

AGENDA: 6:00 p.m.

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda
4. Delegation: Geoff Cameron & Jennie Njisse – Modern Learning Policy (10 minutes)

Policy Review:

5. [Nutrition](#)
6. [Engagement](#)

Discussion:

7. [Policy Development Process](#) – review Guiding Principles ([Link](#) to document on website)

Information:

8. The following procedures have been updated since the last policy meeting:
 - [Gender Identity and Gender Expression Procedure: Employees](#) (POL. 5.4 Equity and Inclusion)
 - [Gender Identity and Gender Expression Procedure: Students](#) (POL. 5.4 Equity and Inclusion)
 - [Human Rights Accountability Procedure](#) (POL. A1.1 Human Rights)
 - [Human Rights Complaints Resolution Procedure](#)
 - [Calming and Sensory Rooms Procedure](#) (POL. 5.5 Medical Health Supports)
 - [Employee Attendance Support Procedure](#) (POL. 4.2 Employee Attendance Support)
 - [Equitable Employee Recruitment, Retention and Advancement Procedure](#) (POL. 4.6 Equitable Employee Recruitment, Retention and Advancement)
 - [Right to Disconnect Procedure](#) (POL. 4.7 Staff Engagement)
 - [Staff Progressive Discipline Procedure](#) (POL. 4.8 Staff Progressive Discipline)
 - [Whistleblower Procedure](#) (POL. 4.10 Whistleblower)
9. Adjournment

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

Subject: Nutrition Policy

Executive Council Member Responsible: Gerry Smith
Superintendent of Student Achievement



BACKGROUND

The Nutrition Policy was referred back to the policy committee during the April 2023 Board meeting. Staff have reviewed the policy based on the comments provided at the board meeting and have made no additional changes. Staff will provide an update to the comments made at the board meeting and the rationale for no additional changes being made.

RECOMMENDATION(S)

That the Nutrition Policy be recommended for approval.

Nutrition

Date Approved:

Projected Review Date: xxxx

Page 1 of 6

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in the development of healthy school environments that support student learning and success by encouraging students, educators, and parents/guardians/caregivers to choose healthy food that reflect cultures and food traditions.

GUIDING PRINCIPLES:

- HWDSB schools foster healthy nutrition environments that support good mental health around food, without focussing on weight or dieting, support the wellness of students and staff in line with the current edition of Canada's Food Guide.
- Schools include healthy foods that reflect cultures and food traditions, meet religious accommodations and provide options for vegetarians and vegans.
- Schools with student nutrition programs follow the *Student Nutrition Program Nutrition Guidelines(2020)* developed by the Ministry of Children and Youth Services.
- All schools and educational programs follow provincial legislation relating to nutrition and any other pertinent legislation.
- Schools and educational programs take into consideration the following when food or beverages are sold or provided in schools:
 - Offer, when available and when possible, food and beverages that are produced in Ontario.
 - Be environmentally aware and reduce the amount of single use plastic.
 - Avoid offering food or beverages as a reward or an incentive for good behaviour, achievement or participation.
 - Include and celebrate a diversity of cultures and food traditions.

INTENDED OUTCOMES:

- Schools promote healthy eating and safe food practices for planned events and classroom activities by following the nutrition standards in PPM 150.
- Schools will communicate the Ministry of Education Policy (PPM 150), the HWDSB Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community.

RESPONSIBILITY:

Director of Education
Executive Council



Nutrition

Date Approved:

Projected Review Date: xxxx

Page 2 of 6

TERMINOLOGY:

Food: Includes both foods and beverages. *Food Service Provider:* Private, for-profit company that contracts to sell food and/or beverages.

Fundraising: Any voluntary contribution, sale of goods or services, or event, which is organized and conducted to generate funds. Fundraising may occur within the school or outside of the school.

Healthy Eating: Eating the recommended types and amounts of food as per Canada's Food Guide, which includes choosing foods from the Sell Most and Sell Less categories, as defined below, more often.

