

HWDSB

Policy Committee

Wednesday April 7, 2021

Virtual Meeting – will be posted the following day
Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. [Consent item: updates to procedures under the Facilities and Student Learning & Achievement policies](#)

Policy Review:

Finance

4. [Procurement](#)

Human Resources

5. [Recruitment and Selection](#)
6. [Human Rights – scoping document](#)

7. Adjournment

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



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

The policies and procedures under this pillar include:

- 2.1 Boundary Review**
 - Boundary Review Procedure
- 2.2 Inclement Weather and Board Cancellations**
 - Cancellation of School and Board Administrative Operations Procedure
- 2.3 Naming of Schools**
 - Naming of Schools Procedure
- 2.4 Property Disposition**
 - Property Disposition Procedure
- 2.5 Pupil Accommodation Review**
 - Pupil Accommodation Review Procedure
- 2.6 Use of Board Facilities**
 - Community Planning and Facility Partnerships
 - Community Use of Schools Procedure

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

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

2.1 Boundary Review (policy review date: 2023)

Procedure Name	Changes Made
Boundary Review Procedure	N/A

2.2 Inclement Weather and Board Cancellations (policy review date: 2023)

Procedure Name	Changes Made
Cancellation of School and Board Administrative Operations Procedure	N/A

2.3 Naming of Schools (policy review date: 2020)

Procedure Name	Changes Made
Naming of Schools Procedure	N/A

2.4 Property Disposition (policy review date: 2020)

Procedure Name	Changes Made
Property Disposition Procedure	None

2.5 Pupil Accommodation Review (policy review date: 2019)

currently under review with the Ministry, awaiting guidelines to be provided

Procedure Name	Changes Made
Pupil Accommodation Review Procedure	N/A

2.6 Use of Board Facilities (policy review date: 2021)

Procedure Name	Changes Made
Community Planning and Facility Partnerships Procedure	None
Community Use of Schools Procedure	None

Subject: Student Achievement Procedures
Executive Council Member Responsible: Peter Sovran
Associate Director, Learning Services



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

The policies and procedures under this pillar include:

6.1 21st Century Learning

- Identity, Credibility and Positive Participation Procedure
- Ownership and Authorship Procedure
- Responsible Use Procedure
- Selection of Learning Resources Procedure

6.2 Assessment, Evaluation and Reporting

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

6.3 Community Involvement Activities

- Community Involvement Activities Procedure

6.4 Educational Excursions

- Educational Excursions Procedure
- Health and Physical Education Exemption Procedure

6.5 Environment

6.6 First Nations, Metis and Inuit Education

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

6.7 Political Activity in Schools During Elections

- Political Activity in Schools During Elections Procedure

6.8 Program

- French Immersion Directive

6.9 Student Engagement

6.10 Student Registration and Admission

- Out of Catchment Procedure

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

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

6.1 21st Century Learning (policy review date: 2022)

Procedure Name	Changes Made
Identity, Credibility and Positive Participation	None
Ownership and Authorship	None
Responsible Use	None
Selection of Learning Resources	None

6.2 Assessment, Evaluation and Reporting (policy review date: 2024)

Procedure Name	Changes Made
Assessment for Learning and as Learning	None
Communicating and Reporting Student Achievement	None
Determining Report Card Grades	None
Evidence of Learning	None
Interim Early Identification and Intervention	None
Learning for All: Supporting Students with Specific Learning Needs	None

Learning Skills and Work Habits	None
Missing Evidence of Learning Directive	None
Supporting English Language Learners (ELL)	None

6.3 Community Involvement Activities (policy review date: 2020)

Procedure Name	Changes Made
Community Involvement Activities	None

6.4 Educational Excursions (policy review date: 2023)

Procedure Name	Changes Made
Educational Excursions	None

6.5 Environment (policy review date: 2023)

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

6.6 First Nation, Métis and Inuit Education (policy review date: 2020)

Procedure Name	Changes Made
First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification	None

