

**AGENDA: 6:00 PM**

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda
4. Consent Items: Verbal Update

**Policy Review:**

5. [Occupational Health & Safety – Annual Review](#)
6. [Workplace Violence & Harassment Prevention – Annual Review](#)
7. [Engagement Policy – Draft for Consultation](#)
8. Adjournment

Subject: Occupational Health & Safety Policy

Executive Council Member Responsible: Jamie Nunn  
Superintendent, Human Resources



## BACKGROUND

The Occupational Health & Safety Policy has been reviewed by staff as part of the required annual legislative review. Staff have updated language throughout the policy for consistency and alignment with the recently passed Human Rights policy.

## RECOMMENDATION(S)

That the Occupational Health & Safety Policy be recommended for approval.

# Occupational Health and Safety

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 3

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to providing and maintaining a safe and healthy workplace in accordance with the Occupational Health and Safety Act.

## GUIDING PRINCIPLES:

- Promote and encourage a safe and healthy workplace, in accordance with industry standards and in compliance with legislative requirements.
- Endeavour to eliminate any foreseeable hazards to workers.
- Commit to occupational health and safety being an integral part of the Board's operations.

## INTENDED OUTCOMES:

- Establish incident reduction goals.
- Implement strategies to reduce workplace injuries.
- Support the Internal Responsibility System by completing workplace inspections and eliminating hazards.
- Ensuring contractors work safely in our workplace.

## RESPONSIBILITY:

Director of Education  
Supervisors  
Central Joint Health and Safety Committee  
All Workers

## TERMINOLOGY:

*Central Joint Health and Safety Committee:* A single Joint Health and Safety Committee established to cover multiple workplaces where the committees' structure has received approval by order of the Minister of Labour.

*Internal Responsibility System:* A system, within an organization, where everyone has direct responsibility for health and safety as an essential part of their job. It does not matter who or where the person is in the organization, they achieve health and safety in a way that suits the kind of work they do. Each person takes initiative on health and safety issues and works to solve problems and make improvements on an on-going basis.



# Occupational Health and Safety

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 3

**Supervisor:** The person who has charge of a workplace or authority over a worker. This includes a principal, vice-principal or teacher appointed by HWDSB to direct and supervise a school or organizational unit of a school.

**Worker:** Any of the following:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university, private career college or other post-secondary institution.
- Such other persons as may be prescribed (by the Occupational Health and Safety Act) who perform work or supply services to an employer for no monetary compensation.

**Workplace:** Any land, premises, location, or thing at, upon, in or near which a worker works.

Examples include, but are not limited to:

- Schools, Board offices, properties, and facilities, as well as vehicles used in the course of completing work and traveling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities, and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.

## ACTION REQUIRED:

Every worker protects their own health and safety by working in compliance with the law and with safe work practices and procedures established by the employer. Workers will receive, as appropriate, information, instruction, training, and competent supervision in their specific work tasks to protect their health and safety.

The Central Joint Health and Safety Committee assists in identifying situations that may be a source of danger or hazard to workers and make recommendations to the Board on matters of occupational health and safety.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Establish incident reduction goals.	A comparison, year over year, of notifiable accidents, explosion, fire, or incident of workplace violence where a person is killed or

# Occupational Health and Safety

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 3

	critically injured, disabled from performing their usual work or requires medical attention.
Implement strategies to reduce workplace injuries.	Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories.
Support the Internal Responsibility System by completing workplace inspections and eliminating hazards.	The successful completion of monthly and annual workplace inspections.
Ensuring contractors work safely in our workplace.	Performance will be evaluated by reviewing critical injuries involving contractors and WSIB claim data where applicable.

## REFERENCES:

### Government Documents

Education Act

Occupational Health and Safety Act

Subject:

Workplace Violence & Harassment Prevention Policy

Executive Council Member Responsible:

Jamie Nunn  
Superintendent, Human Resources



## BACKGROUND

The Workplace Violence & Harassment Prevention Policy has been reviewed by staff as part of the required annual legislative review. Staff have updated language throughout the policy for consistency and alignment with the recently passed Human Rights policy.

## RECOMMENDATION(S)

That the Workplace Violence & Harassment Prevention Policy be recommended for approval.



# Workplace Violence and Harassment Prevention

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 4

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the prevention of workplace violence and harassment while promoting a safe workplace in which all people respect one another and work together to achieve common goals.

