

AGENDA: 9:30 a.m.

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda

Policy Review:

4. [Assessment, Evaluation and Reporting](#)
5. [Environment](#)
6. [Copyright/Fair Dealing](#)

Discussion:

7. [Policy Development Process](#) – review Issue Identification and Scoping Document ([Link](#) to document on website)

8. 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: Assessment, Evaluation and Reporting Policy

Executive Council Member Responsible: Bill Torrens and Michelle Lemaire
Superintendents of Student Achievement



BACKGROUND

The Assessment, Evaluation and Reporting Policy has been reviewed as part of the four-year cycle. Staff have made minor updates to language throughout the policy.

RECOMMENDATION(S)

That the Assessment, Evaluation and Reporting Policy be recommended for approval.



Assessment, Evaluation and Reporting

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to Human Rights and the United National Declaration on the Rights of indigenous Peoples (UNDRIP). This policy reflects that commitment as it relates to the assessment, evaluation, and reporting of student learning. HWDSB recognizes the importance of assessment, evaluation and reporting in improving the learning and achievement of every student.

GUIDING PRINCIPLES:

Assessment, evaluation and reporting practices:

- Are applied in a fair, transparent, and equitable manner that is free of bias or discrimination.
- Are based on high expectations for learning and achievement for every student, regardless of their identity or learning needs.
- Relate to the curriculum expectations for the subject, using the methods outlined in the Ministry of Education policy for assessment, evaluation, and reporting, and in specific curriculum documents.
- Are personalized to the learning needs, learning profiles, and lived experiences of students.
- Communicate criteria to students and parent/guardian/caregiver at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- Are ongoing, varied in nature, and collected over time to provide multiple opportunities for students to demonstrate the full range of their learning.
- Provide ongoing descriptive feedback by educators to stated learning goals and success criteria that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Develop students' self-assessment skills so they can assess their own learning, set specific goals, and plan next steps.

INTENDED OUTCOMES:

- The assessment, evaluation and reporting of student learning in HWDSB schools reflects the guiding principles outlined in this policy and adheres to ministry policy.

RESPONSIBILITY:

Director of Education
Members of Executive Council



Assessment, Evaluation and Reporting

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TERMINOLOGY:

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Adapted from Growing Success (2009).

Assessment for Learning: The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

Descriptive Feedback: Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students' achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

Equity: A condition or state in which access to opportunities and resources are distributed fairly, justly and equitably. Equity involves treating some people differently or giving them what they need so they may meet the same outcomes as others.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction, (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

Peer Assessment: Assessment of a student's work or learning processes by classmates.

Professional Judgment: Judgment informed by knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment and the criteria for success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that includes ongoing reflection and self-correction.

Reporting: The process of providing students and parent/guardian/caregivers with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Success Criteria: Standards or specific descriptions of successful attainment of learning goals developed by teachers based on curriculum documents. Success criteria are discussed and agreed upon with



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students and are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like,” and allow the teacher and student to gather information about the quality of student learning.

ACTION REQUIRED:

Maintain procedures that support the guiding principles of this policy and any related Ministry policy.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The assessment, evaluation, and reporting of student learning reflects the guiding principles outlined in this policy and adhere to ministry policy.	Principal/Vice-Principal observations of educator practices. Student and Parent surveys.

REFERENCES:

Government Documents

[Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010](#)
[Ontario Curriculum Policy Documents](#)
[Learning for All 2013](#)
[Learners: ESL and ELD Supports and Services](#)
[PPM No.155 – Diagnostic Assessment in Support of Student Learning](#)

Subject: Environment Policy

Executive Council Member Responsible: Bill Torrens and Michelle Lemaire
Superintendents of Student Achievement



BACKGROUND

The Environment Policy has been reviewed as part of the four-year cycle. Staff have made minor updates to language throughout the policy.

RECOMMENDATION(S)

That the Environment Policy be recommended for approval.



Environment

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to promoting and supporting environmental education, environmental action and care of the environment. HWDSB acknowledges that humans have an impact on the environment that, in part, contributes to climate change. The HWDSB also acknowledges it resides on the ancestral lands of the Anishinaabe and Haudenosaunee Confederacy and that its use of the land must be responsible, respectful and sustainable. The Board further commits to implement environmentally responsible practices x HWDSB uses an understanding of environmental impact to inform decision-making.

Furthermore, the HWDSB facilitates the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment and climate change, as well as foster an understanding of the importance of the land to Indigenous peoples through land-based learning.