Healthier Food Preparation: Cooking methods that require little or no added fat or sodium, such as baking, barbecuing, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

Not Permitted for Sale: Products in this category contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g., deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold in schools. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Nutrition Standards for Foods: Food is divided into *Vegetables and Fruit, Whole Grains, Protein Foods*, following Canada's Food Guide. There are also "Mixed Dishes" for products that contain more than one major ingredient (e.g., pizza, pasta, soup, salads, and sandwiches), and "Miscellaneous Items," for items that are to be used in limited amounts (e.g., condiments, sauces, dips, oils, and dressings) and for confectionary, which is not permitted for sale (e.g., candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

Nutrition Education: As outlined in the Ontario Curriculum (e.g., Health and Physical Education: Healthy Eating, Family Studies: Food and Nutrition).

School Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school or by a school or parent-administered group, including school councils.

School Tuck Shops and Canteens: Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Sell Less (< 20%): Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than foods and beverages in the "Sell Most" category. They must make up no more than 20 percent of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).



Nutrition

Date Approved:

Projected Review Date: xxxx

Page 3 of 6

Sell Most (> 80%): Products in this category are the healthiest options and have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up at least 80 percent of all food choices that are available for sale in all venues, through all programs, at all events. The same requirement applies to beverage choices. See [PPM 150 Appendix Nutrition Standards for Ontario Schools](#).

Special Event Days: A day designated by the principal of the school on which food and beverages sold in schools are exempt from the nutrition standards outlined in PPM 150 and this policy.

Student Nutrition Programs: A breakfast, early morning meal, snack or lunch program offered by the school for all students which are funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding. These programs attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff. Schools with student nutrition programs will follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children, Community and Social Services.

ACTION REQUIRED:

General:

All schools in HWDSB comply with provincial legislation relating to nutrition including the Healthy Food for Healthy Schools Act, School Food and Beverage Standards (PPM 150) and other pertinent legislation. This policy covers food and beverages sold to students during the school day, at school venues, at all programs including catered lunch programs and at school or board sponsored special events and at sports events.

This policy does not apply to food and beverages that are:

- Offered free in schools to students unless they have been purchased with school-generated funds.
- Brought from home or purchased off school premises.
- Available for purchase during field trips off school premises.
- Sold in schools for non—school purposes (e.g., sold by an outside organization that is using the gymnasium for a non-school-related event).
- Sold for fundraising activities that occur off school premises.
- Sold in staff rooms.

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in HWDSB Medical Health Supports Policy 5.5: Supporting Students with Prevalent Medical Conditions Procedure apply to all schools.



Nutrition

Date Approved:

Projected Review Date: xxxx

Page 4 of 6

Schools and Classrooms:

Schools must ensure that all school hospitality programs, tuck shops and canteens sell foods that comply with the standards outlined in PPM 150 and this policy.

School principals, vice-principals and board employees planning school or educational events, such as Meet the Teacher and Open House, will model good nutrition by selling foods that comply with the nutrition standards as outlined in PPM 150 and this policy unless the day has been designated a special event day.

Food and beverages purchased with school generated funds for distribution to students within the school comply with the nutrition standards in PPM 150 and this policy.

HWDSB recognizes that special event days take place periodically throughout the year. The principal of the school shall engage with school council and students, where appropriate, for the designation of special event days, if any, for the school. The maximum number of special event days in the school year for a school is ten (10). School principals will communicate the dates of special event days to the school community at the beginning of the school year. Although special-event days give greater flexibility with food and beverages, schools are encouraged to offer healthy options that meet the nutrition standards or non-food-related items.

Sporting events, such as tournaments or meets, sell food and beverages that comply with the nutrition standards of PPM 150 and this policy.

School and board employees will inform community partners, vendors, service providers and funders of the nutrition standards in PPM 150 and this policy.

Cafeterias:

Cafeterias in all schools will sell foods that comply with the nutrition standards in PPM 150 and this policy. Food and beverages must be prepared, served, and stored in accordance with Regulation 493/17, "Food Premises," under the Health Protection and Promotion Act. When negotiating food service contracts with food service providers for cafeterias or schools (e.g., catered lunch providers), HWDSB will use the Request for Proposal (RFP) process and will include the following:

- Use of locally grown and produced foods wherever possible.
- Use of whole foods.
- Schools include healthy foods that reflect cultures and food traditions, meet religious accommodations and provide options for vegetarians and vegans.
- Posting of nutritional information of all foods sold or served.



