



PROGRAM COMMITTEE

Wednesday June 3, 2015
Education Centre, Room 308

AGENDA

3:30 pm.

1. Call to Order K. Archer
2. Approval of the Agenda
3. Elementary Program Strategy
4. Parent & Community Engagement report
5. SchoolsPlus
6. Update on Transitions
7. Adjournment

EXECUTIVE SUMMARY

Elementary Program Strategy – June 2015

Our Elementary Program Strategy will provide a guide for decision making regarding equity of access and opportunity in all of our elementary schools over the next several years. The way students learn is dramatically changing, and hence our Elementary Program Strategy will address what students need to learn, how they learn, and the types of spaces in which they will learn.

The Elementary Program Strategy identifies a new vision for all our elementary schools. Our vision is grounded in 7 core beliefs.

Our Elementary Program Strategy is grounded in research of best practices related to programs, design of learning spaces, community use requirements, and changing curriculum. The focus on all schools being great schools will address the need for some standardization as it relates to space for program offerings, such as gymnasium size, and instrumental music rooms. Changing demands on schools will cause us to also consider spaces for non-academic needs, such as preparation for breakfast programs, and child-care directives, as an example.

Our first draft of the Elementary Program Strategy will be brought to the Program Committee in May 2015 for review. Upon Board of Trustee approval, the Strategy will be made available for public consultation this fall before the final draft is brought forward to the Trustees in December 2015.

The Elementary Program Strategy is divided into seven sections:

1. K-8 Strategy
2. Curriculum & Transforming Learning Everywhere
3. Elementary Specialized Learning Programs
4. Language Programs: Core French, French Immersion & Native Languages
5. Special Education Delivery Model
6. Facilities
7. Glossary of Terms & References



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director of Education

DATE: June 3, 2015

PREPARED BY: Executive Council, E-BEST and Corporate Communications

RE: Elementary Program Strategy

Action X

Monitoring

Recommended Action

That the Program Committee recommend to the Board of Trustees that the Elementary Program Strategy (DRAFT) be sent out for public consultation in September 2015.

Background

Hamilton-Wentworth District School Board (HWDSB) continues to revitalize all schools. Our board Strategic Directions coupled with our Secondary Program Strategy and our Transforming Learning Everywhere (TLE), we continue to focus our efforts on creating the best learning conditions possible for our students to reach their full potential as learners. We are now developing an Elementary Program Strategy as we consider what education will look like in the 21st century in elementary education. The Elementary Program Strategy will focus on effective programs delivered in renewed facilities that have acceptable spaces for the programs being delivered.

Why an Elementary Program Strategy?

Our Elementary Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students and prepare them for the world they will live and work in. While we will continue to provide students with foundational knowledge and skills (i.e., mathematics and literacy), our teachers will support students to develop those skills required in the 21st century (for example, problem solving, critical literacy and higher order thinking). To ensure our students benefit from the educational programs, we need to provide engaging programs in safe, nurturing and supportive learning environments.

We envision a school system in which all students can find what they need at any of our schools, or within a cluster of schools. A system where the placement of programs, supports and facilities makes strategic sense. A place where students feel safe, welcome, included and energized as they are moving closer to their goals. This is about providing a pathway to success for every single one of our students.

What is changing? Our vision for Elementary Education K-8

Our Elementary Program Strategy identifies a new vision for all our elementary schools. Our vision is:

- All of our elementary schools are great schools. Students will access a **balanced interdisciplinary curriculum** in all of our elementary schools.

- All of our elementary schools will focus on using **evidence based instructional practices** accelerated by digital tools to increase student engagement and improve learning outcomes.
- All of our elementary schools will reflect our preferred model of K-8. As we continue to build new schools or unite existing school communities, we will strive for a K-8 model in our schools.
- All of our elementary schools will be **physically accessible** and include flexible learning spaces, wireless accessibility and specialized rooms to support the delivery of the Arts, Special Education, Science and Health and Physical Education curriculum.
- All of our elementary schools will be responsive and collaborative where student, classroom and school learning needs are met within the school, district, and community while valuing **parents, guardians and caregivers as partners**.
- All of our elementary schools will provide a core program that supports achievement for all students, across all schools. Schools will continue to use **student voice and interest** to provide programming, including curricular and extra-curricular activities, unique to the needs of that school community. A few schools will offer specialized learning programs for students who wish to learn in French, Native Languages or a Special Education program. These programs will be available in all three clusters and accessible by every student in HWDSB.
- All of our elementary schools will **be safe, inclusive and welcoming**.

Rationale/Benefits:

HWDSB values inclusion, equity, and engagement, as well as student achievement. Our program strategy and teaching strategies will respond to the needs of diverse groups, as well as the unique needs of each learner. We will do this by adjusting our practices to fit each student's needs.

Continuity:

We want our students to experience the fewest transitions from elementary to secondary schools with appropriate support and program offerings.

Engagement:

We are changing relationships and students are expected and encouraged to play a more active role in their learning as teachers empower them to think deeply about what they are learning and include student interests whenever possible in the curriculum.

Equity

The locations of programs will be accessible to all of our students.

Inclusion:

Inclusive education means that all students are educated with peers of the same age in our schools. Supports will be provided in every school to meet the differential needs of each students.

Elementary Education in HWDSB

K-8 Strategy

We have been moving to the K-8 model for our schools as we have been establishing boundaries and building new facilities. Our K-8 strategy focuses on reducing the number of transitions for students as they move through their elementary school years since studies have shown that too many school transitions have a detrimental influence on school achievement (Lupart & Beran, 2007) and self-esteem (Moore, 1984). In doing so, we strengthen relationships, a sense of connectedness and stability for our students, recognizing how these contribute to student overall well-being. As well, students are able to stay with the same group of peers as they progress from

Kindergarten through to the end of grade 8.

As part of our K-8 Strategy, our core program in all of our elementary schools will support improved achievement for all students, across all schools. 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 graduation or exit from school.
- 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.

Elementary 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.

Role of Community

Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and wellbeing, and to strengthen the community. We are committed to working with our community around ways in which student learning experiences can be enhanced through partnerships. In addition, community partners play a critical role in providing direct service and support to our school communities. This includes providing quality, after-school programs, in school facilities.

Early Learning and Child Care

HWDSB recognizes the importance of quality Early Learning and Child Care experiences for children and families. Where external funding is available, we support the building of child care facilities attached to our schools and encourage the ongoing connections between the programs and our schools. In addition, we continue to be committed to providing a seamless experience for children and families both in transition to school as well as in before and after school programs.

Curriculum Delivery & Transforming Learning Everywhere

The Elementary Program Strategy will ensure that students have access to a balanced curriculum. This includes literacy, numeracy, the Arts (music, dance, and drama), science and technology, geography, history, health and physical education, and social skill development. These subjects comprise the learning expectations as laid out by the Ministry of Education. Through a balanced approach to program instruction, students continue to learn the knowledge and skills outlined in the Ministry documents. With this approach we can incorporate the modifications, accommodations and alternative expectations necessary for some students.

The way we deliver programs is changing, and as we build new or revitalize existing schools we need to recognize this change. A school for the twenty-first century “recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.” (*Ministry of Education, Social Studies 1-6 & History and Geography, p.3*)

Driven by the Ontario Ministry of Education’s “[Achieving Excellence](#)” vision, the next phase in Ontario’s Education Strategy, our commitments to elementary curriculum delivery are:

- Meeting changing demands on education to reflect changes in our world.
- Providing effective instruction accelerated by technology.
- Developing the skills to succeed within and beyond the classroom.

Education needs to change as the world changes. We must ensure our learners develop foundational knowledge

and skills. However, they also need skills that will allow them to be adaptive in a rapidly changing world we can barely imagine. Educators have an important role to play in developing all learners' capacity to flourish in this complex world. By supporting skills in problem solving, critical literacy and higher-order thinking, we can prepare learners to positively impact their own lives and communities.

The expanded use of technology is a key component of student learning. Technology supports independent learning, access to a wide range of up to date information, and programs that support the learning for students with special needs. Learning spaces that promote student engagement, collaboration, and collective problem-solving are equally as important.

Every day educators make critical decisions about how to design, deliver lessons and assess student learning. We consider the learners we directly serve—their strengths, interests, needs—to determine what strategies will help them succeed. We use evidence-based approaches (both what the research has taught us and what our practice has taught us through collaborating together) to make the best choices to serve students, all while ensuring we meet the key curriculum expectations. This is the art and science of good teaching.

Transforming Learning Everywhere is about innovative instructional practice enhanced by technology that will increase student engagement and improved learning outcomes in both a physical and digital world.

Whole School Approach

We will provide a whole school approach to a positive school climate that includes the active involvement of all stakeholders to develop healthy relationships throughout the school community. The teaching and learning environment that is inclusive, promotes the engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives is what we strive towards. As a system and within individual schools we collaborate with community agencies (United Way, Raise the Roof, John Howard Society), organizations and public bodies to improve service and support for student success and well-being in both the school and community environment. Through bullying awareness/prevention programs, accepting schools initiatives, peer mentoring, Positive Space and transition activities between elementary and secondary schools students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

Specialized Learning Programs: French Immersion, Native Languages, Programs of Choice, English as a Second Language (ESL)

French Immersion

To ensure equity of access to students participating in this program, HWDSB elementary French Immersion will be offered in each of the clusters within the Board. This will provide for students in the English stream to attend their local school, or to attend French Immersion within a geographic area close to their home school.

An immersion program means that French is not only the medium in which subjects are taught, but it is also the means of communication between pupils and teacher in the classroom and, as much as possible, beyond the classroom. Research and experience show that early immersion leads to higher fluency in French while maintaining levels of competency in English and math.

Hamilton-Wentworth District School Board provides compulsory Core French programs in all of our elementary schools in grades 4 through 8, as per Ministry Funding.

Elementary French Immersion Model

French Immersion requires that French must be the language of instruction for a minimum of 50 per cent of the total instructional time. At HWDSB, we strive to offer more than the minimum requirement each year.

French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following:

- Social studies / history & geography;
- Mathematics;
- Science & technology
- Health & physical education; and
- The Arts

Native Languages

Where there is sufficient student interest in a school and staff availability, Native Languages may be offered in an elementary school. Students may opt for Native Languages in place of French. Where there are insufficient numbers for a program at a school, students may apply to attend the school where the program is located.

English as a Second Language

English as a Second Language programs and supports will continue to be offered in schools where there is a sufficient number of students requiring the program. Where there is limited need, itinerant support will be provided. All schools will receive some support for their English Language Learners.

In response to student needs, ALPHA programs will be located in a specified schools. Accelerated Learning Program Hamilton Area is designed for students who are fluent in their home language and who would benefit from an accelerated program which allow for two years of learning to be addressed in one year. Students are referred to this program upon entry to HWDSB through the Assessment Centre.

Programs of Choice

Programs of Choice were established several years ago due to student interest and staff expertise. These programs either require specialized facilities, equipment or funding. The current programs will continue to be provided if there is sufficient student interest and funding is available. Transportation is the responsibility of the parent unless the student is attending the program at their home school and would qualify for transportation under the HWDSB Transportation Policy. Should space at the existing school become unavailable due to expanding in-catchment enrolment, the programs may be relocated. These programs will not be expanded.

Special Education Delivery Model

The Ministry of Education document *Learning for All Beliefs* (Ministry of Education) informs HWDSB's Elementary Program Strategy. It guides our belief in a responsive and collaborative system where student, classroom and school learning needs are supported and addressed by staff within the school, district and community while valuing parents/guardians as partners.

Tiered Approach & Support

HWDSB believes in a tiered and responsive approach to meeting the needs of all students. Most students' needs are met within the regular classroom through differentiated instruction, accommodations and modifications that may be communicated in students' individual education plans.

Some students receive supplemental supports within their home school or through access to short term, targeted interventions or programs.

A few students require intensive programming to address educational and alternative needs which may be provided within a regular classroom, through targeted intervention or in an alternative placement. HWDSB's goal is always to work to develop skills in students so they can be successful within a regular class, school and community.

Specialized Programs

Specialized programs to accommodate varied needs are available throughout the system for students who require intensive and targeted support to develop skills that will better position them to navigate a variety of settings (school, home and community).

Varied specialized programs are available to meet the diverse and unique learning needs of our students. Our goal is to provide strategic, clear and equitable access to programs aligning with a tiered response to intervention

approach. Schools will be supported to accommodate students' needs within a safe, accepting and responsive environment, with an emphasis on inclusion.

Educators within our specialized programs have the knowledge and skills to support the social, emotional and diverse educational needs of the students accessing the programs. Emphasis is on developing students' academic, social, emotional and self-regulatory skills with a goal of integration into the school and community based on students' individual abilities.

Inclusive Education

HWDSB believes in an inclusive approach to education with students receiving support within the most inclusive and least restrictive environment.

As we support all students in achieving high expectations and developing skills toward increased independence, we assist our students in "Creating Pathways to Success". We engage with students, staff, families and the community to envision a future for all students where they are engaged in and contributing to the community in which they live. We recognize that for our students with greatest needs, many supports internal and external to our system may be required to achieve optimum engagement.

With this as a vision, HWDSB recognizes that to achieve this outcome, we must work to support staff in meeting student need within the regular classroom as the first line of intervention. When our students' needs exceed our capacity to be responsive within the regular classroom, alternative supports and programs are available.

Schools, families and our communities are aware of available programs and the pathways to access necessary supports, programs and services. Through clearly communicated pathways and entry processes, equitable opportunities will be provided to students. Through intake processes all applicants will be reviewed, taking into consideration students' presenting strengths and needs, suitability of program to support student success based on their profile, interventions tried to date, and potential supports and services that may be available to the student.

Facilities

A Design Manual will be developed that will provide a framework and specific guidelines for the design of the new elementary schools in the Hamilton-Wentworth District School Board and to assist in the planning and development of the additions and alterations for the existing elementary schools. The guidelines provided in the Design Manual will establish a uniform level of quality and sustainability for all elementary school buildings. The Design Manual applies to new school facilities and additions/renovations to existing buildings. The school facility must be responsive to a school district's educational program and demand. The intent of the Design Manual is to allow the Board to develop building programs and spaces that respond to each school community's unique needs and therefore, the design guidelines will adapt based on the specific and unique characteristics and requirements of each school community and the existing building potential.