GUIDING PRINCIPLES:

As a treaty partner, HWDSB:

- Supports learning about environmental education, environmental action, care of the environment, and climate change.
- Fosters an understanding of the importance of the land to the local Indigenous communities through learning experiences such as land-based learning.
- Builds a shared responsibility for care of the environment among the HWDSB Community.
- Provides access to free fresh water during the school day and at school events, where HWDSB Community is encouraged to bring their own refillable water bottle.
- Respects and cares for the environment to meet the needs of the present and future generations.
- Achieves a high standard of institutional accountability by implementing best management practices to prevent or reduce environmental impacts.

INTENDED OUTCOMES:

- Educators foster student knowledge and awareness of environmental and climate related issues and how to care for the environment.
- Learning Services staff support educators in providing students with learning opportunities about the environment, care for the environment, climate change, land-based learning and the importance of the land to the local Indigenous communities.
- HWDSB ensures accessible and sustainable practices (including capital projects), uses land responsibly and respectfully, and reduces the environmental footprint of the Board.



Environment

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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Climate Change: Climate change is a long-term shift in weather conditions identified by changes in temperature, precipitation, winds, and other indicators. Climate change can involve both changes in average conditions and changes in variability, including, for example, extreme events. Retrieved from www.canada.ca/en/environment-climate-change/services/climate_change/causes.html

Environmental footprint: Measures of the impact that human activities have on the environment.

Environmental Education: Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of the:

- Earth's physical and biological systems.
- Interdependency of our social and economic systems on these natural systems.
- Scientific and human dimensions of environmental issues.
- Positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Environment Education and Management Committee: an internal, multi-departmental steering committee supporting the on-going implementation of the policy.

Environmental Stewardship: Environmental stewardship or sustainability is meeting the needs of the present without compromising the ability of future generations to meet their needs.

HWDSB Community: Students, staff, parents, guardians, caregivers, trustees, community advisory committee members, school council members, permit holders, vendors, service providers, contractors, volunteers, visitors and all other persons who are invited to access, provide services or attend Board and school events. It also includes any person or organization who enters into an agreement with HWDSB or uses Board property.

Indigenous Educational Wellness: We untangle education from trauma and understand that education can now be part of total wellness and that Indigenous Knowledges will be celebrated.

Land-Based Learning: Learning that “brings together layered concepts like the importance of language and the geography of stories, cosmologies and world views, land protections and rights, relationality and accountability, a connection to reconciliation, and much more.” Retrieved from: [Land as teacher: understanding Indigenous land-based education \(ccunesco.ca\)](http://Land as teacher: understanding Indigenous land-based education (ccunesco.ca))



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ACTION REQUIRED:

- Support effective environmental education programs and learning opportunities that:
 - Highlights land-based learning and the importance of the land to the local Indigenous communities.
 - Identify and address sustainability and the underlying causes of environmental stresses which are rooted in personal and social values and in organizational structures.
 - Promote changes in personal, behavioural and organizational practices that will minimize our ecological footprint.
 - Foster greater community engagement.
- Engage students in environmental education programs and learning opportunities that expand students' knowledge of the environment, enhance their critical thinking and problem-solving skills and increase their community awareness and the likelihood of initiating proactive involvement.
- Maintain an Environmental Education and Management Committee.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Educators foster student knowledge and awareness of environmental and climate related issues and how to care for the environment.	The Environmental Education and Management Committee's annual report summarizes examples of student work and projects related to environmental education.
Learning Services staff support educators in providing students with learning opportunities about the environment, care for the environment, climate change, land-based learning and the importance of the land to the local Indigenous communities.	The Environmental Education and Management Committee's annual report summarizes examples of learning opportunities related to environmental education and land-based learning.
Ensure accessible and sustainable practices (including capital projects), uses land responsibly and respectfully, and reduce the environmental footprint of the Board.	The Environmental Education and Management Committee's annual report provides evidence of environmental stewardship. The Facilities Master Plan provides information about all Board facilities.

REFERENCES:

Government Documents



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[Acting Today, Shaping Tomorrow \(gov.on.ca\)](#) September 2009.