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

Procedure Name	Changes Made
Political Activity in Schools During Elections	N/A

6.8 Program (policy review date: 2018)

Procedure Name	Changes Made
French Immersion	N/A
Health and Physical Education Exemption	N/A

6.9 Student Engagement (policy review date: 2019)

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

6.10 Student Registration and Admission (policy review date: 2022)

Procedure Name	Changes Made
Out of Catchment Procedure	N/A

Subject:

Procurement

Executive Council Member Responsible:

Stacey Zucker
Associate Director, Support Services



ISSUE

The Procurement Policy is presented for its 4-year annual review. Staff have reviewed the policy to ensure it is compliant with any legislative changes made to the *Broader Public Sector Accountability Act, 2010*. Having reviewed the policy, it is noted that the policy contained some operational statements that have been removed and will be added to procedures.

RECOMMENDATION(S)

That the Procurement Policy be recommended for approval.



Procurement

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) supports the procurement of products and services that meet the needs of students, educators, and staff while supporting the ethical, fair and transparent treatment of all suppliers of goods and services. Utilizing a central Procurement Department as a means of obtaining maximum value for each dollar spent consistent with the educational goals of the Board.

Procurement staff shall adhere to the procurement ethics established by the Ontario Public Buyers Association (OPBA) and Universal Public Purchasing Certification Council (UPPCC) in respect of all procurement processes. The Board adheres to, and insists upon adherence to, a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors.

This procurement policy applies to all employees, Board of Trustees, and School Council members involved in the procurement of goods and services. This policy applies to all goods/services acquired using HWDSB budgets, school generated funds, school council funds, donations or any other funds generated on behalf of the HWDSB.

GUIDING PRINCIPLES:

Procurement procedures support the overall goals, priorities, strategic directions and accountability measures established by the Board:

- To procure by purchase or rental, the required quality and quantity of goods and services in an efficient, safe and cost-effective manner.
- To establish, when possible, standards for goods and services, ensure an acceptable level of quality for the system, promote work performed by qualified tradespeople, and promote efficiencies with respect to cost and service.
- To encourage open competitive bidding amongst qualified and compliant suppliers, through a fair and transparent process in respect of the acquisition and disposal of goods and services, where practical or legally mandated.
- To consider all costs (including acquisition, operating and disposal costs), in evaluating bid submissions from vendors.
- To not base a decision solely on the lowest bid price and consider other factors, where appropriate in evaluating bid submissions, such as, but not limited to, availability, supplier qualification and supplier's commitment to fair business practices.
- To operate a centralized purchasing program for the purchase of goods and services through the Procurement and Risk Management Department of the Business Services Department.



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- To encourage cooperative procurement activities with other Ontario public organizations with a focus on our Hamilton-Wentworth educational partners
- To purchase products and services which take into account environmental, health and safety factors, and will not knowingly purchase goods and/or services from manufacturers who operate in contravention of local and international labour law and standards.
- To ensure compliance with appropriate regulatory bodies including but not limited to the Broader Publics Sector Procurement Directive (BPS), Education Act, Canada-European Union Comprehensive Economic and Trade Agreement (CETA) and Canadian *Free Trade Agreement (CFTA)*

INTENDED OUTCOMES:

The intended outcomes of the Procurement Policy are to:

- Obtain the maximum value for each dollar spent consistent with the educational goals of the Board and to provide a procurement service that meets the needs of students, educators, and staff.
- Establish standards for goods and services to ensure an acceptable level of quality for the system, and to promote efficiencies with respect to cost and service.
- Establish appropriate budget controls and procurement approval processes that ensure fiscal responsibility
- Maintain a procurement process that is fair, open and transparent when acquiring goods and services from suppliers

RESPONSIBILITY:

Director of Education

Associate Director, Support Services and Treasurer

*Subject to the Education Act statutes, only the Director of Education or the Associate Director, Support Services and Treasurer can contractually bind the Board. Only with written expressed consent may the named individuals above delegate the authority to contractually bind the Board. The Associate Director, Support Services has overall responsibility for administering this policy, supported by the Manager of Procurement and Risk Services. Any contract signed by a Board employee, who is not authorized to enter into a contract, will be considered an obligation of the person signing the contract and not an obligation of the Board.