Hamilton-Wentworth has been able to build several new elementary schools within the last 10 years. Throughout this time, we continue to consider the learning spaces for today but also for the future. The need for flexible learning spaces, wireless accessibility, specialized rooms for some programs, and accessibility need to be considered. A system-wide standard for elementary school buildings is being developed that will include classrooms, Learning Commons where students can collaborate with others or work independently, and some dedicated spaces. These include: Early Learning/Kindergarten rooms, gymnasiums, sound-proof instrumental music rooms, science rooms, specialty rooms for students with special needs to enable them to follow, where possible, their Pathway within the cluster. We will also be considering spaces that provide a specific service, such as small meeting rooms for itinerant staff or preparation for breakfast programs.

The new elementary school design guidelines aligns with key educational principles and values envisioned by the Board. The design guidelines respond to the current and future needs, unanticipated changes in pedagogy, curriculum, technology and learning expectations. The guideline accommodates a robust enough framework to adapt to specific programming requirements, the community needs and diverse existing site issues. School construction will align with Provincial funding parameters. A new approach to a school layout will introduce new

ways of moving through and interacting with a school facility. The design guideline includes input from the school community including educators and students as well as caretaking and maintenance personnel. The concepts illustrated in the guidelines will demonstrate that new forms of learning will require new spatial conditions alongside the traditional teacher fronted rooms, all spaces in a school will be learning spaces and schools and their communities will share resources extensively.

Flexibility in curriculum delivery, based on personalized learning, supported by appropriate digital tools and quality learning environments are the basis for the design of the new schools and the alterations to existing schools for Hamilton-Wentworth District School Board. The guidelines describe learner -centered settings which range from specialized to multi-purpose, from formal to informal and from physical to virtual. Learning spaces must be designed around the patterns of human interaction that respond to the many ways students learn. All learning spaces will have access to natural light and wireless network access will be available on demand.

As an inclusive community, HWDSB will ensure spaces are identified in all locations to support the required practices or tenets of religion as per current HWDSB policies.

Glossary of Terms and References

Balanced Curriculum: A balanced curriculum includes literacy, numeracy, the Arts (music, dance, and drama), science and technology, geography, history, health and physical education, and social skill development. These subjects comprise the learning expectations as laid out by the Ministry of Education.

Inclusion:

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.

Individual Education Plan (IEP): A written plan describing the appropriate special education program and/or special education services to be received by a student with special education needs.
(www.hwdsb.on.ca/programs/specialed/iep)

Special Education Services: Provides supports such as Psychological Services, Communication Services, Autism Services, and Social Work Services to students with special education needs.
(www.hwdsb.on.ca/programs/specialed)

Specialized Programs: Unique and innovative learning programs designed to engage students with differing educational interests. These courses are consistent with the Ontario Curriculum and provide specialized learning opportunities, adding depth and intensity. These can build a broad range of skills while enhancing character development, academic achievement, and leadership development. The programs may include the arts, environmental studies, fitness and wellness and languages. (www.hwdsb.on.ca/programs/oyap)

Parent and Community Engagement Report

Executive Summary June 3, 2015

“There are many ways parents make a difference in their children’s success at school. Parents who talk with their children about their day at school or who make sure there is a quiet place to do homework or who serve on school councils or who volunteer on school trips are all examples of engaged parents. Parent involvement that is focused on student learning has the greatest impact on student achievement. Ken Leithwood, in fact, has suggested we need to think about *shifting our focus from “how to get more parents into the school to how we can support them at home,” where he says, “half of the achievement we’re responsible for as educators happens.”* (Webcasts for Educators, 2012) (Capacity Building Series, K-12, Parent Engagement)

The 2014 – 2015 *Parent and Community Engagement Action Plan* focused on the essential components of:

- Policy Development
- Positive School Climate -Tiered Approach to Engagement
- Parent Voice
- Community Engagement in Support of Achievement, Engagement and Equity

Progress in these areas are reflected in this report. Detailed appendices reflecting these areas are included as follows:

Appendix A – Parent Engagement Policy
 Appendix B – Parent Voice Survey Summary Data
 Appendix C – Community Engagement Policy
 Appendix D – Community Engagement Report Card
 Appendix E – Volunteer Policy
 Appendix F – Parent Engagement Toolkit Summary
 Appendix G – Summary of Parent Engagement Project with Ken Leithwood
 Appendix H – Samples of School Level Engagement
 Appendix I – Samples of System Level Engagement
 Appendix J – Transforming Learning Everywhere – North Engagement
 Appendix K – Parent Reaching Out Grants
 Appendix L – Community Engagement Framework
 Appendix M – Priority School Activities
 Appendix N – Process to Streamline Engagement
 Appendix O – Examples of Community Engagement Impacting Student Achievement and Well-Being



Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: Parent and Community Engagement Report

To: Pam Reinholdt, Interim Director of Education

From: Executive Council

Date: June 3, 2015

Organizational Alignment

- **Strategic Direction:**
 - HWDSB will achieve high levels of parent engagement in our school communities
 - HWDSB will maintain and strengthen collaborative relationships with community partners
 - **Annual Operating Plan:**
 - Knowing our parents and community
 - **Director's Performance Appraisal:**
 - Create opportunities to improve Student Achievement and well-being through effective parent and community engagement.
 - Implement all transition processes effectively in order to enhance and promote student achievement and well-being and positive parent and community engagement
-

(Note: the use of parent in this report is intended to be inclusive term representing parents, guardians and caregivers)

Overview/Context

Parent and community engagement continue to be a priority in Hamilton-Wentworth District School Board. "Knowing our parents and community" are clearly articulated as expectations within our 2014/15 Annual Operating Plan. "There are many ways parents make a difference in their children's success at school. Parents who talk with their children about their day at school or who make sure there is a quiet place to do homework or who serve on school councils or who volunteer on school trips are all examples of engaged parents. Parent involvement that is focused on student learning has the greatest impact on student achievement. Ken Leithwood, in fact, has suggested we need to think about *shifting our focus from "how to get more parents into the school to how we can support them at home," where he says, "half of the achievement we're responsible for as educators happens."* (Webcasts for Educators, 2012) (Capacity Building Series, K-12, Parent Engagement)

Provincially, this focus is embedded in:

- 2012 Ontario Leadership Framework (System Level and School Level Leadership)
- School Effectiveness Framework (for school self assessment)
- Ministry Parent Engagement Policy, 2010

2014 – 2015 Parent and Community Engagement Action Plan

<u>Expectations (from DPA)</u>	<u>Essential Component</u>	<u>Areas of Focus</u>
Create opportunities to improve Student Achievement and Well-being through effective parent and community engagement	Policy	Finalize the Parent Engagement Policy and the Community Engagement Policy as a subset of the Engagement Pillar Policy by October, 2014. Finalize the Volunteer Policy by October, 2014. Begin implementation of the notes policies.
	Positive School Climate - Tiered approach to parent engagement	Provide support for schools parent engagement initiatives including capacity building around effective engagement. All schools engage a selected group of parents in an effective way. Enhance outreach to new comers and members of the diverse community Gather systemic data on Tier 3 engagement and impact at the school level.
	Parent voice	Collect parent voice data using the Parent Voice Survey and community-based focus groups. Support schools in digging deeper into their Parent Voice data as part of their positive school climate work.
	Community Engagement in Support of Achievement, Engagement and Equity	Community Engagement Report Card is implemented. Community is engaged in our schools in support of our Annual Operating Plan. Two targeted initiatives will be established to engage community in support of our work. A simplified partnership process is established.

The *2014 – 2015 Parent and Community Engagement Action Plan* focused on the essential components of:

- Policy Development
- Positive School Climate -Tiered Approach to Engagement
- Parent Voice
- Community Engagement in Support of Achievement, Engagement and Equity

Progress in these areas will be reflected in this report.

POLICY DEVELOPMENT

What We Did

In September, 2014, Trustees approved the Parent Engagement Policy (Appendix A) as a subset of the Engagement Pillar Policy. The stated purpose of the Policy is that “Hamilton-Wentworth District School Board (HWDSB) believes in supporting student success and well-being. We do this by having parents actively involved in their children’s success.” As a measure of the Intended Outcomes of the Policy, our HWDSB Parent Voice Survey (Appendix B) was revised and administered in early 2015. With our revised survey grounded in the Policy Outcomes, this year’s survey administration will act as baseline data for subsequent years.

Also in September 2014, Trustees approved the Community Engagement Policy (Appendix C) as a subset of the Engagement Pillar Policy. The stated purpose of the Policy is that “Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and wellbeing, and to strengthen the community.” In order to measure the Intended Outcomes of this Policy, staff have developed a Community Engagement Report Card (Appendix D) which is currently being piloted, and is scheduled for full implementation in Fall 2015. This tool will gather baseline data on how effectively we are engaging our community partners.

Supporting parent and community engagement is a critical role of volunteers. Our revised Volunteer Policy (Appendix E) was approved in November 2014 and a related Policy Directive was developed in March 2015. This Policy is grounded in the stated purpose that “Hamilton-Wentworth District School Board (HWDSB) recognizes the important role of Volunteers within its organization. HWDSB believes that Volunteer contributions enrich student educational experiences and contribute to more effective partnerships between a school and its community.” During the year, our Parent Voice Survey was revised, to gather information from parents related to volunteering and our Student Voice Survey was revised to gather data on the types of extra-curricular activities that students would like to participate in at their schools.

What We Learned/Next Steps

When policies are developed an important part of implementation is looking at the best way to measure the achievement of the Intended Outcomes. The analysis of our baseline data from our Parent Voice Survey, Community Engagement Report Card and Student Voice Survey will identify our strengths and successes and provide us with meaningful data upon which to target our work.

The work outlined in this report reflects the ongoing implementation of our Engagement Policies. In addition, staff are focusing attention on the implementation of the Volunteer Policy and the

development of material to support the schools with the Policy, including standardized volunteer training.

POSITIVE SCHOOL CLIMATE – TIERED APPROACH TO PARENT ENGAGEMENT

What We Did

Within HWDSB we support parent engagement in three tiers. The first tier is engagement for all parents. This takes the form of traditional parent nights and generally involves parents coming into the school. The second tier involves the engagement of some parents who are usually “connected” for a specific purpose, for a single event or time. This would include Grade 9 information nights for parents of children in Grade 8. The third tier is for a few parents. This involves engaging a small group of parents in a specific way, with the agenda determined by the parents. While support is provided for all tiers of parent engagement specific attention has been given to Tier 3 engagement in our schools. All elementary and secondary schools continue to focus on engaging a small group of parents, in a deep and meaningful way, with a goal of impacting student achievement and well-being. HWDSB also participated in a provincial study on the impact of Tier 3 parent engagement.

Last spring, as part of Organizational Leadership Meeting learning time, school administrators were introduced to a “Parent Engagement Toolkit.” (Appendix F) This kit provided a number of resources that could be used by schools to engage at all three tiers. Principals also had the opportunity to share examples of their Tier 3 engagement with colleagues as a model for possible further engagement. In September, administrators received a further “briefing” on Tier 3 engagement with an opportunity for dialogue in small groups. HWDSB Positive School Climate consultants provided support to other consultants (e.g. ESL Consultant) as well as responsive support to schools as part of their Positive School Climate – Parent Engagement work. In addition, parents were invited to be part of their Positive School Climate teams this year.

Work with schools has focused on the parent engagement principles that were learned by being part of Dr. Ken Leithwood’s Parent Engagement Project (Appendix G).

In our continuing efforts to learn about the impact of engaging, our parent engagement efforts focused on transforming the lives of a few students by working closely with a targeted group of parents in a deep and meaningful way in support of student achievement and well-being. The purpose of the engagement has been to ultimately impact parental aspirations and expectations for their child.

In 2014/15, schools were asked to identify 15 – 20 students who would benefit from this type of parent engagement as part of their school improvement work. The expectation was to keep the numbers manageable in order to learn from this engagement and to consider the guiding principles in selecting their group.

Guiding Principles of Tier 3 Parent Engagement (based upon our learning and research):

- Parent engagement is about building relationships, maintaining seamless connections between the school and the home; **personal contact** is essential.
- Engagement will be more likely if the work **connects** to something that is already being supported or if the parents have a **common** experience.
- The parent’s wants and needs should lead the direction of the group – ask them **what they want** and work to meet those requests.

- Remove barriers to create a welcoming and inclusive **environment**.
- Engagement is not necessarily about parents coming into the school, but having parents **involved** in their child's learning.

Schools were invited to contribute their parent engagement approaches to a digital resource contained within our HWDSB HUB (Desire to Learn) platform. Samples of approaches submitted are included in Appendix H. School level engagement for all parents is important because it creates a connection between the home and the school and builds confidence in public education. In support of opening the walls of the classroom to parents, schools often used School Council meetings as a starting point for the conversation (Appendix H).

At the system-level, staff also engaged in targeted outreach in a number of areas (Appendix I). One example includes the Sir John A Macdonald, Young Parent program. As the result of a grant application, this classroom sees new parents engaged in learning with their newborn child at the centre. Supported by a teacher and designated early childhood educator, this program is driven by student learning needs, connected to their child's development, and where the curriculum is wrapped around the student in a responsive way. Community partners, including City of Hamilton Public Health, play a key role in ensuring that the learning is matched to the needs of the students. The majority of the students enrolled in the program were not attending school prior to the creation of this class.

As part of Transforming Learning Everywhere (TLE) parents in the North schools were engaged in targeted learning based upon their communicated needs (Appendix J).

School staff continue to support the application process for Parent Reaching Out (PRO) grants as well as the initiatives taken on by schools as a result of successful grant applications (Appendix K).

During 2014/15 staff finalized a resource document that was created in collaboration with the Hamilton Centre for Civic Inclusion. This resource is designed to support schools in reaching out to newcomer communities. The document is currently undergoing a final edit. In addition, staff continued to schedule newcomer engagement opportunities with agendas determined by the participants. SWIS (Settlement Workers in Schools) and ESL teachers played a key role in direct invitations to parents.(Appendix I) In addition, all ESL teachers will receive resources and capacity building on parent engagement at the school level.

What We Learned/Next Steps

Our parent engagement work must be ongoing and we must reflect and learn from strategies that we try. We need to use our virtual learning space (The HUB) to share successful approaches across the system. This work must be embedded in the approach of all capacity builders and ongoing learning opportunities are needed for school administrators. We need to consider how we can take our Tier 3 principles and shift those approaches to Tier 1 and 2 over time. This shift will allow us to then focus on another Tier 3 audience so that the process builds capacity over time.

Tracking school-based parent engagement and its impact on student achievement continues to be a challenge because the impact is not always immediate. How to determine impact will be further explored with the support of the E-Best department.