## GUIDING PRINCIPLES:

- Work together to create an environment free from discrimination, harassment, and workplace violence in order to foster the development of trustful and respectful relationships.
- Fulfill our obligations under the Occupational Health and Safety Act and Ontario Human Rights Code.

## INTENDED OUTCOMES:

- Establish workplace violence incident reduction goals.
- Implement strategies to reduce workplace violence and harassment.
- Raise awareness of all workers' direct responsibility to ensure a violence and harassment free working and learning environment.

## RESPONSIBILITY:

Director of Education  
Supervisors  
Central Joint Health and Safety Committee  
All Workers

## TERMINOLOGY:

*Central Joint Health and Safety Committee:* A single Joint Health and Safety Committee established to cover multiple workplaces where the committee's structure has received approval by order of the Minister of Labour.

*Discrimination:* Any form of unequal treatment based on a protected ground under the Human Rights Code (the Code), whether imposing extra burdens or denying benefits. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but have the effect of disadvantaging certain groups of people. It can be direct or indirect, individual, or systemic. It may be intentional or unintentional, and it may take obvious forms (direct), or occur in very subtle ways (indirect). In any case, even if there are many factors affecting a decision or action, if

# Workplace Violence and Harassment Prevention

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 4

discrimination is one factor, that is a violation that could lead to progressive discipline. Hate activities and harassment are forms of discrimination. Putting measures to correct, relieve or remedy hardship or systemic discrimination experienced by persons or groups in an attempt to achieve equity is not discrimination.

*Supervisor:* The person who has charge of a workplace or authority over a worker. This includes a principal, vice-principal or teacher appointed by HWDSB to direct and supervise a school or organizational unit of a school.

*Worker:* Can be defined as:

- A person who performs work or supplies services for monetary compensation.
- A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled.
- A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university private Career College or other post-secondary institution. Such other persons as may be prescribed (by the Occupational Health and Safety Act) who perform work or supply services to an employer for no monetary compensation.

*Workplace:* Any land, premises, location, or thing at, upon, in or near which a worker works. This includes any virtual or digital environments. Examples include, but are not limited to:

- Schools, Board offices, properties, and facilities, as well as vehicles used while completing work and traveling between work sites.
- School-related activities such as extracurricular activities, co-instructional activities, and excursions.
- Conferences, training sessions, workshops and other work-related events or functions.
- Under the Ontario Human Rights Code, protection from workplace harassment and workplace sexual harassment also applies where workers are traveling to and from work-related activities.

This policy also applies to telephone, email, social media, or other communications related to work.

*Workplace Violence:* The *Occupational Health and Safety Act*, defines workplace violence as:

- a) The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- b) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.
- c) A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace that could cause physical injury to a worker.





# Workplace Violence and Harassment Prevention

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 4

*Workplace Harassment:* Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome. The Ontario Human Rights Code also protects employees from harassment in employment by the employer, agent of the employer or by another employee because of the following prohibited grounds: Race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, gender expressions, age, record of offences, marital status, family status, disability. It is important to note that there is potential for more than one protected ground to intersect, where an employee is protected under multiple identified grounds simultaneously. Further, the Ontario Human Rights Code protects employees from discrimination because of association, relationship, or dealings with another person identified by a protected ground.

*Workplace Sexual Harassment:* Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome. This could also include making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

The Ontario Human Rights Code offers protection for workers against harassment because of sex or sexual solicitation by a person in a position to confer benefits. Every person who is an employee has a right to freedom from harassment in the workplace because of sex, sexual orientation, gender identity or gender expression by their employer or agent of the employer or by another employee.

Every person has a right to be free from a sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or a reprisal or a threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

## ACTION REQUIRED:

Staff will implement and maintain procedures to operationalize this policy under the requirements prescribed in the *Ontario Human Rights Code* and *Occupational Health and Safety Act*.

HWDSB will:

- Develop a complaint process and ensure all complaints of workplace discrimination and harassment are appropriately investigated.
- Post the policy in all HWDSB workplaces on the Health and Safety Bulletin Board.
- Provide all workers with information and instruction upon hire, annually and as needed about this policy and discrimination, harassment, and violence in the workplace.