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TERMINOLOGY:

Board: refers to Hamilton-Wentworth District School Board

Broader Public Sector (BPS) Procurement Directive: The Directive applies to all designated broader public sector organizations as provided for under Section 12 of the *Broader Public Sector Accountability Act 2010*. The purpose of the directive is to ensure that publicly funded goods and services, including construction, consulting services, and information technology is acquired by BPS organizations through a process that is open, fair and transparent; outlines responsibilities of BPS organizations throughout each stage of the procurement process; and ensures that procurement processes are managed consistently throughout the BPS.

Canadian Free Trade Agreement (CFTA) is an inter-governmental trade agreement regulating trade within Canada. It took effect on July 1, 2017.

Comprehensive and Economic Trade Agreement (or CETA): refers to a trade deal between the European Union and Canada.

Education Act: refers to the main piece of legislation, or “statute”, governing public education in Ontario.

ACTION REQUIRED:

Procedures and a centralized procurement department will be in place to operationalize this policy under the requirements of legislation, BPS and trade agreements. Board procedures will support an ethical procurement of products and services that meet the needs of students, educators, and staff while supporting a fair and transparent treatment of all suppliers.

PROGRESS INDICATORS:

Successful procurement processes will ensure timely, cost effective, transparent acquisition of goods and services that aligns with the educational goals of the Board and fair business principles.



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Intended Outcome	Assessment
Obtain the maximum value for each dollar spent consistent with the educational goals of the Board-and to provide a procurement service that meets the needs of students, educators, and staff.	Exhibit the prudent and transparent use of the Board's financial resources through quarterly interim financial reporting and annual audited financial statements.
Establish standards for goods and services to ensure an acceptable level of quality for the system, and to promote efficiencies with respect to cost and service.	Appropriate application of Procurement Policy, Procedure and compliance to mandated Ministry legislation and collaborative purchasing through various cooperative opportunities.
Establish appropriate budget controls and procurement approval processes that ensure fiscal responsibility	Ensuring purchases are made within budget allotments and that only authorized staff approve purchases.
Maintain a procurement process that is fair, open and transparent when acquiring goods and services from suppliers.	Show that procurement processes are managed consistently and provide feedback to suppliers when requested.

REFERENCES:

Government Documents

Broader Public Sector Accountability Act 2010 (BPS)

Education Act

Canada-European Union Comprehensive Economic and Trade Agreement (*CETA*)

Canadian Free Trade Agreement (*CFTA*)

HWDSB Policies

Employee Expense

School Generated Funds

Excursions

Nutrition

Subject:

Recruitment & Selection

Executive Council Member Responsible:

Jamie Nunn
Superintendent, Human Resources



ISSUE

Legislative changes came forward through Ontario Regulation 274 (12) impacting our Recruitment & Selection Policy in terms of hiring practices. Schools boards are to review their policies and implement by December 31, 2020 based on a draft PPM which would be finalized in early 2021.

Staff have reviewed the most recent policy approved in December 2020 based on previous Ministry direction and made a minor change to the current policy to be in compliance with the finalized PPM released by the Ministry.

RECOMMENDATION(S)

That the Recruitment & Selection Policy be recommended for approval.



Recruitment and Selection

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to attract a diverse and qualified workforce to support the achievement of its strategic Annual Plan, Equity Action Plan and Workplace Equity Action Plan. The Board is committed to creating and sustaining an inclusive, caring and safe learning and working environment through recruitment and promotion practices that are consistent, equitable, transparent, free from discrimination and that support the Board's mission, vision and values.