The importance of the school/system being responsive to parent learning needs is further evidenced through the Sir John A Macdonald Young Parent Program. Student attendance,

engagement and achievement are all positive at this stage. Building on the approach of this program, Community and Continuing Education is investigating the launch of a similar program for parents between ages 18 – 25 in partnership with the City of Hamilton.

Engaging parents in understanding TLE will continue to be a focus in “pilot” and “non-pilot” school communities. We also need to continue to identify approaches to engaging our newcomer parents.

PARENT VOICE

What We Did

Parent voice is an important part of our work related to creating positive school climates. The Parent Voice Survey has undergone revision to better align questions with the type of engagement which impacts student achievement. In addition, the questions connect to family educational culture and positive school climates. The survey also includes questions related to volunteering, as a measure connected to the Volunteer Policy. This survey provides us with both school level and system level data. This information will provide schools with an additional data set to inform their School Improvement Plan.

Our 2014/15 Parent Voice Survey had the highest response rate to date with 1519 parents responding. Detailed data is found in Appendix B.

We also administered our annual “child care needs” survey to parents whose children are in (or will be in) Kindergarten in September, 2015. This annual survey helps to inform our needs for extended day programs.

The Board of Trustees is currently reaching out to parents and community, providing an opportunity for reflection and comment on the 2010 – 2015 Strategic Directions, as the first stage of a three stage consultation process. Targeted opportunities for Board Advisory Committees, Home and School and School Councils have been provided as well as general, face to face sessions for parents. Our strategies connected to best practices for engaging newcomer parents will be utilized in these sessions.

What We Learned/Next Steps

Revisions to the Parent Voice Survey made the survey more “user friendly” and yielded a greater response rate. Those who responded to the survey are generally very engaged. We need to consider whose voice we are not hearing and how we can gather that currently silent voice.

We know that parents speaking with their children about school is an important engagement activity. Our data would suggest that parents do speak with their children about school but that they are not always aware of what their child is learning. Knowledge of the curricular content is an effective conversation starter so we need to consider ways of making the “walls” of the classroom more transparent.

Parents want to learn more about the digital tools that are being used in the classroom and how they improve learning. There is a need to support parents around how digital tools are being used in the classroom and how they accelerate learning. Learning sessions in the North will continue for parents. In addition, the Parent Involvement Committee is currently drafting a “learning series” on Transforming Learning Everywhere (TLE) for parents.

There is a need to consider parent and student responses related to School Climate for consistencies and differences. Positive School Climate teams will be supported in that work in the 2015-16 school year.

Parents know who to contact at the school if they have a question, however they generally don't have "good news" communications with the school. This is an area to focus on so that communications are proactive and positive.

Based upon the "child care needs" survey we will be opening one new Before and After School Program in September 2015. This will result in 78% of elementary schools providing the opportunity for an on-site extended day program.

COMMUNITY ENGAGEMENT IN SUPPORT OF ACHIEVEMENT, ENGAGEMENT AND EQUITY

What We Did

Community engagement in support of student achievement and well-being is the work of many individuals within Hamilton-Wentworth District School Board. We continue to collaborate and work with our community in support of student achievement and well-being. This engagement brings community into the classroom and takes the classroom into the community in support of achievement, engagement and equity.

As a measure of community engagement, staff developed our first Community Engagement Report Card (Appendix D). While our Parent Voice Survey, targets our parent population, this tool targets our community partners, those that we are in a relationship with in support of student achievement and well-being. This tool supports "knowing" how we are doing in the key areas of:

- Relationships
- Community Voice
- Communication
- Involvement
- Navigation
- Schools as Hubs

This tool is currently in a pilot stage where we are gathering data on the "user friendliness" of the tool.

In addition, staff have drafted a Community Engagement Framework (Appendix L) which combines HWDSB Community Engagement Policy Outcomes and a continuum of engagement approaches used by the International Association of Public Participation (IAP2). This tool will provide a reflective opportunity for key HWDSB priorities. For each priority, staff will reflect on our current approach to engagement and the outcomes of that engagement. This will support identifying gaps and planning strategies for improved engagement practices. As IAP2 is a specific program which supports engagement, staff are currently reaching out to other Boards who have utilized the approach to determine the impact on their engagement before committing to formal training.

A variety of HWDSB staff are currently engaged in provincial and local tables designed with a focus on schools as community hubs. These tables have a shared goal of determining an approach to providing integrated services in an accessible way. These tables include:

- Family Support Program Table
- Mental Health Community Table
- Special Needs Community Strategy

In addition, HWDSB staff are collaborating on a response to the recent Provincial request for input to the Premier's Advisory Committee on community hubs.

Supporting community access to activities outside of the school day is the Priority Schools Initiative funding provided by the Ministry of Education and intended to eliminate rental fees and provide priority access to school space for not-for-profit groups in priority neighbourhoods. Priority Schools Initiative funding allows HWDSB to provide space to community groups in twenty-five priority schools. Through the provision of space and HWDSB's commitment to developing relationships with groups who demonstrate an interest in developing opportunities in priority neighbourhoods, students are supported with free or low-cost programming and social networking opportunities that promote improved achievement and well-being. Hamilton-Wentworth District School Board and its priority schools are committed to creating a culture of equity, inclusion and collaboration, where schools are made available as hubs for their communities.

For 2014-15, seventeen free after-school programs operate in HWDSB priority schools (Appendix M). These programs contribute to overall student achievement, wellness and create youth engagement opportunities, in areas such as physical activities, nutrition activities, healthy snack preparation, hygiene activities, communication skills, homework help and arts activities. In addition to subsidized use of space for organizations who offer free after-school programs in priority schools, HWDSB staff provide organizations including the Boys and Girls Clubs of Hamilton, the YMCA of Hamilton/Burlington/Brantford, YWCA Hamilton, Wesley Urban Ministries, and Hamilton Association for Residential and Recreational Redevelopment Programs (HARRRP) with on-going support through the sharing of program activity resources, facilitated shared use of space of our facilities, arranging for facility resources that help to support program activities, and building relationships between school and program staff to mutually benefit the support of our students through after-school programming.

Staff also introduced a simplified process for linking community opportunities with schools (Appendix N). This process tracks opportunities to ensure equity of opportunity and access, while ensuring that the engagement aligns with curriculum, the annual operating plan and/or the strategic directions. Two engagement opportunities that were aligned with school and system needs included our relationships with Start 2 Finish and No. 9 – Imagining My Sustainable City (Appendix O).

What We Learned/Next Steps

The current "pilot" of our Community Engagement Report Card is designed to refine the tool and ensure that it captures data in a purposeful format. The feedback from partners participating in the pilot will be used to revise the tool prior to full implementation in Fall 2015. The data from full implementation will be used to identify gaps and areas of focus.

Staff will continue to investigate the potential connection of the IAP2 Continuum to our Engagement Framework as a means of reflecting on the impact of our engagement and identifying any gaps. This will help to align our engagement to the outcomes of our Community Engagement Policy.

The model of schools as HUBS will continue to be a focus as staff engage at a variety of tables on the development of HUBS within our community. The philosophy of SCHOOLSPLUS will be considered in this work.

2015 – 2016 Parent and Community Engagement Action Plan

Essential Component	Strategies (What We Will Do)	Evidence (Anticipated Outcomes)
Policy	<ul style="list-style-type: none"> Support school administrators in the implementation of the Volunteer Policy through tools, support materials, and training Create a “Volunteer Handbook” for volunteers Develop and implement a volunteer tracking system in order to measure the number of volunteers and the volunteer activities 	<ul style="list-style-type: none"> Principals have a greater awareness and are implementing the new policy A baseline of the number of volunteers and the volunteer activities is established and communicated
Positive School Climate – Tiered Approach to Parent Engagement	<ul style="list-style-type: none"> Provide support for school-level parent engagement initiatives including capacity building with administrators, system principals, consultants and positive school climate teams All schools adopt approaches to enhance communication between the school and home (Tier 1) All schools engage a selected group of parents (Tier 3) in an effective way, with a focus on <i>supporting parents in the home</i> 	<ul style="list-style-type: none"> Parent voice survey shows improvement in positive, good news communication from the school Parent voice survey shows parents have an increased understanding of what is being taught in the classroom Tier 3 engagement approaches gathered for each school demonstrate a focus on supporting parents in the home
Parent Voice	<ul style="list-style-type: none"> Positive School Climate teams are supported in analyzing their parent voice data to inform their Continuous School Improvement Plan Alternative ways for parents to provide voice are developed and piloted 	<ul style="list-style-type: none"> Schools align their Tier 1 or 3 focus with their parent voice data (as per above) An increase in the number of parent voices and barriers to providing voices are identified An increase in newcomers providing voice

<p>Community Engagement in Support of Achievement, Engagement and Equity</p>	<ul style="list-style-type: none"> • Community Engagement Report Card is piloted and the data is analyzed to determine gaps and potential areas of focus • Staff investigate the potential use of the International Association for Public Participation Engagement (IAP2) Continuum as part of our Engagement Framework • Engagement Framework is piloted for key Strategies • Community partners are “recruited” in support of providing volunteer opportunities for HWDSB secondary students 	<ul style="list-style-type: none"> • Baseline datasets are established and gaps inform areas of focus • Community Engagement Framework is finalized and integrated across departments • “Hour Republic” database for student volunteer hours is populated with opportunities



Policy No. 2.9
Parent Engagement

Date Approved: Sept. 2014
Projected Review Date: Sept. 2018

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in supporting student success and well-being. We do this by having parents actively involved in their children's success.

GUIDING PRINCIPLES:

Parents are:

- Welcomed, encouraged, respected, recognized and valued as collaborative partners in their children's learning and development.
- Involved through different ways that reflects our schools' diverse communities.
- Supported in their role as parents including their children's learning at home and at school.
- Recognized as assets whose input is responded to quickly and used when appropriate.
- Recognized and celebrated within schools and at the Board.
- Encouraged to share their ideas at the classroom, school and system level.
- Involved through the guidance of the Hamilton Parent Charter including the right to:
 - be respected;
 - get information in a timely manner;
 - be heard;
 - get help;
 - be involved;
 - be safe
 - ask questions about decisions
- Encouraged to share their views through:
 - The Parent Involvement Committee
 - The Special Education Advisory Committee,
 - Board Community Advisory Committees,
 - School Councils
 - Home and School Associations.

INTENDED OUTCOMES:

HWDSB and all its schools will:

- Ensure there are opportunities for parents to give input about their children, the school and the system. This will be done in a safe, accepting, inclusive and healthy learning environment.
- Communicate with parents in a friendly and ongoing timely manner.
- Seek to have all parents involved in their children's education. We will do this by
 - identifying and removing barriers that prevent parents from being engaged
 - providing information about their children's education when needed
 - providing information in a way that meets their needs
- Help parents understand how HWDSB operates and how to support student learning at home by providing
 - learning opportunities
 - resources
 - supports
- Support parents to get the skills and tools they need to be fully involved in their children's education and the life of their school.
- Review and expand communication and outreach plans. This will help the HWDSB ensure that support and communication to parents and students is effective.
- Ensure that all committees have a meaningful role in supporting student success, well-being and learning. These committees include
 - The Parent Involvement Committee
 - The Special Education Advisory Committee
 - Board Community Advisory Committees
 - School Councils
 - Home and School Associations

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals

TERMINOLOGY:

Hamilton Parent Charter: A Parent Charter outlines the standard of how parents should expect to be treated in their dealings with health, early childhood education, schools and other community service providers.

Parent: This includes parents, guardians and caregivers.

Parent Engagement: Student success happens when parents are actively involved in their children's learning. Hamilton Wentworth District School Board (HWDSB) seeks appropriate ways to inform, support and involve parents. Parents are encouraged to

- help their children with their learning
- advocate for their child
- be on school councils, home and school associations, committees (school and board)
- speak to and meet with teachers
- volunteer in the classroom or on school trips
- provide feedback to help inform planning and decision making at the school and system level

ACTION REQUIRED:

The Ministry of Education has 4 strategies to help schools involve parents. This is called the "Parent Engagement Framework". Using these four strategies, the Board and school staff will look at ways to involve parents in student success.

The four strategies are

1. School Climate
2. Eliminating Barriers
3. Supports for Parents
4. Parent Outreach

- School Climate is about making the school experience positive. It is where all parents can share their ideas and be heard, valued and encouraged.
- Eliminating Barriers is about finding why parents are not involved and removing anything that may stop them from being fully involved. This includes having schools reflect the diversity of students and communities.
- Supports for Parents is about giving parents skills, tools and knowledge to support their children's learning at home and in school.
- Parent Outreach is about seeking the best way to communicate with parents. This may involve local workshops, presentations, tools, and resources that support learning at home and parent engagement in schools.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure there are opportunities for parents to give input about their children, the school and the system. This will be done in a safe, accepting, inclusive and healthy learning environment.	Parent Voice Survey Positive School Climate Survey HWDSB Public Consultation Data

Intended Outcome	Assessment
Communicate with parents in a friendly and ongoing timely manner.	Parent Voice Survey
Seek to have all parents involved in their children's education	Parent Voice Survey
Help parents understand how HWDSB works and how to support student learning at home	Parent Voice Survey Other Surveys (where appropriate)
Support parents to get the skills and tools they need to be fully involved in their children's education and the life of their school.	Parent Voice Survey
Review and expand communication and outreach plans. This will help the HWDSB ensure that support and communication to parents and students is effective.	Parent Voice Survey
Ensure that all committees have a meaningful role in supporting student success, well-being and learning	Focus Groups School Council Annual Report to the Community The Annual Parent Involvement Committee Report

REFERENCES:

Government Documents

Ministry of Education Parent Engagement Policy
 Regulation 330/10: School Councils and Parent Involvement Committees
 Regulation 612/00: School Councils
 Regulation 613/00: Operation of Schools
 Education Act

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Engagement Pillar
 Naming/Renaming a School in Whole or in Part
 Fundraising
 Pupil Accommodation Review
 Volunteer
 Educational Excursions

Other Documents

City of Hamilton/Best Start Network Parent Charter (Endorsed by Trustees in 2012)

Who did we hear from?

1519 parents/guardians/caregivers completed the survey.
87% of them had children in elementary school.

Most parents/guardians/caregivers learned about the survey by email from their child's school (39%) or from the board website (26%).

81% of parents/guardians/caregivers said they were aware of how to be involved in their child's school, and 49% indicated they volunteer at their child's school community.

How do parents/guardians/caregivers support their child's learning?



97% - Talk with their child about school



91% - Help with homework



89% - Attend parent-teacher night



88% - Attend school events



79% - Talk with their child about his/her goals



76% - Read to their child



73% - Share information about their child with school staff

What do parents/guardians/caregivers know about their child's learning?