Nutrition

Date Approved:

Projected Review Date: xxxx

Page 5 of 6

In addition, the Procurement and Risk Services Department will provide a copy of this policy to food service providers and review it with them to ensure compliance.

Fundraising:

It is recommended that the sale of non-food items be selected for fundraising purposes. The sale of foods that do not comply with the nutrition standards as outlined in PPM 150 and this policy for fundraising purposes is not permitted in the school.

Communication and Education:

Schools will communicate the Ministry of Education policy (PPM 150), HWDSB's Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks, and school celebrations. Each school is encouraged to recognize, value and support parent/guardian/caregiver and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.

Schools may choose to develop additional guidelines in a School Nutrition Policy in consultation with their school council, and/or with a Home and School Association or other parent/guardian/caregiver organizations, if they exist.

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices should be considered for planned events and classroom activities.

PROGRESS INDICATORS:

| Intended Outcome | Assessment |
|---|---|
| Schools promote healthy eating and safe food practices for planned events and classroom activities. | Communication to parents will be measured through the annual Parent Voice survey. |
| Schools will communicate the Ministry of Education policy (PPM 150), the Nutrition Policy and Procedure annually to parents/guardians/caregivers, students and the community. | A yearly audit of randomly selected schools, through review of school agenda and website. |

Nutrition

Date Approved:

Projected Review Date: xxxx

Page 6 of 6

REFERENCES:

Government Documents

[Bill 8 – Healthy Food for Healthy Schools Act, 2009](#)

[Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010](#)

[Health Protection and Promotion Act., Regulation 493/17 Food Premises](#)

[Food and Beverage Policy Standards at Ontario Schools](#)

[Canada's Food Guide, 2019](#) and Resources

School Food and Beverage Policy Guides, 2022

[School Nutrition Program Nutrition Guidelines, 2020 – Ministry of Children, Community and Social Services](#)

Subject: Engagement Policy

Executive Council Member Responsible: Sue Dunlop
Associate Director, Learning Services



BACKGROUND

The Engagement Policy presented to committee is a culmination of the current [Community](#), [Parent](#), [Student](#) and [Staff](#) Engagement Policies. In 2019, staff began initial work to consolidate three of these policies into one. The Staff Engagement policy wasn't included as it governs how staff is supported in their work to improve student achievement and well-being. The COVID-19 pandemic occurred and the work on the consolidated policy was paused. Additional information on the process used by staff to redevelop the policy is attached.

RECOMMENDATION(S)

That the Engagement Policy be recommended for consultation.

Engagement Policy Backgrounder

HWDSB has a rich history of engagement with students, parent/guardian/caregivers, and with community. (e.g., Student Voice Survey, Parent Voice Survey, MDI, policy consultation, budget priority consultation, strategic planning consultation etc.) Since 2019, further interconnected pieces of work around engagement have been taking place simultaneously across the system. In 2021, the Safe Schools Review Panel report was released and approved by the Board of Trustees. It contained recommendations for community consultation and engagement including:

- Increase student ownership and seek out and listen to student voices.
- Involve parents, guardians and caregivers in bullying prevention and response in meaningful ways.
- Work with a wide range of community partners.

The same year, trustees approved the creation of a Human Rights policy. Given the recommendations of and experiences of the pandemic and the commitment to engage differently with all communities both within and without the organization, staff approached writing this policy in a different way. Opportunities for engagement included virtual sessions for staff, students, and multiple community groups to understand the purpose of the Human Rights policy and possible procedures and offer ideas and feedback based on their lived experiences. This work provided an important lens to guide the development of a consolidated Engagement policy.

Also in 2021, HWDSB planned for the first Student Census, which included extensive engagement with students, families, community members and community groups to seek feedback and advice and answer questions.

In 2022, HWDSB launched [Engage HWDSB](#), an online space where students, families, staff and communities can learn more about work at HWDSB, share their voice, and follow processes as they happen. It doesn't replace face to face engagement opportunities but is a central location for information and online feedback.