[Environmental Education: Scope and Sequence of Expectations \(Elementary\). 2017.](#)

[Environmental Education: Scope and Sequence of Expectations\(Secondary\). 2017.](#)

Energy Efficiency Act: General – O. Reg. 38/06

Environmental Protection Act

Waste Management Act

Subject:

Copyright/Fair Dealing Policy

Executive Council Member Responsible:

Bill Torrens and Michelle Lemaire
Superintendents of Student Achievement



BACKGROUND

The Copyright/Fair Dealings Policy has been reviewed as part of the four-year cycle. Staff have made minor updates to language throughout the policy.

RECOMMENDATION(S)

That the Copyright/Fair Dealings Policy be recommended for approval.



Copyright / Fair Dealing

Date Approved: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) ensures that it will comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium.

GUIDING PRINCIPLES:

- HWDSB respects the rights of copyright owners and shall not knowingly copy, sell, distribute or use any print or electronic materials, without the express permission of the copyright owner, or in accordance with appropriate policies and/or licence agreements.
- All use of copyright-protected work shall follow the *Canada Copyright Act* and its Regulations, the *Copyright Modernization Act*, the *Fair Dealing Guidelines*, relevant policies of HWDSB and all institutional licensing agreements.

INTENDED OUTCOMES:

- All staff and students are made aware of HWDSB's obligations in accordance with the Copyright Modernization Act on an annual basis.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Consumables: Consumables are materials intended for one-time use, including workbooks and exercise books in which a student records answers. Copying consumables is prohibited.

Copyright: The Copyright Act generally defines 'copyright' as, "the sole right to produce or reproduce a work or any substantial part thereof in any material form, to perform the work or any substantial part thereof in public, or, if the work is unpublished, to publish the work or any substantial part thereof." Copyright relates to the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communication signals.

Copyright Infringement: Violation of copyright through unauthorized copying or use of work or other subject matter under copyright.

Copyright Modernization Act: An amendment to the Federal Copyright Act, which:

- Updates the rights and protections of copyright owners to better address the challenges and opportunities of the Internet, so as to be in line with international standards.



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- Clarifies Internet service providers' liability and make the enabling of online copyright infringement itself an infringement of copyright. Permits businesses, educators and libraries to make greater use of copyright material in digital form.
- Allows educators and students to make greater use of copyright material.
- Permits certain uses of copyright material by consumers.
- Gives photographers the same rights as other creators; and
- Ensures that it remains technologically neutral.

Fair Dealing Guidelines: The fair dealing provision in the *Copyright Act* permits the use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties.

Reproducibles: A reproducible is not intended for one-time use but is sold or provided with the rights holder's authorization to reproduce it for educational use.

ACTION REQUIRED:

- HWDSB will communicate the Fair Dealing Guidelines to all school locations on an annual basis to ensure that all staff understand the obligations of the Board in accordance with the Copyright Modernization Act.
- Principals and managers will make staff and students aware of the Fair Dealing Guidelines and the prohibition of copying consumables.
- The Fair Dealing Guidelines and consumables poster will be posted near every photocopier, scanner, print station and/or other device used to reproduce any copyright-protected material.

PROGRESS INDICATORS:

Intended Outcome	Assessment
All staff and students are made aware of HWDSB's obligations in accordance with the <i>Copyright Modernization Act</i> on an annual basis.	The presence of appropriate signage in schools and departments.

REFERENCES:

Government Documents

Bill C-11: Copyright Modernization Act

Supreme Court of Canada Judgment – Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright), 2012, SCC 37

Fair Dealing Guidelines - Council of Ministers of Education Canada (CMEC) Copyright Consortium