84% agree or strongly agree that they have the skills to help their child use digital tools to learn at home



75% indicated they would like to learn more about the digital tools their child is using at school



70% agree or strongly agree that using digital tools in the classroom will help their child learn



73% of respondents always believe their child can be successful at school



52% of respondents are aware of the homework their child has



44% of respondents are often aware of what their child is learning at school



Parent Voice Survey 2014-2015

Highlights of Findings



This year's Parent Voice Survey, conducted in January and February 2015, garnered the highest response rate to date for any parent voice survey. A total of 1519 parents completed the survey, with the majority of parents (87%) having children in elementary school.

The majority of parents learned about the survey by email from their child's school (39%) and from the board website (26%).

Parent Engagement

When asked how they support their child's learning, the majority of respondents indicated they:

- Talk with their child about school (97%)
- Help with homework (91%)
- Attend parent-teacher night (89%)
- Attend school events (88%)
- Talk with their child about his/her goals (79%)
- Read to their child (76%)
- Share information about their child with school staff (73%)

When asked about supporting their child's learning at home

- 87% of respondents always ask their child about their day at school
- 44% of respondents are often aware of what their child is learning at school
- 52% of respondents are aware of the homework their child has
- 73% of respondents always believe their child can be successful at school
- 37% of respondents always know where to find materials their child needs to complete assignments

When asked about supporting their child's use of digital tools:

- 70% agree or strongly agree that using digital tools in the classroom will help their child learn
- 84% agree or strongly agree that they have the skills to help their child use digital tools to learn at home
- 75% indicated they would like to learn more about the digital tools their child is using at school

School Climate Data

Questions posed are similar to those asked in the Positive School Climate Survey. Schools will be able to use this data and compare it to data from their students.

For example, 81% of parents indicated that their child's school is a safe place. This is compared to 70-78% of students (across elementary and secondary) who stated in 2013-2014 that they feel safe at their school. Respondents reported that Verbal (71%) and Social (69%) bullying are the most common forms of bullying experienced by their children. This aligns with what students reported in the 2013-2014 Positive School Climate Survey.



Parent Voice Survey 2014-2015 Highlights of Findings



Parent Communication

The majority respondents knew who to contact at the school if they had a question (68%) and reported that the school provided them with the information needed (65%). Only 7% of respondents indicated that their school often or always contacts them when their child has done something well. Respondents also reported that updates on their child's academic progress are only sometimes (41%) provided.

Volunteering:

81% of respondents indicated they were aware of how they can be involved in their child's school community, while 49% of parents indicated they volunteer at their child's school community.



Policy No. 2.8**Community Engagement**

Date Approved: Sept. 2014**Projected Review Date: Sept. 2018****PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and well-being, and to strengthen the community.

GUIDING PRINCIPLES:

HWDSB will:

- Welcome, encourage, respect, recognize and value community members as partners in student success and well-being.
- Work with community agencies, organizations and public bodies to use and strengthen schools as community hubs that support student success and well-being.
- Strive for open and inclusive processes which value stakeholder input and participation.
- Strengthen the community through involvement as aligned with HWDSB Strategic Directions.

INTENDED OUTCOMES:

HWDSB and all its schools will:

- Build relationships (and partnerships) with community members and organizations in support of student achievement and well-being.
- Provide the community with varied opportunities to give input and inform decision-making.
- Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.
- Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.
- Share how the community can communicate and be involved with HWDSB.
- Involve the community in ways which reflect the diversity of our community.

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals and service leaders

TERMINOLOGY:

Collaboration: Is working with others to do a task and to achieve shared goals

Communication: This is the ongoing discussion with all stakeholders, so that they have a role in planning and decision making within the education system.

Community Involvement: This is the way community members are involved with HWDSB/schools to improve student success and well-being.

Community Engagement Report Card: This is a tool that helps us set and measure goals to show the process of community involvement, practices and activities.

Community Hub: This is having programs and services right at the heart of the community which allows communities greater access to and make the most use of school space.

Community Use of Schools Report Card: This is a tool that helps report on how well we are meeting our goals and using school space.

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

Participation: This refers to the different ways the public can share their opinions.

Stakeholders: These are our parents, community partners, schools, board and all others involved or affected by what we do.

ACTION REQUIRED:

In order to provide responsive support to schools, departments and community organizations, staff will:

- identify needs in support of student achievement and well-being
- follow best practices to identify community stakeholders in support of community involvement
- identify current community involvement taking place in schools and departments
- recognize the vital role of consulting and having two-way communication
- create a process for identifying human and material resources that contribute to community partnerships

PROGRESS INDICATORS:

Intended Outcome	Assessment
Build relationships (and partnerships) with community members in support of student achievement and well-being.	Annual summary of who and where we engage and the impact of the engagement
Provide the community with varied opportunities to give input and inform decision-making	Review of the tools/formats used for communication and consultation.
Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.	Annual Community Engagement Report Card
Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.	Annual Community Engagement Report Card Annual Community Use of Schools Report Card Priority Schools Data
Share how the community can communicate and be involved with HWDSB.	Clear, transparent outline of HWDSB points of contact is accessible
Involve the community in ways which reflect the diversity of our community.	Annual Community Engagement Report Card

REFERENCES:**Government Documents**

Regulation 330/10: School Councils and Parent Involvement Committees
 Regulation 464/97: Special Education Advisory Committees
 Regulation 613/00: Operation of Schools
 Education Act

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Engagement Pillar
 Facilities Partnership
 Naming/Renaming a School in Whole or in Part
 Partnership
 Visual Identity
 Volunteer
 Educational Excursions



Community Engagement Report Card 2014/2015

1. Which of the following best describes the service(s) your organization provides.

(Choose **all** that apply)

- ☐ Arts and Culture
- ☐ Child Care Services
- ☐ Community Sports Group
- ☐ Education Services
- ☐ Employment Services
- ☐ Faith/Religious Groups
- ☐ Family Resource Services
- ☐ Health Services
- ☐ Immigrant and Settlement Services
- ☐ Information/Referral Services
- ☐ Professional Association Groups
- ☐ Recreation Services
- ☐ Social Services
- ☐ Sports Associations/Clubs
- ☐ Other (please specify): _____



Community Engagement Report Card 2014/2015

2. Please indicate the approximate number of people who run programs/initiatives in your organization.

- ☐ Less than 10
- ☐ 10-25
- ☐ 26-50
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ More than 200

3. How long has your organization had a relationship with Hamilton Wentworth District School Board (HWDSB)?

- ☐ Less than one year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ More than 10 years



Community Engagement Report Card 2014/2015

Community Engagement

Many agencies work with us in a number of ways, through a number of programs. Please fill out a separate report card for each of the programs/initiatives you run with HWDSB.

4. Describe the group that participates in your organization's program/initiative through HWDSB. (Choose **all** that apply)

- ☐ Elementary school students
- ☐ High school students
- ☐ Adult learners
- ☐ School staff
- ☐ HWDSB parents/guardians/caregivers
- ☐ Community members and/or groups
- ☐ HWDSB service departments (e.g., Athletics, Corporate Communications, Early Years, E-BEST, Engagement, Facilities, Finance, IIT)
- ☐ Other (please specify) _____



Community Engagement Report Card 2014/2015

5. Please indicate to what extent you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My experiences working with HWDSB have been positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My experiences working with HWDSB have been respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. HWDSB provides support to my organization when requested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. HWDSB processes are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. HWDSB actively encourages input from community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. It is important to my organization that we are involved in HWDSB's decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Community Engagement Report Card 2014/2015

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. HWDSB adequately addresses barriers that may limit my organization's access to participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. HWDSB provides my organization with access to school facilities that is necessary for us to run our programs/initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. HWDSB makes information available to my organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know how to find the information I need about HWDSB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. It is important to my organization that HWDSB acknowledges when we offer input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My organization feels supported by HWDSB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Community Engagement Report Card 2014/2015

6. How can HWDSB best gather information from your organization? (Choose **all** that apply)

- ☐ Blogs
- ☐ Electronic mail
- ☐ Group meetings
- ☐ In-person meetings
- ☐ Social media
- ☐ Surveys
- ☐ Telephone conversations
- ☐ Website
- ☐ Other (please specify) _____
- ☐ My organization does not wish to provide information to HWDSB.



Community Engagement Report Card 2014/2015

7. Please pick your top 3 preferred ways to receive information from us.

Write them in the boxes provided.

Blogs	Choice #1
Board reports	
Board website	
Community newspapers	
Cultural interpreters	
Electronic mail	Choice #2
Facebook	
Group meetings	
In-person meetings	
Mail	
Newsletter	Choice #3
Open houses & events	
School signage	
School website	
Telephone conversation	
Television	
The Hamilton Spectator	
Twitter	
Videos (e.g., YouTube)	
Other (please specify)	



Community Engagement Report Card 2014/2015

8. Please describe any specific barriers that your organization experiences when working with HWDSB.

9. Please provide us with any additional information that you would like to share.



Policy No. 2.10**Volunteer**

Date Approved: Nov. 2014**Projected Review Date: Nov. 2018**

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes the important role of Volunteers within its organization. HWDSB believes that Volunteer contributions enrich student educational experiences and contribute to more effective partnerships between a school and its community.

GUIDING PRINCIPLES:

HWDSB has a reciprocal relationship with our volunteers, characterized by:

- Supporting the activities of the school while respecting all policies and collective agreements and not replacing the roles of HWDSB staff.
- Recognizing and fostering the contributions of individuals and groups to the learning process.
- Caring and cooperative relationships.
- Promoting the value of being responsible citizens.
- Fostering interaction between and among the school, parents and the school community.
- Providing a caring and safe environment that recognizes the rights and dignity of all persons to be treated respectfully.

INTENDED OUTCOMES:

- Recruit and provide ongoing support for volunteers for activities in the classroom, in the school and at the system level.
- Gather extra-curricular interests from students and identify and recruit volunteers to act as coaches and/or experts.
- Track the number of volunteers, volunteer hours, and types of volunteer activities for recognition.
- Recognize the contributions of volunteers.

- Match volunteers based on their individual skills, abilities, qualifications and interests to the needs of the classroom, school or system.

RESPONSIBILITY:

Director of Education
Members of Executive Council
Principals and Managers/Supervisors

TERMINOLOGY:

Volunteer: An individual who agrees to undertake, without pay, a designated task that supports a student, a classroom, a school, or a HWDSB system initiative. A Volunteer may act as a Coach/Expert for extra-curricular activities if they have satisfied all HWDSB requirements for screening, training and certification.

Student Volunteer: A Volunteer who is a HWDSB student. For avoidance of doubt, in accordance with the Ministry of Education's requirements and subject to applicable exceptions, the following volunteer activities of students shall not apply towards Community Involvement Hours:

- 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.

Extra-Curricular Non-staff Volunteer: A Volunteer who is not an employee of HWDSB who volunteers to support extra-curricular activities, who has satisfied all HWDSB requirements for screening, training and certification, and who may act as an Advisor or Coach/Expert.

Supervision: The overseeing of an activity for safety, guidance, regulation or direction.

Advisor: A HWDSB staff person or an Extra-Curricular Non-Staff Volunteer who provides supervision over an extra-curricular activity.

Coach/Expert: A HWDSB staff person or an Extra-Curricular Non-Staff Volunteer who provides direct instruction or expertise related to a specific extra-curricular activity. In addition, Coaches have completed any training and certification as required by the Ontario Physical and Health Education Association (OPHEA) or any recognized athletic governing authority.

ACTION REQUIRED:

The **recruitment** of volunteers is the responsibility of the school Principal (at the school level) or system manager (at the system level) with support from the appropriate HWDSB department.

The **selection** of volunteers is the responsibility of the school Principal (at the school level) or system manager (at the system level).

The selection process includes providing individuals with a clear understanding of their roles and responsibilities. The Director/Executive Council will support this policy through the development and implementation of the following supports:

- Recruitment of Volunteers
- Background check of Volunteers (Vulnerable Sector Screening)
- Training and/or orientation, including any requirements of the Freedom of Information Act, Board policies, directives and provincial legislation
- Retention of Volunteers
- Volunteer recognition
- The dismissal of Volunteers, if required

Where the opportunity exists for a student to be a volunteer in HWDSB, the student is required to fulfill the requirements of a volunteer outlined in the Policy. Principals are encouraged to support student leadership development through the appropriate matching of student skills and interests with school volunteer needs.

Non-Staff volunteers may supervise extra-curricular activities at the discretion of the school Principal, in consultation with the school Superintendent.

The following activities may **not** be run without the direct supervision of Hamilton-Wentworth District School Board staff:

1. Overnight or out of District excursions;
2. Curricular or class-related excursions.
3. Invitational athletic tournaments outside the City of Hamilton. However, athletic competitions that are not part of the regular season of play (exhibition play), can be directly supervised by volunteers;
4. Any HWIAC/SOSSA/OFSAA* events in which the regulations state that a staff/teacher advisor must be present.

- * HWIC – Hamilton-Wentworth Interscholastic Athletic Council
 SOSSA – Southern Ontario Secondary Schools Association
 OFSAA – Ontario Federation of School Athletic Associations

PROGRESS INDICATORS:

Intended Outcome	Assessment
Recruit and provide ongoing support for volunteers for activities in the classroom, in the school and at the system level.	<p>Measure the number of volunteers, on an annual basis, to assess if the amount of volunteers is reflective of the needs of the classroom, the school, and the system.</p> <p>Communication occurs on a regular basis between the Principal, or designate, and the volunteers, to identify needs of the volunteer.</p> <p>A survey, at the conclusion of the volunteer's time at the school, to capture their experience</p>

	and determine school, or system needs to support volunteers.
Gather extra-curricular interests from students. Identify and recruit volunteers to act as coaches and/or experts.	Data from Student Voice Survey identifies extra-curricular activities of interest. Interests identified are offered.
Track the number of volunteers, volunteer hours, and types of volunteer activities for recognition purposes.	Tracking systems are developed and implemented.
Recognize the contributions of volunteers.	Volunteer recognition on an annual basis.
Match volunteers based on their individual skills, abilities, qualifications and interests to the needs of the classroom, school or system.	Satisfaction levels within the volunteer survey.