Over the few months, trustees have engaged and consulted with communities, families, staff and students for the new multi-year strategic plan. The consolidated engagement policy is anchored to the new HWDSB vision, mission, values and five strategic directions.

The consolidated policy includes learning from all these engagement opportunities, and is grounded in human rights and Indigenous sovereignty, anti-racism, and anti-oppression more explicitly than in the past. The guiding principles demonstrate this foundation and these commitments.

The Action Required section includes an Engagement Framework that sets out different engagement approaches and methods and when we might use them.

Staff recommends that the policy be approved for consultation where we can test the Engagement Framework while seeking feedback on the policy and the framework to bring back to the committee.

Questions for discussion:

- Does the policy reflect the Board's shared values and commitments to the organization and communities it serves?
- Does the Engagement Framework provide clarity about when and how school and system staff may effectively engage with students, parents/guardians, caregivers and communities?



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 1 of 7

PURPOSE:

Engagement plays a central role in student well-being and achievement. Hamilton-Wentworth District School Board (HWDSB) is committed to Human rights and the United National Declaration on the Rights of indigenous Peoples (UNDRIP). The purpose of this policy is to centre students and offer varied, meaningful engagement structures and supports in the classroom, school and system that understand inequities and remove barriers.

GUIDING PRINCIPLES:

HWDSB's engagement efforts will be guided by these organizational values: Compassion, Dignity, Trust and Joy. The following guiding principles refer to HWDSB communities, which include students, parents, caregivers, guardians, employees, volunteers, community partners and community members. The Staff Engagement Policy sets out additional guidance for employees and the Board of Trustee Policy Manual serves as a guide for trustees in their commitment to pursue HWDSB's vision, mission and values.

HWDSB will:

- Ensure our engagement efforts invite and respond to HWDSB community members and their ideas, feedback and questions in ways that are accessible, reflective of their multiple, unique identities and rooted in their cultural contexts and lived experiences.
- Engagement efforts are aware of and sensitive to historic truths that have been hidden and continue to be uncovered. We proceed with open minds, a willingness to learn, and a bias toward action conscious of the gaps in historic truths.
- Build and sustain healing relationships based on respect and reciprocity.
- Recognize that HWDSB community members own their knowledge and that they have a right to manage and make decisions about the ideas, feedback and questions they share with HWDSB.
- Work as a treaty partner alongside local Indigenous communities as part of reconciliation.
- Affirm Indigenous peoples' distinct, inherent and collective rights including Indigenous students' rights to language, culture and ceremony and proceed based on the foundation of peace, friendship and respect.

INTENDED OUTCOMES:

Working together, HWDSB and students, parents, caregivers, guardians, employees, volunteers, community partners and community members will:

- Strengthen and support student well-being and achievement through welcoming, respectful, accessible and collaborative learning experiences and school climates.



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 2 of 7

- Continue to grow positive, meaningful and reciprocal relationships across and among students, parents, communities and employees.
- Identify, monitor and address barriers to engagement for all students including those who are currently and historically underserved.
- Continually revise engagement structures based on collective feedback and lessons learned by working together.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Achievement: The ability for every student to meet with academic and personal success. Achievement is connected to well-being and equity. Each member of the HWDSB community shares responsibility for creating the conditions that allow students to succeed, which includes working to dismantle the inequitable distribution of educational results between different demographic sub-groups of students (e.g., gender identity, gender expression, race, ethnicity, country of origin, socioeconomic circumstances, sexual orientation, disability/level of ability or any other social characteristic of the student). (Council of Ontario Directors of Education, page 15).

Barrier(s): Anything that prevents or limits a person or groups of people with shared identities from fully taking part in all aspects of society, including physical, architectural, information or communications, attitudinal, economic, and technological barriers, as well as policies or practices. Barriers may be overt or subtle, intended or unintended, and systemic or specific to an individual or group. They often prevent or limit access to opportunities or benefits that are available to other members of society.

Communications: A planned, systematic, two-way process of communication intended to encourage public involvement in schools and across HWDSB to earn public understanding and support.