PPM 157: Use of Copyright-Protected Works for Education

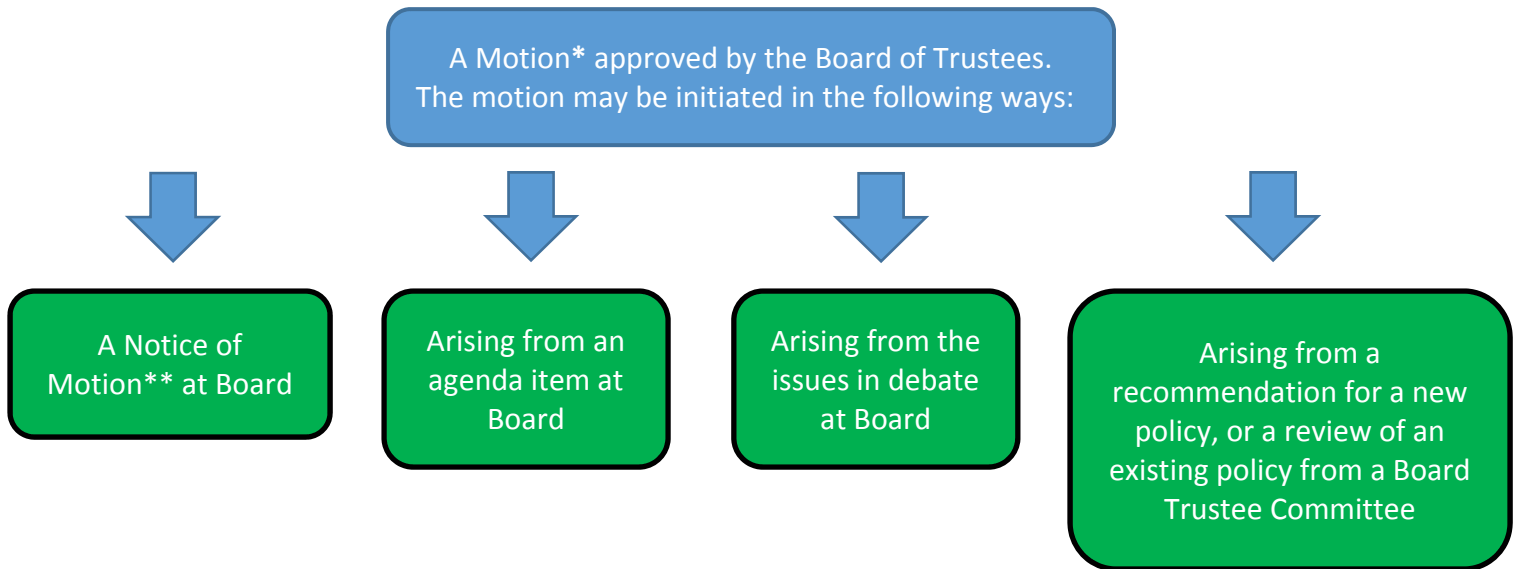
[Fair Dealing Decision Toolkit](#)

HWDSB

ISSUE IDENTIFICATION:

The process of developing a policy begins by:

Trustee Initiated:



If the policy is Trustee initiated, proceed to Scoping Report on page 4.

***Suggested Motion:** “That HWDSB start the policy development process to investigate the feasibility of developing/replacing/revoking/reviewing a _____ Policy”

Administration Initiated:

A recommendation for a new policy, or a review of an existing policy from Executive Council through the Policy Committee

OR

A direction from the Provincial Government for a new policy, through Executive Council to the Policy Committee

Proceed to Scoping Report on page 4.

Proceed to Ministry Mandated Policy on page 11.



HWDSB

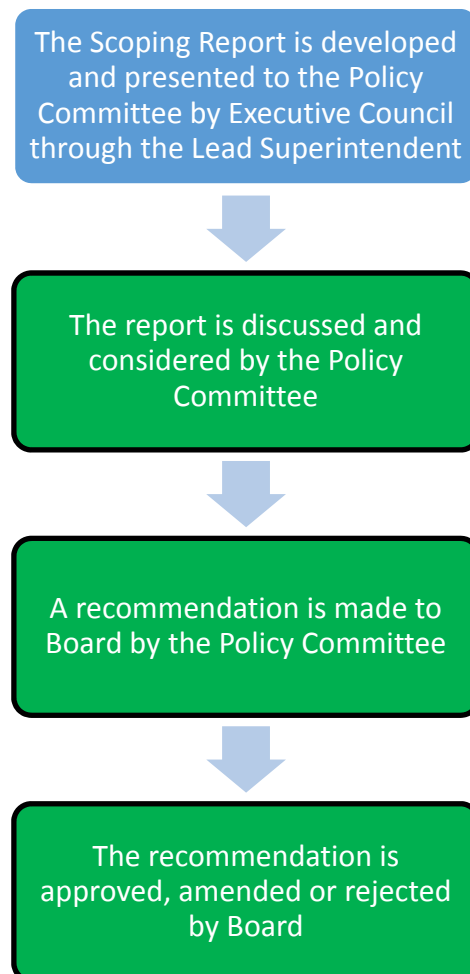
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SCOPING REPORT:

Once the Policy Development Process has been initiated, a Scoping Report is written.

The report specifies:

- a) the background by providing history and other information to bring the Trustees up to speed on the issue
- b) the facts, arguments, opinions and analysis needed to show that the Recommendation is a sound response to the issue
- c) the staff recommendation to Trustees



HWDSB

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