

AGENDA: 6:00 p.m.

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

Policy Review:

4. [Equity & Inclusion](#)
5. [Board Use of Facilities](#)

Discussion:

6. Policy Development Process ([LINK](#) to document on website)
 - a. Review Consultation section
 - b. [Review Draft Policy Revisions & Approval and Procedures & Implementation sections](#)

Information:

7. The following procedures have been updated since the last policy meeting:
 - a. [Trustee Expense Procedure](#) (POL. 3.11 Trustee Expense)
 - b. [Whistleblower](#) (POL. 4.10 Whistleblower)
 - c. [Medical Emergency Response in Schools](#) (POL. 5.5 Medical Health Supports)
 - d. [Educational Excursions](#) (POL. 6.4 Educational Excursions)
 - e. [Entry to School](#) (POL. 6.10 Student Registration and Admission)
 - f. [Ownership, Authorship & Artificial Intelligence](#) (POL. 6.1 Modern Learning)
 - g. [Responsible Use of Digital Technology](#) (POL. 6.1 Modern Learning)
 - h. [Selection, Vetting and Review of Learning Resources](#) (POL. 6.1 Modern Learning)
 - i. [Workplace Harassment Prevention Procedure](#) and [Workplace Violence Prevention Procedure](#) (POL. 4.9 Workplace Violence & Harassment Prevention)
8. Adjournment

Subject: 5.4 Equity & Inclusion

Executive Council Member Responsible: Paul Denomme
Superintendent of Equity, Mental Health & Well-Being, K-12

BACKGROUND

Equity & Inclusion

As part of the **Policy Review** stage of the Policy Development Process, this policy has been reviewed by staff with changes being made to the Guiding Principles (minor - language) section.

RECOMMENDATION(S)

That the Equity & Inclusion Policy be recommended for approval.



Equity and Inclusion

Date Approved: XXXXX

Projected Review Date: XXXXX

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PURPOSE:

Hamilton Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programming, services, and operations, in achieving the goal of providing equitable quality education for all students. This policy aligns with the Board's Human Rights Policy, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act. The Equity and Inclusion Policy affirms the United Nations Declaration on the Rights of Indigenous People (UNDRIP) in that Indigenous peoples have an inherent and collective right to sovereignty, self-determination and self-government, and as such, this policy is complementary to the Indigenous Education Policy (under development).

GUIDING PRINCIPLES:

HWDSB commits to:

- Developing and maintaining appropriate mechanisms to openly communicate the Board's actions in addressing inequities.
- Acknowledging, understanding, and addressing systems of oppression that can result in systemic inequalities and inequitable educational outcomes.
- Implementing inclusive education strategies that are fundamental in providing quality education and addressing inequities in educational opportunities, student achievement and well-being outcomes. Through high quality educational practices and experiences that are culturally relevant and responsive.
- Removing barriers to equitable employment to develop a diverse workforce that reflect and is responsive to the diverse experiences of the student population.
- Identifying, challenging, and responding to discriminatory practices, biases and systemic barriers to ensure that students and staff learn and work in inclusive and safe environments.
- Building reciprocal and meaningful relationships with families and community partners.
- Creating supportive, respectful, inclusive, and culturally relevant learning and working environments.
- Providing shared leadership through independent and collaborative commitment to continuous learning and professional development to embed equity and inclusion.
- Recognize our responsibilities as Treaty Partners on the pathway towards Indigenous cultural safety, in friendship with sovereign host nations and the urban Indigenous communities of Hamilton, we collectively revitalize, reclaim, renew, restore and celebrate a reconciliatory and restorative education system.



Equity and Inclusion

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INTENDED OUTCOMES:

- Students and staff feel a sense of belonging and can learn and work in inclusive and equitable environments.
- Identify and address systemic barriers and discriminatory practices that reproduce disproportional educational outcomes.
- Nurture reciprocal relationships among Indigenous Peoples and Treaty Partners in a shared effort towards a restorative education system.
- Principles of equity and inclusive education are embedded in all aspects of the Board's policies, operations, learning and working environments.
- Support inclusive community partnership, engagement and communicating ongoing progress.
- Establish mechanisms to measure progress towards equity and inclusion.