REFERENCES:

Government Documents

Education Act

Municipal Freedom of Information and Protection of Privacy Act

Volunteers in Your School: Practices and Screening Procedures – Halton District School Board

Physical Education Safety Guidelines

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

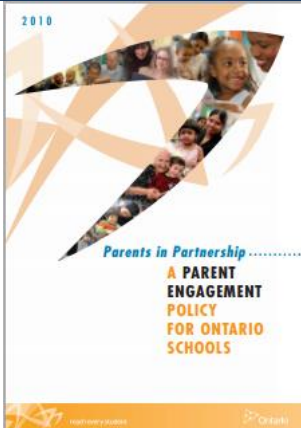

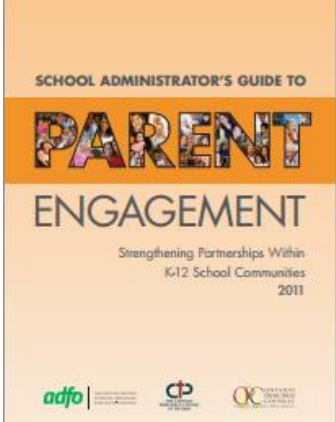

HWDSB Policies

Engagement Pillar

Educational Excursions

Parent Engagement Resources Link Bundle

All links found below are bundled together here → <http://bit.ly/PElinks>

		<p><i>Parents in Partnership</i></p> <p><i>A Parent Engagement Policy for Ontario Schools</i></p> <hr/> <p>http://bit.ly/PEpolicy</p>
		<p><i>Building Parent Engagement</i></p> <p><i>Parent Tool Kit, Parent Toolkit: Teen Edition and Guidebook</i></p> <hr/> <p>http://bit.ly/PEcode</p>
		<p><i>School Administrator's Guide to Parent Engagement</i></p> <hr/> <p>http://bit.ly/PEadmin</p>
		<p><i>Co-Producing Learning</i></p> <p><i>The Family Path</i></p> <hr/> <p>http://bit.ly/PEfamilypath</p>



Reading and Writing With Your Child: Kindergarten – Grade 6

(A Parent's Guide)

<http://bit.ly/PEliteracy>

Doing Mathematics With Your Child: Kindergarten – Grade 6

(A Parent's Guide)

<http://bit.ly/Penumeracy>



Making a Difference

A Practical Handbook for Parent Involvement Committee Members

<http://bit.ly/PIChandbook>



Parent Involvement Committee Factsheet

<http://bit.ly/PICfacts>



Parents Reaching Out Grants

<http://bit.ly/PROgrants>



The Capsule Family Gets Involved

Animations and Discussion Guides

<http://bit.ly/PEcopa>

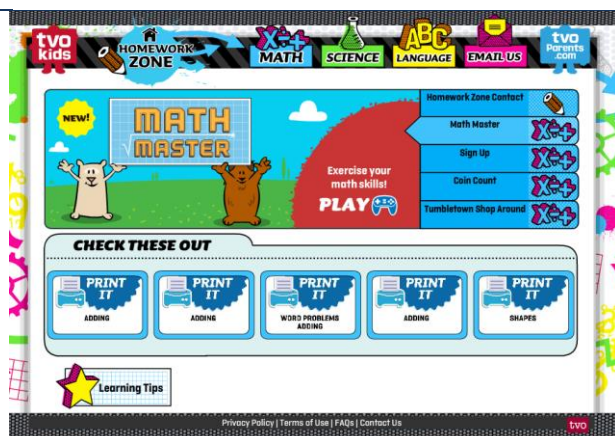
COPA offers a number of original, innovative and practical multimedia resources for parents and schools to help foster parent engagement and help prevent bullying.

These resources are useful for activities for parents, parent councils, parent groups and PIC leaders. They are also useful for school staff.



abc 123: Tips and Tools for Parents

<http://bit.ly/PEabc123>



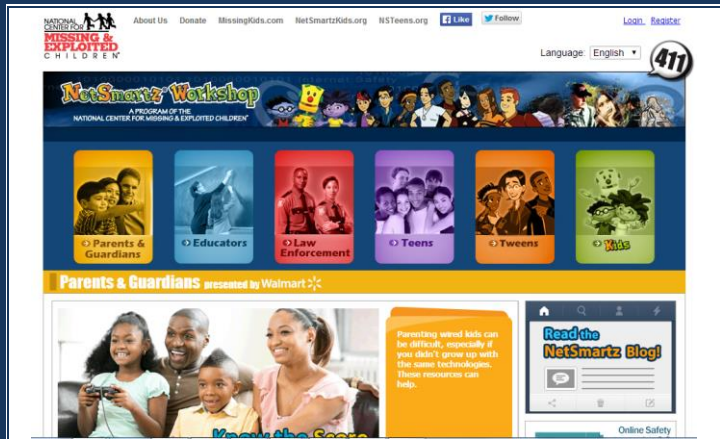

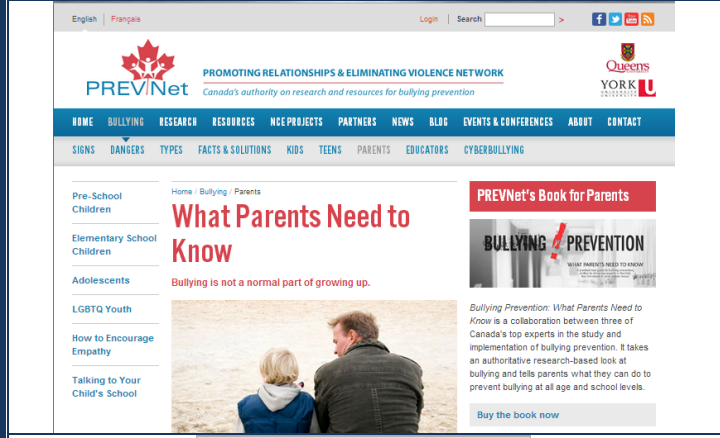
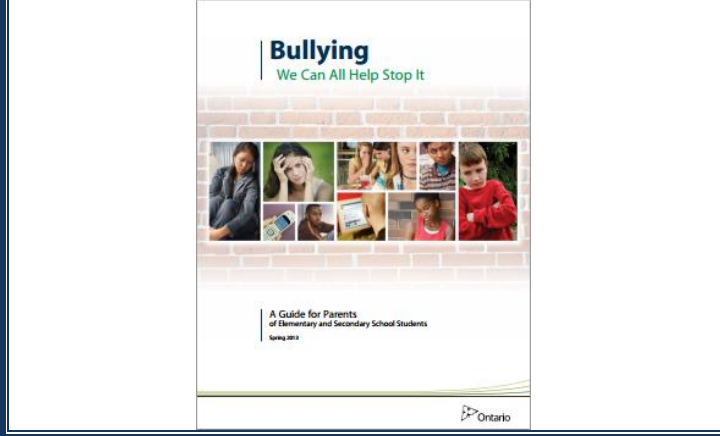
TVO's Homework Zone: Supporting Children's Learning at Home

<http://bit.ly/PEtvokids>



Math Homework Help

<http://bit.ly/PEhomeworkhelp>

	<p>NetSmartz Workshop</p> <p>Internet Safety and Digital Citizenship Information, lessons, and Videos</p> <hr/> <p>http://bit.ly/PEnetsmartz</p>
	<p>The Hamilton Coalition for Bullying Prevention and Intervention</p> <hr/> <p>bullyfreehamilton.ca</p>
	<p>Promoting Relationships and Eliminating Violence Network</p> <hr/> <p>http://www.prevnet.ca/bullying/parents</p>
	<p>Bullying</p> <p>We Can All Help Stop It (A Guide for Parents)</p> <hr/> <p>http://bit.ly/PEbullying</p>

Appendix G – Summary of Parent Engagement Project with Ken Leithwood

Between 2012-2013 and 2013-2014, HWDSB participated in a cross-board project focused on parent engagement initiatives in seven Ontario school boards. The Ministry funded project, led by Dr. Ken Leithwood (University of Toronto), explored interventions school boards were introducing in a small number of their schools to “overcoming the poor levels of achievement persistent among children from families facing significant social and economic challenges”.

Recent research has pointed to three features of family educational cultures that had been found to significantly influence student success at school:

1. Parents’ expectations for their child’s success at school,
2. Forms of communication in the home between children and parents, and
3. Parents’ social¹ and intellectual² “capital” relevant to schooling.

The interventions used by each school board focused one or two of these features as part of their project. HWDSB’s Scholars’ Program was the program included as part of this research initiative.

All school board collected feedback from parents and students. Two different forms of evidence were used to measure student-related outcomes of the projects:

1. A student survey students which measured engagement in school as well as perceptions of the extent to which each of the project goals was being achieved.
2. Report card data including subject achievement data and learning skills data.

Across all school boards, 8 larger lessons were learned (Leithwood, 2015):

1. Productively engaging parents as partners in the education of their children can be hard work. Learning how to do this work well takes significant time and support. Schools and districts embarking on parent engagement efforts, targeted at improving student outcomes, should build in sufficient time and opportunity for staff learning and sometimes for staffs to undergo significant shifts in their attitudes toward the parents with whom they are likely to be working.
2. Efforts on the part of regular school staffs to build parents’ knowledge related to schooling work best when a relatively generous amount of time during meetings, at the outset, is allowed for trust building among parents and between parents and the school staff. HWDSB’s Scholars’ program was thought to illustrate the importance of this lesson in very different contexts.
3. A handful of meetings with parents (e.g., four or five), no matter how well planned and executed, are unlikely to be sufficiently intensive, sensitive to parent perspectives or sustained to have much impact on student-related goals for parent engagement. Initiatives of this type, however, likely provide a good foundation for follow-up initiatives

¹Social Capital is the power and information present in parents’ social relationships that can be used to leverage additional resources helpful in furthering their children’s success at school. Often considered key to the building of social capital are three mechanisms: trust; access to sources of information that promote the common good over individual self-interest and; norms and sanctions within a community that promote the common good over individual self-interest (Leithwood, 2015).

² Intellectual Capital is the knowledge and capabilities of parents with the potential for collaborative action (Leithwood, 2015).

aimed directly. Such truncated initiatives provide the opportunities for learning, attitude change and the starting points for trust building needed to subsequently make a difference for students in partnership with parents.

4. The duration of efforts to engage parents productively in the education of their children may be less important than the intensity and focus of those efforts. Intense efforts within a relatively short period can pay off when they occur either inside or outside the home, as long as they provide direct, practical help to parents in supporting their child's work at school. This lesson is most suitable for efforts that do not depend exclusively for their implementation on regular school staffs.
5. Within any of the broad approaches to parent engagement that might be chosen, effective implementation strategies are likely to be dynamic. To build productive partnerships with parents, schools need to carefully plan their initial contacts but assume that those plans are likely to need changing as their knowledge about parent and student needs grows. Flexibility is a critical quality for schools to bring to their parent engagement efforts, the type of flexibility evident in HWDSB's Scholars' Program.
6. Engaging parents of secondary students and developing partnerships with them in the interests of their children's success at school is typically more complicated – or at the very least, different - than it is with parents of elementary school children. But secondary teachers who are pessimistic initially about the feasibility of developing such partnerships may become strong advocates for the effort with a willingness to persist long enough to make significant progress.
7. While many First Nations parents and children face huge challenges related to poverty and sometimes to location, these parents are highly motivated to improve those conditions in the home which foster their children's success at school.
8. Communications between parents and schools are central to productive parent-school partnerships but there is no one form or even several forms that work well in all circumstances and with all parents. As is done in HWDSB's Scholars' Program, for example, schools should ask their parents what forms of communication work best for them and stay tuned for changes in the answers.

Appendix H – Samples of School Level Engagement

"Primary Student Area of Need" - Self-Regulation & Parent Engagement ***Helen Detwiler***

Idea Generated From: Student Need & Parent Brochure designed by Pearson - Self Regulation & Learning

Created Self-Regulation Committee: Admin Team, Primary Teachers, Instructional Coach & School Council

- Committee planned a Parent Engagement Night supporting our student needs & the brochure

Parent Engagement Night Planning

- Invited all K- 3 Parents (brochures sent home with report cards)
- Provided a family dinner prior to the night
- Guest speakers & Committee presented on Self-Regulation & Parent Strategies
- Parents provided with a take home "tool kit" with the brochure & take home strategies
- Video portion to the Parent Engagement Night included Stuart Shanker's video clips for parents
- Contents within the tool kit were explained to parents & provided for each family
- Child care was offered for the evening the Ontario Early Years centre to ensure parents could attend

Focus & Proposed for Outcomes

- Engaging parents on how to support the development of self-regulation at home
- Making the home-school connection on how self-regulation supports learning skill development
- Feedback cards were provided to all parents to inform us of the effectiveness of the night
- Parents also had the opportunity to self-reflect & commit to their "next best move" at home
- Intent was that parents would leave with a greater understanding of Self-Regulation (through Thinking, Emotions, Academics, Socially) & apply strategies to develop this skill in their child
- Door prizes were offered for families to end the night (Family Night out to the movies)

Key Learnings & Next Steps

- Learnings - Parents responded very well to the quick & easy "toolkit" tips and were eager to apply them at home to support their child
- Next Steps - given the success of the evening we plan to consider planning a similar evening to support our Junior Division Families next year.

Positive School Climate: Tier 3 Parent Engagement Chedoke Elementary School

Theme/Topic/Area of Focus

- Engagement for our Caregivers of Early Reading Intervention Students, specifically Empower and Leveled Literacy Intervention Students

What You Did (and Why)?