# Workplace Violence and Harassment Prevention

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 4

- Ensure workers are not penalized for reporting an incident or for participating in an investigation involving workplace violence or harassment while acting in good faith.
- Make workers aware of additional assistance through the Central Joint Health and Safety Committee (CJHSC), the Human Rights Legal Support Centre or the Board's Employee and Family Assistance Program (EFAP).
- Instruct supervisors to create a respectful workplace, model behaviours that are expected of all workers, and address issues that they become aware of, regardless of whether a complaint is made by the worker.
- Ensure supervisors investigate as appropriate all incidents and complaints of workplace harassment or violence in a fair, respectful, and timely manner, following the Board's established process. HWDSB will ensure supervisors are held accountable for responding to and resolving complaints of harassment.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Establish workplace violence reduction goals.	A comparison, year over year, of notifiable incidents of workplace violence where a person is killed or critically injured, disabled from performing their usual work or requires medical attention.
Implement strategies to reduce workplace harassment and violence.	Strategies will be evaluated by reviewing and comparing, year over year, incident reports in the identified categories and complaint summary report.
Raise awareness of all workers' direct responsibility to ensure a violence and harassment free working and learning environment.	Measured through feedback from online workplace violence and harassment training.

## REFERENCES:

### Government Documents

Human Rights Code

Occupational Health and Safety Act, Section 32.0.1

Subject:

Engagement Policy

Executive Council Member Responsible:

Sue Dunlop  
Associate Director, Learning Services



## BACKGROUND

This is a consolidated policy from three policies which were up for review: Community Engagement, Parent Engagement and Student Engagement. The policy has been rewritten with a new approach to deepen our engagement work across the district.

## RECOMMENDATION(S)

That the Engagement Policy be recommended for public consultation.

# Engagement

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 5

## PURPOSE:

Engagement plays a central role in student well-being and achievement. It is anti-oppressive and aims to address inequities and remove barriers for students. It describes both a value and a set of actions. When parents, caregivers, guardians, employees, volunteers, community partners and community members work together to support students, students feel more connected to their schools. Students who feel more connected enjoy the experience more. Even so, students' experiences at school are not the same. The education system disproportionately serves some students over others; for some students and families, schools are the sites of trauma and harm. 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:

Hamilton-Wentworth District School Board (HWDSB) is committed to Human Rights and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). HWDSB will take action with and alongside students, parents, caregivers, guardians, employees, volunteers, community partners and community members to create welcoming, respectful, accessible and collaborative learning experiences and positive school climates. Community members have valuable experience, knowledge and wisdom that can help support the overall well-being and achievement of students.

HWDSB will:

- Recognize engagement grows from listening, learning, and taking action towards a common purpose. HWDSB's engagement efforts will be guided by these values: (*To be completed once organizational values are determined through the strategic planning process*).
- 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 and provide as much relevant information as possible (within legislated and policy requirements) to HWDSB communities prior to, during and after engagement efforts. Communications are shared in multiple formats and languages to ensure information is accessible to all.
- 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.
- Invite ideas, feedback, and questions from HWDSB community members as essential contributions that strengthen a welcoming, respectful, accessible, and collaborative learning experience and school community for all students.

# Engagement

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 5

- Ensure our engagement efforts invite, reach out and respond to HWDSB community members to share 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.
- Commit to sharing back what people told us, what we have learned and the actions we will take.
- Be humble, responsive, nimble, and open to change based on what we are learning.
- Commit to building and sustaining healing relationships that are respectful and reciprocal. Engagement efforts are aware of and sensitive to the continuation of 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.
- 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. This includes support 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.

## 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.
- 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

# Engagement

Date Approved: XXXX

Projected Review Date: XXXX

Page 8 of 10

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

*Engagement:* Describes both a value and a set of actions. Engagement is anti-oppressive. It aims to address inequities and remove barriers for students. Engagement as a value recognizes student well-being and achievement are interdependent with equitable, collaborative relationships with and across the HWDSB community. HWDSB community members 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 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 members.

*Positive School Climate:* The learning environment and relationships found within a school and school community. A positive school climate exists when all HWDSB community members feel safe, included,



# Engagement

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 5

and accepted, and actively promote 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 HWDSB community members are committed to student well-being and achievement, and they exchange their 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.

## ACTION REQUIRED:

- Maintain guidelines for engagement with parents/guardians/caregivers, with employees and with students.
- Provide learning about engagement strategies for all system leaders.

## 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



# Engagement

Date Approved: XXXX

Projected Review Date: XXXX

Page 5 of 5

	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](#)