GUIDING PRINCIPLES:

This policy applies to all candidates and staff members for any position of employment with the Hamilton-Wentworth District School Board. HWDSB believes in:

- Establishing and maintaining discrimination free environments.
- Maintaining the highest level of ethical and professional standards.
- Developing a workforce that is representative of the diversity of the student body in the Hamilton-Wentworth community. This may include the development of a Special Programs recruitment strategy available through the Human Rights Code.
- Recruiting and hiring skilled and qualified employees to support student achievement.
- Exercise due diligence throughout the hiring process to align with all legislated requirements and the provisions of the collective agreements, where applicable.
- Provide a bias free, Equitable, fair and transparent interview process for all job competitions
- Providing support and training to staff who are involved in the hiring process.

INTENDED OUTCOMES:

The Board will endeavor to continuously improve removing barriers for all applicants applying to job vacancies with the HWDSB will:

- Make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment, mentoring, retention, promotion, and succession planning in all Board and school positions, including those groups that have traditionally been and/or are currently marginalized within our society.
- Implement strategies to attract and retain a staff that reflects the diversity within the region and that is capable of understanding and responding to the experiences of the diverse communities within the Board's jurisdiction.
- Ensure the Boards hiring practices align with all mandated legislative requirements.



Recruitment and Selection

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- Provide and maintain a safe and secure working and learning environment.

RESPONSIBILITY:

Director of Education
 Superintendent of Human Resource Services
 Members of Executive Council

TERMINOLOGY:

Accommodation: A reasonable modification or adjustment to a job, the work environment or the hiring process based on individual personal circumstance.

Applicant: A person who applies to a vacant position.

Candidate: An applicant who is engaged in the selection process for a position. This may include an existing employee or external applicant.

Conflict of Interest: A potential, apparent, or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the Board, or with the participation in any recommendation or decision pertaining to hiring within the Board.

Conflict of Interest – Relationship: Relationship means any relationship of the employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.

Employee: Full-time or part-time employees of the School Board involved in hiring.

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

Qualifications and Merit: Adhering to qualifications pursuant to Regulation 298, "Operations of Schools General", and valuing applicants additional experiences such as; skills, background, lived experience and work experiences including foreign-trained experience.

Special Programs: The Ontario Human Rights Code enables organizations to create temporary special measures, referred to as "special programs", to address the effects of systemic discrimination. Special programs help to promote substantive equality by creating opportunities for people and groups who



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face disadvantage and discrimination. Where people from specific marginalized communities are demonstrably under-represented in a board's workforce, well-designed special programs can allow boards to preferentially hire people from these communities. Such programs are expressly protected under the Code.

ACTION REQUIRED:

Recruit for prospective staff who are qualified and meet the specific qualifications for each position using a bias free, consistent, inclusive, equitable and transparent recruitment practices. Assist qualified staff from diverse backgrounds to acquire relevant employment experiences by providing appropriate learning opportunities when possible (e.g. job coaching).

PROGRESS INDICATORS:

Intended Outcome	Assessment
Identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment.	Continue to implement the HWDSB Equity Action Plan and Workplace Equity Action Plan.
Implement strategies to attract and retain a staff that reflects the diversity within the region.	<p>Conduct ongoing research regarding HWDSB demographics to better inform recruiting and hiring practices.</p> <p>Community outreach to inform members from our diverse community about career opportunities in education to address current and emerging staffing needs and attract applicants that represent our student population.</p> <p>All candidates selected for interview meet the educational, skill and experience qualifications/merit required for the advertised position.</p>
Meet mandated legislative requirements.	<p>Continue to ensure all mandated legislative requirements are reflected in the Boards Procedures.</p> <p>Implement the Workplace Equity Audit hiring recommendations as outlined in the Workplace Equity Audit.</p>