- Caregivers were invited to attend observations of their child partaking in Empower and LLI lessons throughout the school year
- Caregivers watched the lesson in small groups of 1-2 caregivers at a time
- At this time, students were able to demonstrate what they have learned in Empower and LLI
- Students were able to teach their caregiver how to use their reading strategies to decode unfamiliar words (i.e., sounding out, word families, peeling out beginning and endings, being flexible with vowels, and looking for small words in big words)
- LRT was able to model for the caregiver how to support their child in using decoding strategies at home
- LRT met with the caregiver before and after the lesson to answer their questions, to ask questions about how reading is going at home, to help the caregiver find ways support their child academically at home, and to validate and honour what they are already doing to support their child at home
- LRT is able to truly capture the caregiver voice when caregivers openly share their own learning story and their personal family stories about reading with their child at home
- LRT and caregiver establish a closer relationship and this one on one time provides a safe caring space where their caregiver can feel valued and is comfortable sharing their questions, concerns, and worries about their child's learning
- This budding relationship empowers the caregiver to feel confident and act a mini-teacher in the home
- Caregivers are able to learn how to read with their child:
 - ways to manage family time to build in snuggle up and read time with their child
 - ways to encourage the child to finger track, to stop and use strategies, to praise the use of these strategies, words to use when children need to use a different strategy, and how to support their child in taking academic risks at home
 - ways to encourage reading games and fun literacy activities (e.g., fun with words on road trips, words around the grocery store, magnet letters on the fridge)
- LRTs who are open, reflective, and compassionate listeners truly build strong and resilient relationships with caregivers and their at-risk children
- Every caregiver has hopes and dreams for their child and caregivers need to know that we are beside them on their academic journey

Impact on Students or Parents

- Students get excited to talk about their “stories” of reading time with their caregiver at home
- Students look forward to reading time at home and love the personal reading time that they get with their caregiver

- Students report feeling validated for their reading efforts and progress at home by their caregiver
- Students feel excited to get new stories sent home because they are eager to show off their learning to their caregiver
- Caregivers report that when reading with their child at home, they feel more confident and comfortable with supporting their child with their nightly reading routine
- Caregivers report feeling proud of their child and their hard work and efforts in the classroom
- Caregivers feel that they have open and trusting relationships with their school team and that they are able to openly speak with their school about their child's learning needs not only in their primary grades but also in their years ahead

What We Learned

- The is great value in inviting our caregivers into a true authentic, relevant, and meaningful learning environment where they are living a lesson through the eyes of their child within a small group setting
- Working 1:1 with a caregiver facilitates a more open and honest dialogue
- As a result of their school visits, caregivers experienced less anxiety, fear, and criticism that they may feel when their child is struggling academically
- Caregivers feel as though they have a relationship with their child's educators and feel welcomed and at home in the school
- Caregivers feel that they better understand their child's academic difficulties and feel optimistic about the school team's heart-felt investment in their child

Next Steps

- This investment has caused a ripple effect in our school community because a few families (15-20) who have established wonderful relationships with the school team, share the message that the Chedoke Staff cares deeply for its students and are willing to open our doors to embrace the family partnership and extend our assistance to the whole family. Hopefully the 15-20 families that have been impacted this school year will double, if not triple in the coming year when families reach out to the school for support and guidance, knowing that working together sets our students up for success. Creating these relationships in the younger grades will ultimately influence the future for these children, allowing them to reach their full potential.

"...parent engagement is nurtured when parents believe they have the skills and know how to make meaningful contributions to the school's efforts and when they believe that school staffs, as well as their children, value their participation in the school."
(Capacity Building – Parent Engagement – Oct. 2012)



Parents as Partners

Join us!

Are you a parent/legal guardian of a child or youth with special needs?

Parents as Partners invites you to an evening with Shelley Woon, Superintendent of Leadership and Learning (Student Services/Special Education). This is an opportunity to discuss and learn about how your child's Individual Education Plan (IEP) can communicate your child's needs, set high expectations, capture your parent voice and lead to meaningful program within our schools.

When:

Thursday, March 26

6:00 - 7:30 p.m.

Pizza and veggies from 5:30 - 6 p.m.

Where:

Education Centre
20 Education Court - *Room 180a*
Hamilton, L9A 0B9

To Register:

Call Ann Hewitt at 905-527-5092 ext 2625

Child and youth minding available upon request

Upcoming Talks:

April 15	New Ways of Understanding Your Child's Behaviour
May 6	Coming to Kindergarten

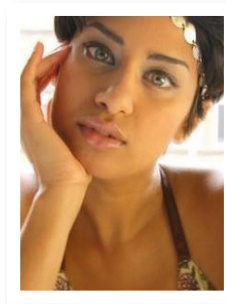
More details to follow, including registration and location information.

April 29 **Free workshop for parents and teachers on Executive Function**
Helping your child with organizing and planning.

Sarah Ward, Sir Allan McNab School.

www.hwdsb.on.ca/parents/special-ed/sarah-ward-events-on-executive-function

Are you a parent or caregiver of an LGBTQ youth who attend school in HWDSB?



Poe Liberado

(Facilitator from The Well, LGBTQ Wellness Centre of Hamilton)

Hamilton-Wentworth District School Board (HWDSB) and The LGBTQ Wellness Centre of Hamilton (The Well) invite caregivers of youth who identify as lesbian, gay, bi-sexual or

transgender (LGBT) to participate in a facilitated discussion around your needs as a parent of an LGBTQ youth. The session will provide an opportunity to network with other caregivers as well as plan for future discussion opportunities.

The session will be facilitated by Poe Liberado, Diversity Consultant for The Well.

www.thewellhamilton.ca

DATE: Tuesday, May 12, 2015

Date: Tuesday, May 12, 2015

Time: 7:00 to 9:00 p.m.

Location: HWDSB Education Centre - Room 212
(20 Education Court, Hamilton)

RSVP

Please RSVP by Friday May 8, 2015
to: **Lori Burnagiel**, School Climate and Engagement Consultant at
lburnagi@hwdsb.on.ca or 289-775-1562

Indicate in your RSVP if you will need bus tickets and/or child care.

Light refreshments provided.



Hamilton-Wentworth District School Board

In collaboration with the YMCA and Community and Continuing Education

Invites

Newcomer parents/guardians of ELLs in ESL programs

~ For an opportunity to learn more about ~

Report Cards

Transitioning to High school

Technology and resources

Role of Parents

WHEN:

Wednesday April 1, 2015

From 6:30 p.m. to 8:30 p.m.

WHERE:

Glendale Secondary School

145 Rainbow Drive, Hamilton

-
- Cultural Interpreters will be present
 - Childcare will be provided
 - Bus tickets available on request
 - Refreshments will be served
 - *For more information or to register, please contact a school Settlement Worker.*

Dana Kim Korean 905-531-0355	Fariha Ali Urdu, Hindi, Punjabi 905-518-8631	Hafsa Ali Arabic, Somali 905-518-8463
Jenny Martinez Spanish, French, English 289-925-6832	Rosalia Viquiera Tagalog, Spanish 905-578-8973	<ul style="list-style-type: none"> • Additional language interpreters will be available upon request
Kim Cheung Chinese, Vietnamese 905-515-0821	Hala Farha Arabic, French 905-531-8274	



Join us!

Are you a parent/legal guardian of a child or youth with special needs?

Parents as Partners invites you to an evening with Principal of Special Education John Whitwell, and program teachers, to provide an overview of pathways offered in HWDSB secondary schools for students with special needs, and transition planning.

When:

Monday, February 23

6:00 - 7:30 p.m.

Pizza and veggies at 5:30 p.m.

Where:

Westdale Secondary School

700 Main Street West

Hamilton, ON

To Register:

Call Ann Hewitt at 905-527-5092 ext 2625

Child and youth minding available upon request

Upcoming Talks:

March 26	Creating an IEP that Works for Everybody
April 15	New Ways of Understanding Your Child's Behaviour
April 29	Practical Application Strategies on Executive Functioning Skills
May 5	Coming to Kindergarten

More details to follow, including registration and location information.



Parents as Partners 2015

Join us!

Coming to Kindergarten:

An evening for families of children with special needs to learn about how their child's needs will be met in the Kindergarten Program. There will also be an opportunity to visit Kindergarten classrooms.

Early years consultants, Mary Elliott and Jacki Belisario will be presenting.

When:

Wednesday, May 6, 2015

6:00 - 7:30 p.m.

Pizza and veggies from 5:30 - 6 p.m.

Where:

Helen Detwiler Elementary School
320 Brigade Drive
Hamilton, ON L9B 2E3

To Register:

Call Ann Hewitt at 905-527-5092 ext 2625
or online at <http://goo.gl/forms/BCXI3hjYil>

Child and youth minding available upon request

Upcoming Talks:

April 29

Free workshop for parents and teachers on Executive Function

Helping your child with organizing and planning.

Sarah Ward, Sir Allan McNab School.

www.hwdsb.on.ca/parents/special-ed/sarah-ward-events-on-executive-function

SUPPORTING YOUR CHILD BUILDING COMMUNITY SHARING EXPERIENCES



HWDSB and The Well invite parents/guardians of transgender and gender non-conforming youth to participate in an open discussion to continue to support their child. This time provides an opportunity to share successes, challenges and concerns relating to your child's gender identity, gender non-conformity and transition with a welcoming group of parents/guardians and supporters.

DATE

TUESDAY MAY 26 2015

TIME

7 TO 9 P.M.

LOCATION

**EDUCATION CENTRE - ROOM 181^A
20 EDUCATION COURT**

Off of Upper Wentworth, behind Mark's Work Warehouse

**NEW
LOCATION!**

Sessions will be facilitated by Will Rowe.

RSVP by Friday, May 22, 2015 to transpeersupport@gmail.com or 905-570-2932.

Please indicate in your RSVP if you will need bus tickets and/or child care



*my*PATH.*my*WAY.

WONDERING WHAT HIGH SCHOOL PATHWAY IS BEST FOR YOU?

HOW CAN HIGH SCHOOL HELP GUIDE YOUR FUTURE?

NOT SURE ABOUT WHAT PROGRAMS ARE AVAILABLE?

COME TO HWDSB'S PATHWAYS INFORMATION NIGHT

WEDNESDAY, FEBRUARY 11, 2015

5:30-6:45 p.m. International Baccalaureate Info Session

7:00-9:00 p.m. Pathways Information Showcase

#mypathmyway



Michelangelo's Banquet Centre
1555 Upper Ottawa Street
Hamilton, Ontario

This is a night where families and students in Grades 7-10 can learn more about the wide range of high school programs available in HWDSB and plan their high school years.

Please RSVP to mypathmyway@hwdsb.on.ca or to 905-527-5092 ext.2682. *Childminding, bus tickets and interpreters are available upon request.*

www.hwdsb.on.ca/mypathmyway

Appendix J: HWDSB Transforming Learning Everywhere – North Elementary Schools

What We Did:

In September 2014, HWDSB launched Transforming Learning Everywhere (TLE). TLE is an innovative way to deliver inquiry-based classroom instruction supported by technology. In 2014-2015, the following seven elementary schools are participating in the initial implementation of TLE: Adelaide Hoodless, AM Cunningham, Cathy Wever, Dr. Davey, Memorial City, Queen Victoria, and Prince of Wales. Within these schools, every student in grades 4-8 has received an iPad to help support classroom learning. In November and December 2014, parent sessions were held to provide information about and seek feedback on the initial implementation of TLE.

Parents were invited to attend a 2-hour session at their child's home school and were asked to provide feedback on:

1. Surprises or challenges they or their child had experienced since receiving the iPad, and
2. Additional areas parents would like to learn about

What We Learned:

Feedback was collated across the various schools and themed for commonalities. Below is a summary of the themes most commonly shared by parents across the various schools:

The most common areas parents reported as surprises included:

- The ease of learning how to use the iPad by the students
- Engagement in homework and learning has increased
- Enhanced communication for students with special needs
- Pleased that students have a high sense of responsibility for the safe keeping of the device

The most common areas parents reported as challenges included:

- Safety and privacy concerns (e.g., monitoring student password, supervising and monitoring student use of the iPad)
- Knowing about assignments so parents can gauge amount of time students should be spending on the iPad
- Concern foundational skills will be lost (e.g., spelling, printing, etc.)
- Concern of a lack of parental communication since the introduction of the iPad
- Parents are unsure what to do if the iPad is lost, stolen or broken

Parents reported that they would like to learn more about:

- How parents may help their child (e.g., how to support with homework; provide information about appropriate apps and websites students can use; support parents on how to learn mechanics of iPad, etc.)
- Help parents increase their skill level with using iPads (e.g., increase knowledge about language associated with the iPad, like AirDrop; show parents how to use safety and history settings, etc.)
- Share information on how the iPad is being used in the classroom so that parents can provide support at home
- Improve sharing of information on classroom and school norms (e.g., what is allowed and not allowed) to generalize at home

Next Steps:

As a result of the parent sessions, some next steps for the school board included:

1. Provide this feedback summary to parents via postings on school websites and communication home directly from schools
2. Create and distribute an FAQ of frequently asked questions by parents at the sessions
3. Design and host parent information sessions and resources based on topics recommended by attendees at the parent sessions
4. Form a TLE Parent Committee consisting of principals, teachers, parents, and trustees to meet regularly and provide further recommendations for outreach to all parents in a variety of ways.

Hamilton-Wentworth DSB - List of Approved School Applications

Board Name	MIDENT	School Name	Project Title	Amount Approved
Hamilton-Wentworth DSB				
Hamilton-Wentworth DSB	728	A M Cunningham Junior Public School	Families in Motion	\$ 1,000
Hamilton-Wentworth DSB	2674	Adelaide Hoodless Public School	Parent Workshops	\$ 1,000
Hamilton-Wentworth DSB	11568	Allan A Greenleaf Elementary	Numeracy Night and Parent Resources	\$ 1,000
Hamilton-Wentworth DSB	287210	Ancaster Meadow Elementary Public School	Engagement in Learning	\$ 1,000
Hamilton-Wentworth DSB	50415	Balaclava Public School	Social Networking Safety for Parents	\$ 1,000
Hamilton-Wentworth DSB	41548	Bellmoore Public School	Partnering with Parents	\$ 1,000
Hamilton-Wentworth DSB	73130	C H Bray School	Making Thinking Visible	\$ 1,000
Hamilton-Wentworth DSB	89257	Cecil B Stirling School	Creating a Parent Resource Centre	\$ 1,000
Hamilton-Wentworth DSB	105503	Chedoke Middle School	21st Century Learning	\$ 1,000
Hamilton-Wentworth DSB	132020	Dalewood Senior Public School	Supporting Parents	\$ 1,000
Hamilton-Wentworth DSB	147427	Dr John Seaton Senior Public School	Math Olympics	\$ 1,000
Hamilton-Wentworth DSB	448940	Dundana Public School	Parent Presentations	\$ 1,000
Hamilton-Wentworth DSB	158151	Earl Kitchener Junior Public School	Thriving Through Transitions	\$ 1,000
Hamilton-Wentworth DSB	163481	Eastdale Public School	Family Science Night	\$ 955
Hamilton-Wentworth DSB	8795	école élémentaire Michaëlle Jean Elementary School	Engaging Parents as Partners in Math	\$ 1,000
Hamilton-Wentworth DSB	171123	Elizabeth Bagshaw School	Literacy and Numeracy Parent Sessions	\$ 1,000
Hamilton-Wentworth DSB	196240	Fessenden School	Family Health: Beating the Winter Blues	\$ 1,000
Hamilton-Wentworth DSB	198668	Flamborough Centre School	Parent Information Night	\$ 1,000
Hamilton-Wentworth DSB	212490	George L Armstrong Public School	Family Nights	\$ 1,000
Hamilton-Wentworth DSB	213012	George R Allan Public School	Parent Handbook	\$ 1,000
Hamilton-Wentworth DSB	217050	Glen Brae Middle School	Community Engagement and Open House	\$ 1,000

