

# HWDSB

**Policy Committee**  
Wednesday, March 1, 2023  
EC-340D/Virtual Meeting

**AGENDA: 6:00 p.m.**

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

**Policy Review:**

4. [Recruitment & Selection](#)
5. [Fundraising](#)
6. [Student Attendance & Arrival Check](#)
  
7. Adjournment

**curiosity • creativity • possibility**

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:

Recruitment & Selection

Executive Council Member Responsible:

Jamie Nunn  
Superintendent, Human Resources



## BACKGROUND

The following policies are being presented for review: Recruitment & Selection

## RECOMMENDATION(S)

That the Recruitment & Selection Policy be recommended for approval.



# Recruitment and Selection

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## PURPOSE:

Hamilton-Wentworth District School Board strives to attract a diverse 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 barrier free and that support the Board's mission, vision and values.

## GUIDING PRINCIPLES:

This policy applies to all candidates for any position of employment with HWDSB. HWDSB believes in:

- Establishing and maintaining an organization free from discrimination.
- Maintaining the highest level of ethical and professional standards.
- Developing a workforce that is representative of the diversity of the student body in the HWDSB community. This may include the development and implementation of a special program under the Ontario Human Rights Code to address larger systemic barriers.
- Exercising due diligence throughout the hiring process to align with all legislated requirements and the provisions of collective agreements, where applicable.
- Ensuring a bias free, equitable, fair and transparent interview process for all job competitions.
- Ensuring all employees involved in the hiring process are provided with training about inclusive recruitment.

## INTENDED OUTCOMES:

- HWDSB makes every effort to identify and remove institutional 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 society.
- The Board implements strategies to attract and retain diverse employees who reflect the larger community and who are of capable of understanding and responding to the experiences of the diverse communities within and around the Board's jurisdiction.
- The Board's hiring practices align with all mandated legislative requirements and the Human Rights and Anti-Black Racism policies.
- The Board provides and maintains a safe, welcoming, and inclusive working and learning environment.



# Recruitment and Selection

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## RESPONSIBILITY:

Director of Education  
 Executive Council  
 Superintendent of Human Resource Services

## TERMINOLOGY:

*Applicant:* A person who applies to a vacant position.

*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.

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

***Discrimination:*** Any form of unequal treatment based on a *Code* ground, 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 discrimination is one factor, that is a violation of this policy. 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.

***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 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).

***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.

***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, transferable skills and work experiences including foreign-trained experience.



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

## PROGRESS INDICATORS:

Intended Outcome	Assessment
<p>HWDSB makes every effort to identify and remove institutional 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 society.</p>	<p>Implementation of the recommendations HWDSB Equity Action Plan and Workplace Equity Action Plan.</p>
<p>The Board implements strategies to attract and retain diverse employees who reflect the larger community and who are of capable of understanding and responding to the experiences of the diverse communities within and around the Board’s jurisdiction.</p>	<p>Conduct ongoing research regarding HWDSB demographics to better inform recruiting and hiring practices.</p> <p>Conduct ongoing community outreach to inform members from diverse communities about career opportunities in education to address current and emerging staffing needs and to attract applicants that represent the HWDSB student population.</p> <p>All candidates selected for interview meet the educational, skill and experience qualifications/merit required for the advertised position.</p>



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<p>The Board's hiring practices align with all mandated legislative requirements and the Human Rights and Anti-Black Racism policies.</p>	<p>Implement the Workplace Equity Audit hiring recommendations as outlined in the Workplace Equity Audit.</p> <p>The recruitment process is applied consistently to all potential candidates.</p> <p>Hiring supervisors receive appropriate training and tools for leading an equitable and inclusive hiring process.</p> <p>Employees who participate on interviewing panels receive appropriate training and tools for participating in the hiring process using an anti-racist/anti-oppressive lens.</p>
<p>The Board provides and maintains a safe, welcoming, and inclusive working and learning environment.</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

Subject: Fundraising  
Executive Council Member Responsible: Matthew Gerard  
Associate Director, Support Services



## BACKGROUND

The following policies are being presented for review: Fundraising

## RECOMMENDATION(S)

That the Fundraising Policy be recommended for approval.