RESPONSIBILITY:

Director of Education
 Members of Executive Council
 System and School Leaders
 HWDSB Staff

TERMINOLOGY:

Ableism: A belief system, analogous to racism, sexism, or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent values than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities. (OHRC)

Accountability: Refers to the process whereby organizations and institutions as members of a diverse community are subject to the obligation to maintain a certain level of ethics and responsiveness and reporting regarding the quality, effectiveness and relevance of their service or practices and the method of delivery.

Anti-oppression: A proactive and consistent process of acknowledging different forms of oppression (colonialism, racism, ableism, classism, sexism, homophobia, biphobia, transphobia, classism, islamophobia, antisemitism, and other forms); and of seeking to identify, challenge, disrupt and eliminate oppressive ideologies, practices, and outcomes.

Anti-racism: A proactive and consistent process of acknowledging racism; and of seeking to identify, challenge, disrupt and eliminate racism in all its forms (individual, institutional, systemic racism).



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Barrier: Anything that prevents 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.

Bias: An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Community Partnerships: Collaborative relationships between institutions and groups within the community in which there is recognition of the experience of participants and evidence of their involvement in the decision making of the institutions.

Culturally Responsive Curriculum: A curriculum that accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities, and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the similarities, differences, and connections between people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of the society.

Curriculum: Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments and co-curricular and extracurricular activities.

Discrimination: Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, gender expression, gender identity, receipt of public assistance, record of offences (in employment only), as set out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Employment Equity: A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups, i.e., women, Indigenous peoples, persons with disabilities and members of visible minorities. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives are met by a specified date.

Equality: The principle that each person must be treated equally by and under the law. In Canada, the right to equality is enshrined in provincial and federal human rights legislations and the Charter. Equality



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is often understood by the notions of both formal equality (treating everyone the same in all situations) and substantive equality (treating some differently than others in order to treat some equally).

Equitable: Just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

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

Ethnic / Ethnicity: The shared national, ethnocultural, racial, linguistic, and/or religious heritage of a groups of people, whether or not they live in their country of origin.

Ethnocultural Group: A group of people who share a particular cultural heritage or background.

Gender Identity: A person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their sex assigned at birth. A person's gender identity is fundamentally different from and not related to their sexual orientation.

Gender Expression: How a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language, and voice. A person's chosen name and pronoun are also common ways of expressing gender. All people, regardless of their gender identity, have a gender expression and they may express it in any number of ways.

Harassment: A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

Identity-based data: Refers to the socio-demographics information about a person including, but not limited to, their race, ethnicity, sexual orientation, and gender identity and so on.

Inclusion: While diversity is the presence of a wide range of human qualities and attributes within a group, organization, or society, inclusion is about people with different identities feeling valued, accepted and welcomed within an environment. Having diversity doesn't mean there is inclusion.

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Inclusive School-Community Relationships: Relationships and partnerships that reflect the principles of equity and inclusive education and engage a cross-section of diverse students, parents, staff, community members and community organizations.

Indigenous Educational Wellness: An approach fostered by Indigenous communities to work collaboratively to develop an understanding of the relationship between education and wellness, and the historic legislative abuses that Indigenous communities continue to heal from while fostering an



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understanding that education is a part of total wellness and reframe Indigenous Education discourse using rich Indigenous Knowledge and pedagogies.

Intersectionality: Recognizes how each person simultaneously exists within multiple and overlapping identities. Intersectional oppression may arise out of the combination of experiences of oppressions, which, compounded, produce a distinct experience of discrimination or oppression.

Leadership: The Board of Trustees, Senior Administration and any person placed in a position of added responsibility within HWDSB.

Ontario Human Rights Code: A provincial law that gives everyone equal rights and opportunities, without discrimination, in special areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment. (Available at www.ohrc.on.ca)

Race: A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The terms are used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity; there may be several ethnic groups within a racial group.

Racism: A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Reconciliation: In Canada, the term was used by the federal government when it was required to establish the Truth and Reconciliation Commission as part of the Indian Residential Schools Settlement Agreement. It has come to describe attempts made by individuals and institutions to raise awareness about colonization and its ongoing effects on Indigenous peoples. Reconciliation also refers to efforts made to address the harms caused by various policies and programs of colonization. For some, the word represents an opportunity to reflect on the past, to heal and to make right. For others, however, current gestures of reconciliation are merely performative and lack meaningful action to address the harms done by colonization. Ideally, reconciliation is something that both parties would agree to, as opposed to having it announced, ordered, or proclaimed.