Hamilton-Wentworth DSB - List of Approved School Applications

Board Name	MIDENT	School Name	Project Title	Amount Approved
Hamilton-Wentworth DSB	217301	Glen Echo Junior Public School	Everyday Literacy and Numeracy	\$ 1,000
Hamilton-Wentworth DSB	222135	Gordon Price School	Diversity in our School	\$ 1,000
Hamilton-Wentworth DSB	229130	Green Acres School	Engaging Our Parents: Partnership in Education	\$ 1,000
Hamilton-Wentworth DSB	230430	Greensville Public School	Greensville Family Fitness	\$ 1,000
Hamilton-Wentworth DSB	233552	Guy B Brown Elementary Public School	Understanding the New Math	\$ 1,000
Hamilton-Wentworth DSB	254096	Hess Street Junior Public School	Making Math Visible!	\$ 1,000
Hamilton-Wentworth DSB	256048	Highview Public School	A Social Media Presentation on Cyber Safety	\$ 1,000
Hamilton-Wentworth DSB	261378	Holbrook Junior Public School	Media Safety and Your Family	\$ 1,000
Hamilton-Wentworth DSB	303755	Lake Avenue Public School	Parent Information Engagement	\$ 1,000
Hamilton-Wentworth DSB	94608	Lawfield Elementary School	Parent Workshop	\$ 1,000
Hamilton-Wentworth DSB	314544	Lisgar Junior Public School	Raising Responsible Children	\$ 1,000
Hamilton-Wentworth DSB	345873	Mary Hopkins Public School	Parent Website	\$ 1,000
Hamilton-Wentworth DSB	360309	Memorial (City) School	Family Math and Literacy Night	\$ 1,000
Hamilton-Wentworth DSB	361739	Memorial Public School	Parent Math Night	\$ 1,000
Hamilton-Wentworth DSB	375900	Mount Albion Public School	Parent Resource Library	\$ 1,000
Hamilton-Wentworth DSB	933880	Parkside High School	Student Success Workshop	\$ 1,000
Hamilton-Wentworth DSB	25897	Prince of Wales Elementary Public School	Parent Presentations	\$ 900
Hamilton-Wentworth DSB	464430	Queen Mary Public School	Family Math Night	\$ 800
Hamilton-Wentworth DSB	465860	Queen's Rangers Public School	Queen's Rangers Parent Engagement Project	\$ 1,000
Hamilton-Wentworth DSB	466387	Queensdale School	Parent Engagement in Mathematics	\$ 1,000
Hamilton-Wentworth DSB	467324	R A Riddell Public School	Understanding Today's Teaching Methods in Reading and Math	\$ 1,000
Hamilton-Wentworth DSB	476773	Ray Lewis (Elementary) School	Communicating in the 21st Century	\$ 1,000

Hamilton-Wentworth DSB - List of Approved School Applications

Board Name	MIDENT	School Name	Project Title	Amount Approved
Hamilton-Wentworth DSB	484199	Ridgemount Junior Public School	Parent Engagement Sessions and Parent Lending Library	\$ 1,000
Hamilton-Wentworth DSB	493295	Roxborough Park Junior Public School	Mental Health and Wellness	\$ 1,000
Hamilton-Wentworth DSB	495379	Ryerson Middle School	Social Media Safety and Awareness - Parent Information Evening	\$ 1,000
Hamilton-Wentworth DSB	939730	Saltfleet High School	Transitions After High School - Parental Support	\$ 1,000
Hamilton-Wentworth DSB	941328	Sherwood Secondary School	Social Media: The Good, the Bad and the Ugly	\$ 550
Hamilton-Wentworth DSB	941719	Sir Allan MacNab Secondary School	Reaching Out to Our Community	\$ 1,000
Hamilton-Wentworth DSB	526983	Spencer Valley Public School	Student Success	\$ 1,000
Hamilton-Wentworth DSB	539570	Strathcona Junior Public School	Wellness Workshop Series	\$ 1,000
Hamilton-Wentworth DSB	579610	W H Ballard Public School	Science Night at WH Ballard School	\$ 1,000
Hamilton-Wentworth DSB	950653	Waterdown District High School	Social Media Guide	\$ 880
Hamilton-Wentworth DSB	603538	Westwood Junior Public School	Welcoming into the School	\$ 1,000
Hamilton-Wentworth DSB	615498	Winona Elementary Elementary School	Parent and Child Bullying Awareness Presentation	\$ 885
Hamilton-Wentworth DSB	412309	Norwood Park Elementary School	Norwood Night - Geocaching	\$ 750
Hamilton-Wentworth DSB Total			56	\$ 54,720

Community Engagement Framework

Area of Focus: _____

INTENDED OUTCOMES

- RELATIONSHIPS - Who**
Relationships (and partnerships) with community members and organizations in support of student achievement and well-being.
- SCHOOLS AS HUBS - Why**
Services and supports provided for students and the school community.
Flag any unmet needs.
- BARRIER REMOVAL - How**
Ensure equity of opportunity and access by striving to remove barriers to engagement.
- COMMUNITY VOICE - How**
Varied opportunities to give input and inform decision-making.
- NAVIGATION - How**
Clear entry point on how partners can connect to this priority and in what capacity
- INCLUSION - Who**
Involve the community in ways which reflect the diversity of our community.

Public Participation Spectrum (IAP2)						
	INFORM Provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	CONSULT Obtain public feedback on analysis, alternatives and/or decision.	INVOLVE Work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.	COLLABORATE Partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	EMPOWER Place final decision-making in the hands of the public.	GAPS/NEXT STEPS

HWDSB KEY PRIORITIES:

- Priority Schools/Equity of Opportunity and Access
 - Math Strategy
 - Early Years/K-2 Strategy
 - Arts Strategy
 - Program Strategy – includes TLE
- Positive School Climate
 - Mental Health
 - Safe Schools
 - Equity and Inclusion
 - Wellness – Healthy, Active Living
 - Student Voice

Appendix M - Priority Schools Listing/Activities

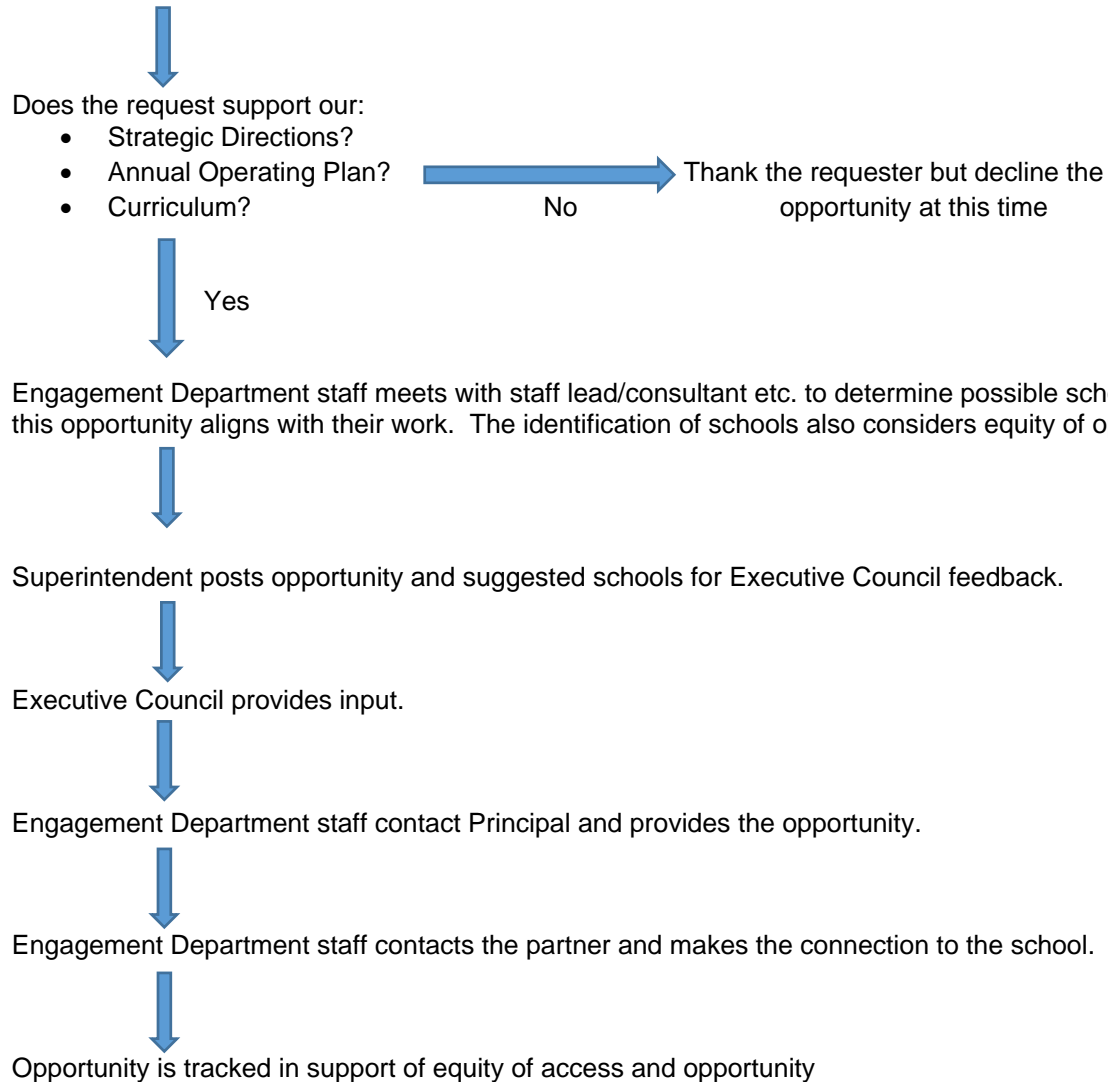
School	Program Provider	Program Name
Adelaide Hoodless	YMCA of Hamilton/Burlington/Brantford	Beyond the Bell
Bennetto	YMCA of Hamilton/Burlington/Brantford	Beyond the Bell
Cathy Wever	YMCA of Hamilton/Burlington/Brantford	Beyond the Bell
Dr. J. Edgar Davey	Hamilton Association for Residential and Recreational Redeve	YOUth Create
Dr. J. Edgar Davey	YMCA of Hamilton/Burlington/Brantford	Beyond the Bell
Hess Street	Wesley Urban Ministries	School Age Program
Memorial (Hamilton)	Hamilton Association for Residential and Recreational Redeve	YOUth Create
Prince of Wales	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Queen Mary	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Queen Victoria	Wesley Urban Ministries	School Age Program
Roxborough Park	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Cecil B. Stirling	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Green Acres	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
W. H. Ballard	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Viscount Montgomery	Hamilton East Kiwanis Boys & Girls Club	Let's Get Moving After School Program
Queen Victoria	YMCA of Hamilton/Burlington/Brantford	Beyond the Bell
George L. Armstrong	YWCA Hamilton	After School Program
Dr. J. Edgar Davey	Wesley Urban Ministries	School Age Program
Cathy Wever	Wever CORE	WAVE Program
Lake Avenue	City of Hamilton	After School Program
Sir Wilfrid Laurier	Wesley Urban Ministries	CATCH Program
Westwood	City of Hamilton	After School Program

Appendix N – Process to Streamline Engagement

Staff seek out new connections in response to system and school needs by communicating with community groups to promote the availability of use of space in HWDSB, connecting groups to staff at schools and in HWDSB service departments who could further support their programs beyond the use of space.

A process has been developed to filter and align requests from the community to engage with HWDSB schools:

Request is submitted to Engagement Department staff



Appendix O – Examples of Community Engagement Impacting Student Achievement and Well-Being

Imagining My Sustainable City – A Partnership with HWDSB and No. 9

What We Did?

Imagining My Sustainable City is a 4 day intensive program that introduces students in grade 7 and 8 to sustainable urban planning and architecture. The project's goal is to infuse the real world, interdisciplinary aspects of the architectural profession with the grade 7 and 8 Arts, Geography, Science, Math and Language curriculums, while giving youth the tools they need to be agents for change in their communities. Collectively, the students' vision for their sustainable City leads to discussions of civic engagement, governance and living a sustainable lifestyle.

This program is delivered in partnership with No. 9. *No.9 is an arts organization that uses art and design to bring awareness to environmental concerns. They deliver programs in schools and in the public domain designed to encourage the use of creative thinking to resolve environmental issues and to promote a sustainable lifestyle.*

This is the first year of this program taking place in 9 of our schools for 2014-2015 represented across the district of the Hamilton region. Schools are in Flamborough, Dundas, Ancaster, Stoney Creek and throughout Hamilton upper and lower city. Upon completion of the program in all the schools, the students will all be brought together to share their ideas with each other and the community at large. This is also taking place online between classes.

No. 9 received some substantial funding and support through a variety of community organizations including Evergreen and the Hamilton Community Foundation. School board funds supported teacher release for a professional training session and materials costs for consumable materials which No.9 provides for use in schools.

Beyond the 4 days of the program in schools this learning has supported our school and classroom work in inquiry, transformative learning through project-based learning, using the arts as instructional strategies, and supporting meaningful real world connections to their neighbourhood and to curriculum for students. All of the classrooms are doing learning about issues of environmental concerns and understanding of sustainability and civic responsibility leading up to the days of the program and continuing their learning through inquiry afterwards.

Success indicators include: student engagement in their learning, understanding of issues of sustainability and civic responsibility, understanding their voices can make a difference, teacher engagement and learning in the program and understanding of what inquiry and project based learning can achieve.

What We Learned?

The impact on student learning has been tremendous. This program of learning has very actively engaged even the most reluctant learners through the opportunity for hands on learning in a real world and relevant context and has activated student thinking and learning. This program has also provided students the opportunity to recognize that their voices are powerful and can support positive change. It has supported enriching individual classroom communities and has provided a variety of opportunities for deep learning and curiosity to explore further investigation into these

ideas generated. This program has also supported meaningful assessment and feedback to support student success.

Through problem solving and exploring a variety of self-generated perspectives the students have arrived at some very unique solutions to issues in their communities, are very articulate about their thinking, their learning and they are very excited to share their ideas with the community members that can support making a change. The classes that have completed the program have gone on to explore and investigate new learning opportunities connected to the curriculum through the excitement generated in this program.

Students are also seeking additional opportunities to share what they have learned with their greater community and are supporting the Hamilton Revitalization Action Campaign through the City of Hamilton, Evergreen and the HCF.