Recruitment and Selection

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	<p>Implement recommendations related to the Ministry of Education Policy/Program Memorandum No. 165</p> <p>The recruitment process is applied consistently to all potential candidates.</p> <p>Hiring supervisors receive appropriate training and tools for leading a fair and equitable hiring process.</p> <p>Staff who participate on interviewing panels receive appropriate training and tools for participating in the hiring process.</p>
<p>Provide and maintain a safe and secure working and learning environment to protect all students and staff from exposure to harmful risk.</p>	<p>All criminal background checks and vulnerable sector screenings are reviewed and meet HWDSB requirements.</p>

REFERENCES:

Government Documents

- Canadian Charter of Rights and Freedoms
- Child and Family Services Act
- Criminal Code of Canada
- Education Act
- Municipal Freedom of Information and Protection of Privacy Act
- Occupational Health & Safety Act
- Ontario Human Rights Code
- Police Services Act
- Youth Criminal Justice Act
- Accessibility for Ontarians with Disabilities Act
- Ministry of Education Policy/Program Memorandum No. 165

HWDSB Policies

- Integrated Accessibility Standards 1.4
- Occupational Health and Safety Policy 4.3
- Equity and Inclusion Policy 5.4

Subject:	Human Rights Policy
Executive Council Member Responsible:	Manny Figueiredo, Director of Education
Does an Act or Regulation require HWDSB to develop the proposed policy?	No



ISSUE

HWDSB currently has a number of policies and related procedures that include elements of human rights tenants such as the Equity and Inclusion Policy 5.4, the Workplace Violence and Harassment Prevention Policy 4.9, and the Accommodation of Staff Policy 4.1.

These policies, however, do not specifically address human rights concerns and do not define a clear and consistent human rights complaints process in a manner that is accessible, consistent and clear to everyone.

A human rights policy and associated procedures would serve as an anchor to related policies and further HWDSB's commitment to a learning and work environment that is safe, inclusive and free from discrimination, bias and harassment.

BACKGROUND

Under the Ontario Human Rights Code, HWDSB is responsible for ensuring that learning and work environments are safe, inclusive and free from discrimination, bias and harassment.

HWDSB's [Equity Action Plan](#), a key element of the board's Positive Culture and Well-being strategic priority, commits to develop safe and inclusive reporting structures by:

- Assessing discrimination and harassment reporting policies, procedures and processes;
- Improving and/or establishing processes that enable students and staff to safely report incidents of code-based discrimination and harassment; and
- Exploring the need for a human rights policy and procedure to support and improve protocols used in handling code-based complaints and allegations.

From a variety of reviews conducted as well as recent investigations, it can be inferred that staff, students, families and other stakeholders may not find it easy to navigate the system, nor understand the process of reporting and resolving incidents. For example,

the Safe School Review on Bullying Prevention and Intervention has reported that there is a lack of clarity in reporting, transparency and accountability and emphasizes the need to create a reporting structure that supports students and families who may not feel safe or comfortable following the traditional approach of [addressing concerns](#). In addition, the recent third-party investigation into alleged trustee code of conduct breaches put forth two recommendations regarding human rights policy and procedure:

Recommendation 8: *That by June 30, 2021, the Board shall create a comprehensive EDI Policy and Human Rights Policy for the Board, which shall be distributed to all Trustees on an annual basis.*

Recommendation 11: *That by August 1, 2021, the Board shall create a formal Complaint and Investigations Policy and Procedure for bringing Code of Conduct complaints, which allege a breach of the Board's EDI Policy or Human Rights Policy to the Human Rights Department of the Board, to be dealt with in a manner which is independent from the Trustees. Such Policies shall include timelines which are in accordance with the Ontario Human Rights Code, R.S.O. 1990, c. H.19 for the bringing of such complaints, and shall provide for an independent investigation of the Complaint by the Human Rights Department of the Board and a formal Report and Recommendations, if any, to be issued to the Trustees. The Trustees shall impose such sanctions, if any, as the Trustees may feel appropriate and consistent with the sanctions prescribed by the Trustees Code of Conduct.*

On February 3, 2021, the HWDSB Board of Trustees adopted all recommendations from the independent trustee code of conduct review.

