursions.
- 6) Fundraising for schools by School Councils is a partnership between the school, the Board and the fundraising group. Because the Board is a corporate entity and the school is not, any funds raised by the School Council (and any assets purchased with those funds) belongs, legally, to the Board.
- 7) The Hamilton Foundation for Student Success has been established to support students in financial need. The Hamilton Foundation for Student Success supports equity of opportunity and access, maintaining recipient confidentiality and dignity, when support is required beyond that available at the school level. The Hamilton Foundation for Student Success is sustained through external funding.
- 8) Limits may be set on the number and extent of fundraising activities in each school.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Be complementary to publicly funded education	Each school will prepare an Annual School Fundraising Plan, which includes fundraising suggestions and how the revenue from the fundraising will be spent.



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<p>Provide a safe environment for students, staff and volunteers</p>	<p>The school community will be informed as to how proceeds from fundraising and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.</p>
<p>Be accountable and transparent</p>	<p>At the end of the school year, each school will prepare an annual financial summary report on school-generated funds which includes fundraising revenues and expenses incurred in conjunction with the fundraising activity or event</p> <p>The school community will be informed as to how proceeds from fundraising and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.</p> <p>School councils will report annually to the Principal and the Board on their fundraising activities.</p>

REFERENCES:

Government Documents

- Education Act
- Ministry of Education Fundraising Guideline
- Municipal Freedom of Information and Protection of Privacy Act
- Broader Public Sector Procurement Directive
- Equity and Inclusive Education Strategy
- Facility Partnerships Guideline
- School Food and Beverage Policy

HWDSB Policies

- Community Engagement
- Educational Excursions
- Environment
- Equity and Inclusive Education
- Nutrition
- Procurement
- Use of Board Facilities