Engagement: Engagement aims to address inequities and remove barriers for students. It is anti-oppressive. Engagement as a value recognizes student well-being and achievement are interdependent with equitable, collaborative relationships within and across the HWDSB community. HWDSB community members, including parent/guardian/caregivers, have valuable experience, knowledge and wisdom that contribute to the overall education of students. Meaningful engagement as a set of actions invites HWDSB communities to be involved in a variety of ways – inform, consult, collaborate and co-create.

Healing Relationships: A relationship that is built on connection and works to build trust through open minds, a willingness to learn, curiosity, respect for individual identities and consciousness of the gaps in



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 3 of 7

historic truths. It recognizes that the education system disproportionately serves some students over others. For some students and families, schools are the sites of trauma and harm. Feeling connected to others within the school community can lead to trust and a sense of belonging. Trust and belonging play an important role in student well-being and achievement.

HWDSB Community: Students, employees, parents, guardians, caregivers, trustees, community advisory committee members, school council members, permit holders, vendors, service providers, contractors, volunteers, visitors, all other persons who are invited to, access or provide services, or attend Board and school events and any person or entity who enters into an agreement or uses school board property. Together, they make up the school community.

Learning Experiences: The variety of ways students grow their understanding, knowledge, skills and attitudes within the school. Learning experiences recognize students learn in different ways and in different settings. Learning experiences aim to challenge, engage and provide meaningful opportunities for students that are culturally relevant and respond to their unique identities. Student well-being and achievement is positively impacted when their learning experiences are meaningfully connected to and informed by their interests, experiences, identities and HWDSB community.

Positive School Climate: The learning environment and relationships found within a school and school community. A positive school climate exists when all of the HWDSB community feels safe, included and accepted, and actively promotes positive behaviours and interactions. A positive school climate embeds principles of Human Rights, the United Nations Declaration of the Rights of Indigenous People and equity into the learning environment to support a positive school climate.

Reciprocity/Reciprocal: A value and an action shared between all members of the HWDSB Community. It recognizes that the HWDSB community is committed to student well-being and achievement, and an exchange of resources – ideas, experiences, wisdom and actions - to support this shared goal. Working reciprocally means equity informs our work together – the exchange of resources is not always spread evenly across HWDSB community members.

HWDSB Leadership: Members of Executive Council, principals, vice-principals, managers and supervisors.

Well-Being: Health is determined by social, economic and environmental conditions, along with experiences and actions. Well-being includes quality of life and the ability of people and communities to feel connected, purposeful and that they belong most of the time. For HWDSB, well-being is always student-centered and incorporates a whole child approach. It must consider wellness from academic, cognitive, physical and social-emotional lenses, as well as a student's own distinct identities. Well-being is continually informed by past and current inequities in both schools and communities. Building trust, a sense of belonging and connection through engagement with and alongside the HWDSB community is central to students' well-being.



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 4 of 7

ACTION REQUIRED:

- Maintain guidelines for engagement with parent/guardian/caregivers, with employees and with students. Actions include:
 - Reflect on our purpose, roles, responsibilities and parameters for engagement before inviting students, parents, caregivers, guardians, employees, volunteers, community partners and community members into the process.
 - Be transparent, proactive and timely in communications. Communications are shared in multiple formats and languages to ensure information is accessible to all.
 - Provide as much relevant information as possible (within legislated and policy requirements) to HWDSB communities prior to, during and after engagement efforts.
 - Commit to sharing back what people told us, what we have learned and the actions we will take.
 - Support HWDSB community members when they change their mind about what they share/have shared (where technically possible), and ongoing invitations to learn how their ideas, feedback and questions informed decisions at HWDSB.
- Develop and maintain an engagement framework.
- Maintain any procedures attached to this policy.
- Provide learning about engagement strategies for all system leaders.