Religious and Creed-Based Accommodation: Under the Ontario Human Rights Code, 'discrimination because of religion (creed) is against the law. Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their religion. Employers, service providers, unions and housing providers have a legal duty to accommodate people's beliefs and practices to the point of undue hardship where these are: Adversely affected by a standard, rule or requirement of the organization; Sincerely (honestly) held; Connected to a creed.' (Policy on creed and the accommodation of religious observances, 1996)

Restorative Indigenous Education: A tempered learning environment that reflects true reconciliatory actions and the reemergence of Indigenous knowledge and pedagogies that communities were deprived of for so long.



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Self-determination: The right of Indigenous Peoples to manage their affairs, provide stewardship over the land, maintain a cultural and political community, and uphold government-to-government relations with all other nations, including present-day nation states. The criteria for maintaining nationhood status, language, culture, ceremony, governance and territory, must be honored.

Sexual Orientation: a person's experience of being romantically, physically, and emotionally attracted to women, men, both, or neither.

Sovereignty: Indigenous peoples maintain a distinct identity as the only group who have nation to nation agreements with the Crown. Treaty and other rights and freedoms entrenched in The Royal Proclamation of 1763 and the Canadian Charter of Rights and Freedoms related to land resources and protections, as well as the right to deal directly with the Crown.

Systemic barrier: A barrier embedded in the social or administrative structures of an organization, including the physical accessibility of an organization, organizational policies, practices, and decision-making processes, or the culture of an organization. These may appear neutral on the surface but exclude members of groups protected by the Human Rights Code.

Systemic discrimination: Patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization which create or perpetuate a position of relative disadvantage, advantage, or privilege for people of certain for groups.

Treaty: A treaty is a legal, nation to nation agreement. Indigenous/ European treaties were expressed as promises and conveyed in wampum (purple and white beads of quahog shell) between peoples. They are sacred and are to be honored forever - "as long as the sun shines, as long as the grass grows, as long as the rivers flow".

Universal design for learning (UDL): a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.

Workforce Diversity: Workforce diversity is a characteristic of a workplace that is comprised of people with a wide range of experiences, backgrounds, and characteristics. Those key characteristics include (but are not limited to): race, ethnicity, gender, religion, age, ability, gender identity and sexual orientation. In the education sector, strengthening diversity in leadership and in the classroom is proven to be important; not only to promote a sense of belonging among students, but also to enhance innovation and creativity in the school environments.



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ACTION REQUIRED:

- Review, update and implement the Board's Human Rights and Equity Action Plan.
- Implement the Human Rights Policy and Procedures.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Students and staff feel a sense of belonging and learn and work in inclusive and equitable environments.	Student Voice Surveys Staff Voice Surveys Staff Census Parent Voice Survey
Identify and address systemic barriers and discriminatory practices that reproduce disproportional educational opportunities outcomes.	Student Census Staff Census Disproportionality Reports
Nurture reciprocal relationships among Indigenous Peoples and Treaty Partners in a shared effort towards a restorative education system.	Indigenous Education Circle Strategic Action Plan Board Improvement Plan Disproportionality Reports School Improvement Plan Student Census Staff Census
Principles of equity and inclusive education are embedded in all aspects of the Board's policies, operations, learning and working environments.	Policy reviews Board Improvement Plan School Improvement Plans
Support inclusive community partnership, engagement and communicate ongoing progress	Partnership Database Parent voice survey
Establish mechanisms to measure progress towards equity and inclusion.	Identity-based data collection Disproportionality Reports Human Rights and Equity Action Plan Implementation Reports

REFERENCES:



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Government Documents

Ontario's Education Equity Action Plan, 2017
Ontario's Equity and Inclusive Education Strategy, 2009
Ontario Human Rights Code
Accessibility for Ontarians with Disabilities Act
Canadian Charter of Rights and Freedoms
Ministry of Education Policy and Program Memorandum 119
Education Act
United Nations Declaration on Rights of Indigenous People

Subject: 2.6 Use of Board Facilities

Executive Council Member Responsible: Matthew Gerrard
Associate Director of Business Services &
Board Treasurer

BACKGROUND

Use of Board Facilities

As part of the **Policy Review** stage of the Policy Development Process, this policy was presented last month and is before the committee again to provide clarity on the appendices referenced within the policy.