An overarching HWDSB Human Rights policy and associated procedures will support all members of the HWDSB community with understanding their human rights, their roles and responsibilities as well as establish a process for a clear, fair, consistent and effective mechanism to receiving and resolve complaints of code-based discrimination and harassment.

CONSIDERATIONS

An HWDSB Human Rights policy development process would include:

1. Legislative framework:

- The United Nations Declaration of Human Rights
- The United Nations Declaration on the Rights of Indigenous Peoples
- The United Nations Convention on the Rights of the Child
- The Ontario Human Rights Code

- The Anti-Racism Act, 2017
 - Accessibility for Ontarians with Disabilities Act
 - Occupational Health and Safety Act
 - The Truth and Reconciliation Commission of Canada's Report and Calls to Action
 - Education Act
 - Related ministry Policy/Procedure Memoranda
2. HWDSB's commitment: A statement demonstrating HWDSB's commitment to fostering and maintaining a culture of human rights that permeates in all HWDSB learning and work environments.
 3. Objectives: The policy would serve as a guide to ensure that human rights is embedded in all HWDSB policies and procedures, sets direction and defines roles and responsibilities of all stakeholders in HWDSB, supports human rights and identity-based data collection to identify gaps and trends; and creates a clear and consistent structure for human rights concerns to be brought forward and resolved in a timely manner using culturally responsive approaches.
 4. Application of the policy: The policy would apply to all members of the HWDSB community including, but not limited to, trustees, committee members, staff, students, parents/guardians, permit holders, vendors, service providers, contractors, volunteers, visitors and all other persons who are invited to, work at, or attend Board and school events.
 5. Protected grounds: The policy would list and explain all protected grounds
 6. Intersectional, anti-colonial, anti-oppressive, anti-racist frameworks and acknowledgement of historical and ongoing systemic discrimination and oppression including, but not limited to colonialism, racism, ableism, sexism, homophobia, biphobia, transphobia, classism, islamophobia, antisemitism and other forms of oppressions and discrimination.
 7. Community engagement and consultations- students, trustees, staff, parents/guardians/caregivers, unions, community partners, diverse communities that experience discrimination due to abilities, race, gender, sexual orientation, ancestry, ethnicity, religion, economic status and other code grounds.
 8. Application of Indigenous Cultural Safety by consulting and engaging in a meaningful way with HWDSB Indigenous team and the local Indigenous communities.
 9. Review and alignment with related HWDSB policies, employee collective agreement and terms and conditions, the Ontario Human Rights Commission policies and

guidelines, as well as promising practices from other school boards, the Ministry of Education/Equity Secretariat.

RECOMMENDATION(S)

Staff recommends the development of an HWDSB Human Rights policy that includes:

- Services for students, families and community members
- Employment and workplaces (all employees)
- Other members of the HWDSB community including volunteers, permit holders, vendors, service providers, contractors, volunteers, visitors

In addition, staff recommends reviewing the following related policies and associated procedures for consistency and alignment with a new Human Rights policy:

- Equity and Inclusion Policy 5.4,
- Workplace Violence and Harassment Prevention Policy 4.9,
- Staff Accommodation Policy 4.1

References:

[A Policy Primer: Guide to developing human rights policies and procedures, OHRC](#)

[Guide to your rights and responsibilities under the Human Rights Code](#)

[HWDSB Equity Action Plan](#)

[HWDSB Policy- Accommodation for Staff](#)

[HWDSB Policy- Workplace Violence and Harassment Prevention](#)

[HWDSB Policy- Equity and Inclusion](#)