The impact on our teachers has also been profound and many are exploring additional ways in their classroom to engage students in their learning through the arts, inquiry and project based learning. They are also supporting each other through the process of learning and sharing their positive experience with others in their schools and the system as a whole. Others are learning from their experience and this ultimately supports positive impact on student learning as a whole.

Next Steps?

This program will continue in the Fall of 2015 / 2016 with 6 more classrooms taking part in the program. The work of the students will be showcased bringing all the schools together to further support their learning as well as provide a further opportunity for the teachers to share and focus on their learning as teachers.

The longer term goal of the program is two-fold...to continue to expand the comprehensive program in partnership with No. 9 for more classes across the system to benefit and learn from this engaging, authentic and rich learning experience for students.

We are also working towards supporting a key group of HWDSB teachers to act as lead support teachers in implementation and mentoring of this program as it continues to grow. This program of learning has already begun to make rich connections to other HWDSB areas of focus supporting TLE, Student and teacher inquiry, Integrative thinking, and Project based Learning. We hope to continue to grow this program and support the learning in these other initiatives as a model for authentic, hands on, student focused, student driven learning.

Start2Finish – A Partnership in Support of Achievement and Well-Being

What We Did?

Our partnership with Start2Finish has spanned a number of years however this year the focus was expanded in support of Daily Physical Activity in our elementary schools. With Start2Finish we have been part of a number of opportunities:

- Trustees, Director, superintendents, principals and schools participated in Run4Change at Bayfront Park in May 2014 and 2015
- Backpacks for Students provided by the Start2 Finish rollout and filling with Director and Executive Council
- HWDSB Schools received 650 donated backpacks filled with school supplies for students Kindergarten to grade 8
- All schools sent representatives to 20/20 Challenge Clinic in November 2014 in support of Daily Physical Activity (DPA) in schools
- Staff collaborated with Start2Finish staff to run after school workshops for 20/20 Challenge
- Majority of schools are participating in 20/20 Challenge to enhance DPA in elementary and fitness in secondary
- Staff participated the on Run4Change Steering Committee this year with co-terminous board and Hillfield Strathallan
- 29 schools registered for Run4Change at Bayfront Park for May 2015

What We Learned?

- Community partners can support Foundations for Healthy Schools in many areas, including physical activity in important ways
- Start2Finish supports through motivation, free materials for 20/20 Challenge and implementation ideas
- Schools support Start2Finish social justice through participating in the Run4Change which helps fund backpacks for students
- School Councils can also be involved in these initiatives.

Next Steps:

- Continue with partnership with Start2Finish to support all schools in building Foundations for Healthy Schools



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director

DATE: June 3, 2015

PREPARED BY: Sharon Stephanian, Superintendent of Leadership and Learning

RE: SchoolsPlus

Action ☒ Monitoring ☐

Recommended Action:

- SchoolsPlus not be adopted as a standalone in isolation of other existing provincial directions and HWDSB wait for the work of other provincial and local tables, connected to hubs, to develop a direction and/or a framework
- HWDSB ensure current "Hub-like" partners participate in the pilot of our Community Engagement Report Card to inform our work going forward

Rationale/Benefits:

The SchoolsPlus model is one approach to utilizing schools as hubs within the community. The stated intentions of "a collaborative inter-agency approach to supporting the whole child and family" where "schools become centers of service delivery enabling enhanced collaboration by bringing professionals and programs together to help children, youth and families in a welcoming place," aligns with the HWDSB Community Engagement Policy.

SchoolsPlus is provincially funded in Nova Scotia. Start-up investment was \$2.5 million over 3 years. The largest Board, Halifax Regional School Board, received \$643,676 in 2012/13 to support the program. Funding is used primarily for staff and not for programming. Programs operate during the school day. Partners must pay for school usage outside of the school day. A recent review indicated "in its current form and beneath the veneer, shows little promise for significantly closing the education gap in frontline services for children and youth at risk, and for families under stress."

In March 2015, Premier Wynne announced the creation of a Community Hub Framework Advisory Group. HWDSB is currently involved in a variety of tables designed with a focus on integrated, coordinated and accessible services for families. This includes:

- Family Support Program Planning Table
- Ontario Special Needs Strategy (involving four provincial Ministries)
- Moving on Mental Health

Background:

HWDSB is committed to community engagement and schools as hubs as identified in our Community Engagement Policy. Specifically, HWDSB and all its schools will:

- Build relationships (and partnerships) with community members and organizations in support of student achievement and well-being.
- Provide the community with varied opportunities to give input and inform decision-making.
- Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.
- Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.
- Share how the community can communicate and be involved with HWDSB.
- Involve the community in ways which reflect the diversity of our community.

In October, 2014, Trustees passed a Motion to “initiate a SchoolsPlus program in the identified Code Red Area of Hamilton.” As a first step in response to the Motion, staff undertook a review of the Schools Plus program, including funding sources and outcomes.

Key Documents

- [HWDSB's Community Engagement Policy](#)
- [Province of Nova Scotia's SchoolPlus website](#)
- Bennett, Paul. (2013). [Reclaiming At-Risk Children and Youth: A Review of Nova Scotia's SchoolsPlus \(ISD\) Initiative](#). Atlantic Institute for Market Studies.

Review of SchoolsPlus

(informed by website review, telephone conversation and review of annual report)

Information from the [Province of Nova Scotia's SchoolPlus website](#).

Tara Moore, the Provincial Coordinator of Nova Scotia's **SchoolsPlus**, describes the initiative as a “collaborative inter-agency approach to supporting the whole child and family” where “schools become centers of service delivery enabling enhanced collaboration by bringing professionals and programs together to help children, youth and families in a welcoming place.”

SchoolsPlus was developed in 2007 as a response to the Province of Nova Scotia's recommendation to improve co-ordination and collaboration in our delivery of programs and services for children, youth, and families – see [Our Kids Are Worth It: Strategies for Children and Youth](#). 2013 data shows the initiative operating at 95 sites within all eight school boards in Nova Scotia.

SchoolsPlus was designed to respond to the needs of the so-called “high-flyers,” the 5-10 per cent of children and youth considered to be at “high risk” of delinquency or in danger of “going off track” – this comparable to what the Province of Ontario considers to be the student at/in-risk and HWDSB's Tier 3 supports.

Participating schools house a dedicated SchoolsPlus room in their school where programs/services take place. This is also the space the SchoolsPlus Coordinator works out of. This room is furnished similar to a family room with couches and tables, and is intended to be a welcoming space.

The SchoolsPlus Coordinator delivers programs and works with service providers to target students in need of additional supports. Nova Scotia's Ministry of Education provides each SchoolsPlus site a one-time fund at start-up to furnish their space. The only other funding provided by the Ministry is the yearly salary for the coordinator. All other funds come from partnerships or grants.

Examples of programs provided by SchoolsPlus Coordinator during the month of March 2015 include:

- Incredible Years (similar to the HWDSB Scholars program);
- Self-esteem group for girls;
- Lunchtime puzzle clubs;
- Weekly Open Air Society for senior high youth, which includes hiking on nearby trails, survival and nature sessions;
- Weekly Homework Clubs, and
- Girl Guides.

Information from telephone conversation, Tara Moore (SchoolsPlus Provincial Coordinator)

Ms. Moore outlined that SchoolsPlus Coordinators have backgrounds in Social Work or Child/Youth Work. The Coordinators generally report to the Student Services Coordinator in each Board - in HWDSB this would be the Principal of Student Success. However, Boards are given the funding/basic outline of the program, and adapt the program as needed.

Funding is one of the greatest challenges with the SchoolsPlus model, saying "there is not enough money to run the programs schools and students need." Other challenges with sustaining the SchoolsPlus model is providing transportation for students to get home safely if programs run outside of the regular school day, or if students need to travel to a school other than their home school for programming and services. Based on these funding issues, SchoolsPlus is moving towards a hub model, meaning one school in a family of schools will house the SchoolsPlus room and coordinator; the other schools will go to this site for full service, but some service providers - e.g. hearing tests, tier 3 mental health - will still travel to all schools.

Unlike Ontario, a Community Use of Schools/Priority Schools type of fund does not exist in Nova Scotia. Any use of school space outside of regular school hours is covered by the school board, the partnering agency or through additional funding, such as grants. Like in HWDSB, space used in Nova Scotia's schools after 6pm needs to be rented for use to occur, and as part of this rental process, the agency is required to purchase liability insurance. The school board does not cover the insurance for the SchoolsPlus programs running after 6pm. Generally it is too expensive for most programs to provide out of school time programming and services. Those who can afford the space are often duplicating services.

The original Provincial investment for the SchoolsPlus initiative was \$2.5 million over three years, amounting to approximately \$833,000 per year, divided among eight school boards. For the Halifax Regional School Board - the largest Board in the Province - the Province increased grant support from \$387,969.00 in 2011-12 to \$643,676.00 in 2012-13. Spread out over 24 SchoolsPlus sites in the Halifax Regional School Board, this amounted to approximately \$26,800.00 per school. After hiring SchoolsPlus staff, there are limited funds for school-level programs and services. For the Halifax Regional School Board, the cost of SchoolsPlus (financed by targeted provincial grants) has risen from \$314,566.00 in 2009-10 to \$643,676.00 in 2012-13.

Information from the Bennett, Paul. (2013). [Reclaiming At-Risk Children and Youth: A Review of Nova Scotia's SchoolsPlus \(ISD\) Initiative](#). Atlantic Institute for Market Studies.

SchoolsPlus is "in need of a 'mid-term correction' to ensure its ultimate success and reach its target population, the 5 to 10 per cent of children and youth at risk of going off-the rails. Much of the focus of SchoolsPlus is clearly on better coordinating existing public social services rather than the expected core mission – building "communities of care," fostering resilience from an early age, and reclaiming "at risk" children, youth and families." "The true vision of "wraparound" services and supports will not be realized until SchoolsPlus is re-engineered" and begins to draw far more on the strengths and talents of local communities, working with parents and families, and tapping into services closest to where people live and work. SchoolsPlus, **"in its current form and beneath the veneer, shows little promise for significantly closing the education gap in frontline services for children and youth at risk, and for families under stress."**

SchoolsPlus' goal of "making a wider range of services and supports available is a laudable achievement, but limiting public access to regular school hours, and enforcing restrictive Community Use of Schools regulations, (i.e. \$2 million in liability insurance), only serves to maintain the entrenched "boundaries" that stand in the way of genuine two-way community interaction in the school." "Built, as it is, around the integration of public sector agencies from four provincial departments SchoolsPlus also tends to establish boundaries, further limiting the participation of small, locally-based groups and not-for-profit agencies. This effectively limits the capacity of outlying SchoolsPlus sites to reduce costs, improve efficiencies, and reduce service delivery time."

"The SchoolsPlus initiative had a tougher time making inroads in the province's largest school board, the Halifax Regional School Board (HRSB). In an urban region with a myriad of competing social agencies, [the SchoolPlus Coordinator] was inundated with proposed partnerships and compelled to pick-and-choose, tending to favour established public sector partners. Within the HRSB, skeptical and overburdened school principals put up quiet, passive resistance, a situation calling out for more vocal, visible advocacy and leadership. In a major metropolitan school board, it proved to be a bigger challenge establishing the "boundaries" and choosing among competing needs." "Bringing publicly-funded social services into the HRSB's flagship SchoolsPlus site may have positive residual effects, but some privately mutter that it further contributes to social dependency. Giving hungry children lunch money, paying for their summer camps or driving parents to the local food bank do meet those immediate crying needs, but they also do little to help break the cycle of poverty and social service dependency." "While the HRSB SchoolsPlus site is "nice to have" in their school, it falls far short of Pathways in providing consistent adult mentoring, after school homework supervision, academic and social counselling, and appealing sports and cultural activities outside of school hours."

Ontario Context

In March, 2015 Premier Wynne announced the creation of a Community Hub Framework Advisory Group. With a focus on "A community hub can be a school, a neighbourhood centre or another public space that offers coordinated services such as education, health care and social services. The advisory group will review provincial policies and develop a framework for adapting existing public assets to become community hubs." <http://news.ontario.ca/opo/en/2015/03/premier-wynne-appoints-special-advisor-on-community-hubs.html>

In addition, the Ministry of Education is in the process of transitioning from the exiting Parenting and Family Literacy Centres and Ontario Early Years Centres into Best Start Child and Family Centres (or Parent Support Programs/Centres). Outcomes of this initiative include:

- providing families and caregivers with universally accessible programs, services, and resources in easily accessible locations, and will be supported by an easy-to-use provincial website;
- provide access to information and referral to help families access screening, assessment, and other specialized services in the community as needed;
- offer programs that are flexible and adaptable to local community needs.

HWDSB staff sit at the local Family Support Planning Table as part of our commitment to seamless, integrated and accessible services for children and families.

In February 2014, the Ministries of Education (EDU), Health and Long-Term Care (MOHLTC), Community and Social Services (MCSS) and Children and Youth Services (MCYS) launched a provincial strategy to improve services for children and youth with special needs in Ontario.

First steps of the Special Needs Strategy include putting into place:

- A new standard developmental screen for preschool children. This is being developed provincially.

- Children with special needs will be identified and supported as early as possible, in particular, before entering school.
- Families will know where to go when they have a concern about their child's development
- Coordinated family-centered service planning for children and youth with multiple and/or complex needs
 - Children and youth with multiple and/or complex needs and their families will have access to coordinated service planning
- An integrated approach to the delivery of speech-language therapy, occupational therapy and physiotherapy
 - Children and youth with rehabilitation service needs will receive seamless and effective speech-language therapy, occupational therapy and physiotherapy services as they move into and through school

In November 2012, Ontario released 'Moving on Mental Health' as an important part of Ontario's Comprehensive Mental Health and Addictions Strategy. The plan will transform the experiences of children, youth and families that need help for mental health issues. As part of this provincial strategy, we are working actively with community agencies to move to a system that ensures children, youth and families are able to get mental health services in their communities that are:

- accessible
- responsive and
- based on the experiences of the children and youth who need help.

Lynnwood Charlton has been selected as the Lead Agency for Mental Health within the Hamilton area, and are working actively with the Ministry and local agencies and school boards to determine a service delivery model that ensures the provincial goals are met and all of the essential core services are available within our community. We are working in collaboration with Lynwood Charlton to determine not only how the supports within our board will support the overall strategy, but also how more community services will be available within our schools.

Both the Children's Mental Health and Special Needs strategy are priorities for the Special Education and Student Services leadership team as we are committed to improving pathways to service and strengthening the supports available within our schools and communities.

Our staff recognize that in order to be a part of the solution for both of these strategies and improve the supports available to our schools, there may be significant changes in the way we provide service.