RECOMMENDATION(S)

That the Use of Board Facilities Policy be recommended for approval.



Use of Board Facilities

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to fostering co-operative and collaborative relationships with the broader community, using applicable Ministry of Education funds at no additional cost to HWDSB to maximize the use of Board facilities.

GUIDING PRINCIPLES:

- Promote equity of opportunity and access to board facilities, including schools, for students and the school community.
- Strengthen relationships between HWDSB, community partners and the broader community.
- Ensure that subsidies align with Ministry of Education funding.
- Strive to offset and/or reduce operating costs where possible, through the pursuit of new or existing initiatives.

INTENDED OUTCOMES:

- No additional cost to the Board beyond applicable Ministry funds, while creating and sustaining a continued relationship with the broader community.
- Ensure that Ministry funding for Community Use of Schools is fully utilized.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Community Use of Schools: Making school space available for rent by community groups, outside of regular school hours.

No Additional Cost: Any costs above and beyond the regular cost recovery amounts, minus applicable Ministry funds, will also be applied to the users. This includes, but is not limited to, staffing, maintenance and operational costs.



Use of Board Facilities

Date Approved: XXXX

Projected Review Date: XXXX

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ACTION REQUIRED:

Ensure that a set of procedures are developed and maintained for the following specific areas:

- Facility Partnerships and Community Planning, which consist of:
 - Facility Partnerships (License Agreements (Appendix A))
 - Child Care License Agreements, Birth to Kindergarten (Appendix B)
- Community Use of Board Facilities, which consist of:
 - Child Care License Agreements, Before and After School Care (Appendix C)
 - Community Use of Schools (Appendix D)
 - Municipal Reciprocal Agreement (Appendix E)
 - Formal Partnerships (Appendix F)
 - HWDSB's Use of Schools (Appendix G)

Community Use of Board Facilities requires a rental fee. Rental rates are set annually by the Board of Trustees through the Finance and Facilities Committee. The current rates can be viewed at www.hwdsb.on.ca/rentals.

PROGRESS INDICATORS:

Intended Outcome	Assessment
No additional cost to the Board, while creating and sustaining a continued relationship with the broader community.	<p>Bi-annual survey of the broader community and community partners to assess the level of satisfaction with availability, cost and general feedback.</p> <p>Shared with Board through Finance and Facilities Committee report presentation.</p> <p>Evaluated through an audit of the number of hours used within available facilities.</p>
Ensure that Ministry funding for <i>Community Use of Schools</i> is fully utilized.	Evaluated through the Board's annual budget process.

REFERENCES:

Government Documents

Ministry of Education Memorandum 2006: B13 – Community Use of Schools Program

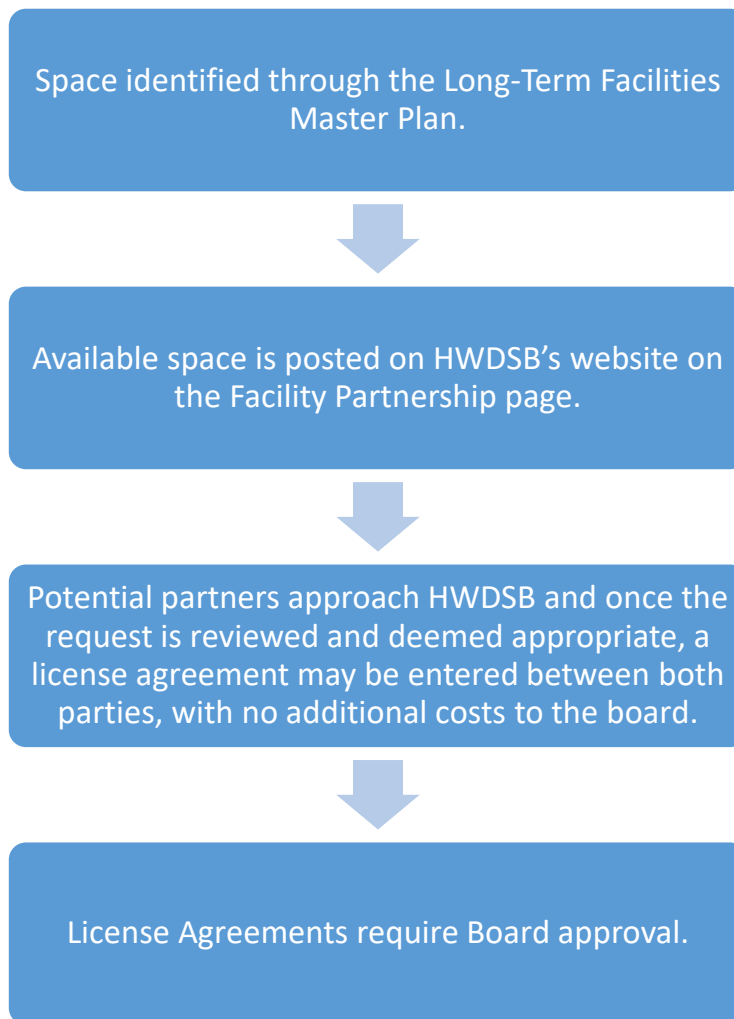
Ministry of Education Community Planning and Partnership Guidelines