# Fundraising

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## PURPOSE:

Hamilton-Wentworth District School Board recognizes that parents, guardians, caregivers, schools and communities may choose to engage in fundraising activities to support students, schools, the Board and the wider community. The Board supports fundraising activities that are complementary to public education, voluntary, safe, accountable and transparent. Further, the Board supports fundraising activities that increase student and community engagement, support a healthy learning environment and build strong partnerships.

## GUIDING PRINCIPLES:

- Fundraising may be used to support humanitarian or charitable causes that can increase student understanding, empathy and activism in helping to address local, national and international issues.
- Fundraising activities must comply with statutory and Ministry of Education requirements, Ministry and Board policies and procedures, the Board's mission, vision and values, and the principles of public education, including diversity, equity, accessibility, and inclusivity.
- Funds raised will not be used to replace items that are publicly funded, such as classroom learning materials, textbooks, facility repairs, maintenance, and upgrades or for capital projects that significantly increase operating costs.
- Funds raised by School Councils (and any assets purchased with those funds) legally belong to the Board.
- Fundraising activities will be coordinated at the school level to ensure proper handling and management of funds raised and any expenditures incurred during the fundraising event while also ensuring administrative expenses are minimized.
- Fundraising activities will result in no personal gain to any staff member or volunteer. Individuals or organizations in receipt of HWDSB fundraising proceeds must engage in legal and ethical practices that respect privacy and personal information of staff, students or other individuals.
- Participation of fundraising activities is voluntary. Students' fundraising efforts will not be tied to any measure of student achievement or be subjected to any other negative consequences should they choose not to participate.
- Fundraising that supports student and community engagement, a healthy learning environment and builds strong partnerships will not detract from the learning environment. The safety of students will be a primary consideration in all fundraising activities.
- Schools with greater resources are encouraged to consider assisting other schools whenever possible and as deemed appropriate by the school community. Transfers between schools should be included as part of the Annual School Fundraising Plan. Not all schools have the same capacity to conduct fundraising activities.



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## INTENDED OUTCOMES:

- 1) The Annual School Fundraising Plan will monitor, communicate and document a school's fundraising initiatives. The school principal is responsible for the Fundraising Plan whether it is initiated by staff, student groups, school councils, Home and School Associations, alumni associations, or other school community groups.
- 2) Each school's final fundraising reports will include transparent financial reporting practices to the school community.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Capital Projects:* Capital projects supported by fundraising should enhance the facilities that already exist in the school or school yard and do not include school renewal, maintenance or upgrades to the facilities such as structural or emergency repairs or replacement of flooring, tiles etc. Examples of supported capital projects include playground equipment, shade structures, and scoreboards with approval.

*Fundraising:* Any activity, permitted under HWDSB's policies, to raise money or other resources, as approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

*School Community:* Students, parents, guardians and caregivers, school councils, trustees, school principal and vice-principal, employees, members of the broader community and partners, as well as others who support HWDSB and student achievement.

*School-Generated Funds:* Funds that are raised and collected in the school or broader community in the name of the school, by school councils or other school or parent administered groups (except for funds raised by the Ontario Home and School Associations).

School generated funds are administered by the school principal and are raised or collected from sources other than HWDSB's operating and capital budgets. These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities, athletics/clubs, educational excursions, and donations for initiatives such as a school nutrition program.

School generated funds is a broad category which includes not only fundraising for school purposes, but



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also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

*Ontario Home and School Associations:* Refers to entities separate from District School Boards when they are constituted under the umbrella of the Ontario Federation of Home and School Associations. They may engage in fundraising activities to support the goals and objectives of their organization.

The proceeds from these activities are not a part of School Generated Funds.

When Home and School Associations are purchasing equipment for a school, all purchases must follow procurement and facility policies and procedures.