ENGAGEMENT FRAMEWORK:

HWDSB's engagement efforts will be guided by the following framework.

| Inform | Consult | Collaborate | Co-Create |
|---|---|--|--|
| We will provide transparent, pro-active and timely communication and information in ways that are easy to understand. This includes multiple formats and languages. We will share | We will listen and consider your input when making decisions. We will respond in ways that are accessible and reflective of your unique identities and experiences. We will be clear about what parts | We will work together on a pre-existing, shared goal that supports student well-being and achievement. | We will come together to identify barriers that are getting in the way of student well-being and achievement. We work together to develop and test actions that address these barriers in ways |



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 5 of 7

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| <p>information over time, in an ongoing way.</p> | <p>of the decision-making you are able to inform.</p> | | <p>that have never been tried before.</p> <p>This means we come together to identify a shared question, develop ways to address the question, and test actions that support student well-being and achievement. We will explore, test and implement new ideas for change.</p> <p>We will collectively share our ideas and actions with others and reflect on our learning together.</p> |
| <p>Our Promise:</p> <p>We will keep you up-to-date with the</p> | <p>Our Promise:</p> <p>We will invite your ideas, feedback and questions on our efforts. We will</p> | <p>Our Promise:</p> <p>We will work together toward a common, shared goal. We will share the results of our</p> | <p>Our Promise:</p> <p>We will admit what we don't know and be open to new ideas and actions that address barriers for students.</p> |



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 6 of 7

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|---|---|--|---|
| <p>information you need for your family.</p> | <p>acknowledge your concerns and aspirations. We will provide updates on how feedback informed decisions and be clear when what actions we can take are limited by other factors (e.g., legislation, policy, governance).</p> | <p>collaboration with others.</p> | <p>We will be courageous and work with others in new ways toward a new idea or action that supports student well-being and achievement.</p> |
| <p>Examples <i>Note: These examples are not exhaustive and are meant for illustrative purposes only.</i></p> <p>Schools: newsletters; announcements; emails; blogs; Open House; meet the educator.</p> <p>System: website; emails; newsletters; Teams Live and Facebook Live Events; Ward Information Nights</p> | <p>Examples <i>Note: These examples are not exhaustive and are meant for illustrative purposes only.</i></p> <p>Schools: public meetings; school consultations; surveys.</p> <p>System: 2023 Strategic Directions; public meetings; focus groups; online consultations; Engage HWDSB</p> | <p>Examples <i>Note: These examples are not exhaustive and are meant for illustrative purposes only.</i></p> <p>Schools: School Councils; Home & School Associations; Grad Coach Program for Black Students.</p> <p>System: Student Census Community Working Group; Community Advisory Committees; Student Senate</p> | <p>Examples <i>Note: These examples are not exhaustive and are meant for illustrative purposes only.</i></p> <p>Schools: Community relationship building; working with individual families.</p> <p>System: Indigenous Education Circle; Indigenous Education Circle Strategic Action Plan; Safe Schools.</p> |



Engagement

Date Approved: XXXXX

Projected Review Date: XXXXX

Page 7 of 7

PROGRESS INDICATORS:

| Intended Outcome | Assessment |
|--|---|
| Strengthen and support student well-being and achievement through welcoming, respectful, accessible and collaborative learning experiences and school communities. | Middle Development Instrument (MDI) EQAO Parent Voice Survey |
| Continue to grow positive, meaningful and reciprocal relationships across and among HWDSB community members. | Middle Development Instrument (MDI) Employee survey Engage HWDSB Parent Voice Survey |
| Identify, monitor and address barriers to engagement, specifically for all students, including those who are historically and currently underserved. | Middle Development Instrument (MDI) Student Voice Survey |
| Continually revise engagement structures based on collective feedback and lessons learned by working together. | Engage HWDSB Annual review of effectiveness of engagement structures. |

REFERENCES:

Government Documents

Education Act

Regulation 330/10: School Councils and Parent Involvement Committees

Regulation 464/97: Special Education Advisory Committees

Regulation 612/00: School Councils

Ministry of Education Parent Engagement Policy: Parents in Partnership

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Ontario Human Rights Code

HWDSB

GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board strives for a policy development process that:

- Follows HWDSB's Trustee Handbook
- Ensures that policies are principle-based
- Simplifies the language used in policies
- Reduces barriers
- Provides clarity and common understanding
- Provides flexibility to Trustees and staff in responding to a wide range of issues
- Ensures timeliness
- Ensures congruence between policy and procedure
- Ensures that no new, or non-Ministry mandated policy development takes place without approval of a Scoping Report

Please note: All green boxes with thicker lines in the document denote Trustee involvement.