Ministry of Education Pupil Accommodation Review Guidelines

HWDSB

Facility Partnerships (License Agreements)

- A Ministry initiative to encourage shared facilities, at no additional cost to the Board, with community partners using strict guidelines.



HWDSB

Child Care License Agreements (Birth to Kindergarten)

- Identification of potential vacant space, or new builds, for purpose built child care space.
- Potential to acquire Ministry capital grants to construct purpose built child care space.

The City of Hamilton Consolidated Municipal Service Manager (CMSM), along with HWDSB, identify potential opportunities for childcare spaces based on community need.



HWDSB and CMSM apply to Ministry of Education for capital grant funding to construct additional licensed child care spaces.



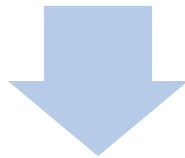
HWDSB enters into agreement, at no additional cost to the Board, with licensed child care operator for the space.

HWDSB

Child Care License Agreements (Before and After School Care) (License Agreement & Rental Fee applies)

- A requirement of the Ministry of Education to provide before and after school care in all elementary school that offer Kindergarten (where demand exists).

Survey school community to determine if there is enough interest to start before and after school care.



If interest exists, HWDSB enters into a license agreement with the childcare operator to offer the program, in community use spaces of the school.

HWDSB

Community Use of Schools (Rental Fee applies)

- HWDSB facilities, specifically, classrooms, gyms and other spaces rented throughout the school year (Sept. – June), when they are not being used for school activities.
- Permits are approved depending on the availability of space and resources.
- Fees are charged according to an established fee schedule.

Community groups apply through an online application on HWDSB's website.



Community Use of School staff determine if the space is available and if the use is appropriate.

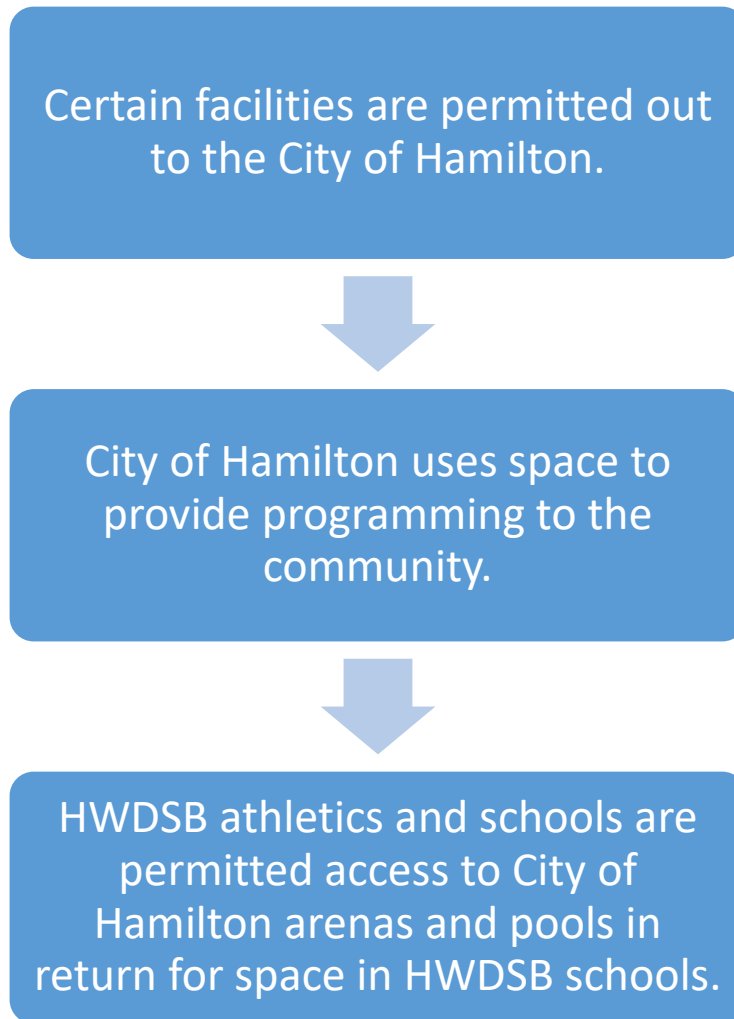


Permit is provided upon receipt of funds, based on the *rental rates*.

HWDSB

Municipal Reciprocal Agreement (Rental Fee applies)

- A long-standing agreement with the City of Hamilton where the City allows students access and use of its facilities and in return is able to have access and use of HWDSB facilities for City programming.



HWDSB

Formal Partnerships (Rental Fee applies)

- Use of an HWDSB facility by a community agency in exchange for services to HWDSB students.

Agency approaches HWDSB through community engagement for use of facility (indoor/outdoor).



Community Use of School staff reviews the space and community engagement develops a partnership agreement, which requires Executive Council approval.

HWDSB

HWDSB's Use of Schools (Rental Fee may apply)

- Ideally, schools plan and request their permits in the spring during their planning process for the following year
- A school incurs Caretaking overtime fees if the school use is on the weekend, outside of normal Caretaking hours of operation.*
- A board department incurs Caretaking overtime fees if the department use is held on the weekend, outside of normal Caretaking hours of operation.

(*) Notwithstanding, when school use is for a purpose open to the entire school community and free of charge, School Generated Funds cannot be used to pay for Caretaking overtime fees.

School / School Council / Home & School Association request space for a Principal supported use/event, during evening and weekend hours.



School enters permit.



Community Use of School staff review the permit and:

- Add Caretaking overtime fees if event is on the weekend.
- Cancel outside organization Community Use of School permit if necessary.

HWDSB

DRAFT POLICY REVISIONS AND APPROVAL:

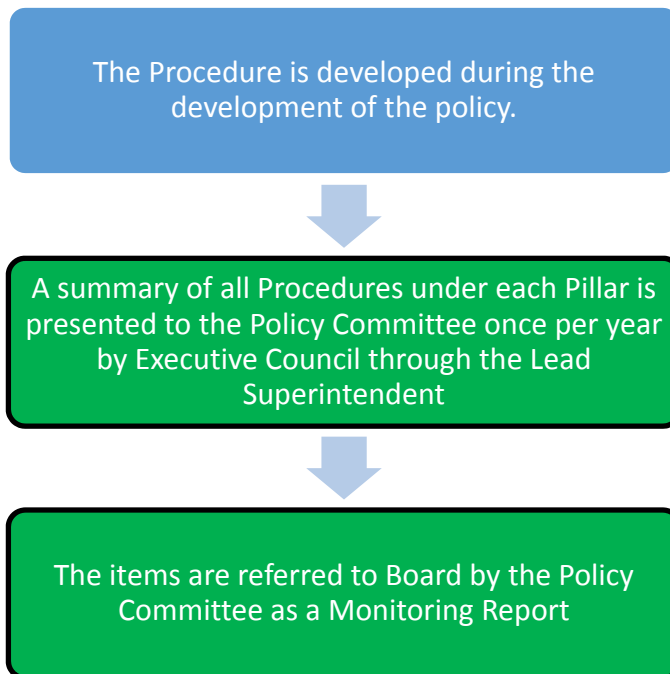
Based on the consultations, revisions may be made to the Draft Policy.



HWDSB

PROCEDURES AND IMPLEMENTATION:

A Procedure is the tool used for implementation of the policy at the staff level. Therefore, a Procedure is developed containing specific actions that must be taken by staff at various levels of the organization in order to implement the Policy. Trustees receive a summary of the Procedures once a year for information and may offer suggestions for consideration.



*When a new procedure is developed, the Policy Committee will be advised of the new procedure at an upcoming policy meeting – the item will be reflected on an upcoming agenda as an Information Item (using a link to the website where the procedure is posted).