## ACTION REQUIRED:

Maintain procedures to implement this policy and ensure fundraising initiatives follow the requirements of legislation and board policy and procedure, to meet the needs of students, educators, the community and staff while ensuring accountability and transparency.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
<p>The Annual School Fundraising Plan will monitor, communicate and document a school's fundraising initiatives. The school principal is responsible for the Fundraising Plan whether it is initiated by employees, student groups, school councils, Home and School Associations, alumni associations, or other school community groups.</p>	<p>Audit of Annual School Fundraising Plans.</p>
<p>Each school's final fundraising reports will include transparent financial reporting practices to the school community.</p>	<p>Year end annual financial summary report for school-generated funds.</p> <p>Annual audits of sample schools.</p>

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## REFERENCES:

### **Government Documents**

Education Act

Ministry of Education Fundraising Guideline

Municipal Freedom of Information and Protection of Privacy Act

Broader Public Sector Procurement Directive

Equity and Inclusive Education Strategy

Facility Partnerships Guideline

School Food and Beverage Policy

**Subject:** Student Attendance & Safe Arrival Policy  
(formerly Arrival Check)

**Executive Council Member Responsible:** Sue Dunlop  
Associate Director



## BACKGROUND

The Student Attendance & Safe Arrival Policy (formerly Arrival Check) has been reviewed by staff as part of the 4-year policy review. Minor changes to the policy have been made including a title change and updated language throughout the policy.

## RECOMMENDATION(S)

That the Student Attendance & Safe Arrival Policy be recommended for approval.



# Student Attendance and Safe Arrival

Date Approved: XXXX

Projected Review Date: XXXX

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## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the implementation of their obligations for student attendance under the Education Act and the Ministry of Education Policy/Program Memorandum No. 123 guidelines for safe-arrival programs in elementary schools.

## GUIDING PRINCIPLES:

- Safe arrival and regular attendance are essential to the academic success and well-being of all students.
- Safe-arrival programs are developed and implemented by schools with advice and cooperation from school councils, Home and School Associations (where they may exist), parents/guardians, volunteers, and other community members.
- It is the legal responsibility of students and their parent(s)/guardian(s) to ensure attendance and punctuality.
- Parents/guardians have responsibility for ensuring their child's safe arrival at school
- The design of specific procedures will reflect local needs and the particular circumstances of the school and the community.
- All schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any student's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers

Safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy

## INTENDED OUTCOMES:

- Safe arrival and attendance taking procedures are developed and implemented with advice from School Council, Home and School Associations (where they may exist), parents, and school staff.
- The roles and responsibilities of parents, guardians, caregivers, students, the school, school council, Home and School Associations (where they may exist), and others are identified, documented and communicated to families no later than the end of the first week of each school year.
- Digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations and HWDSB administrative procedures are maintained and retained.
- Culturally responsive supports, intervention strategies and best practices to encourage regular attendance and punctuality by all students who are enrolled in a school or program operated by the Board are established and implemented.



# Student Attendance and Safe Arrival

Date Approved: XXXX

Projected Review Date: XXXX

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## RESPONSIBILITY:

Director of Education  
Members of Executive Council  
School Principals

## TERMINOLOGY:

*Parent/guardian:* may include parent(s), guardian(s) or any other caregiver legally recognized as acting in place of the parent

*Safe Arrival:* Safe Arrival refers to procedures which are performed together with daily school attendance taking and which are designed to account for any student's unexplained failure to arrive at school or their course-related off-site learning location. By using a system of daily attendance-taking, schools can make reasonable efforts to contact parents, guardians, or caregivers.

If the school has not received notice of lateness or absenteeism, the school will try to contact the parent/guardian, or person(s) whose name has been given to the school as a person to contact in an emergency.

## ACTION REQUIRED:

Schools are required to implement attendance taking and safe arrival procedures . Attendance taking and safe arrival procedures at the school level shall be reviewed annually by the Principal, or when circumstances change that would affect the program, to confirm the effectiveness and to update student information. The school council and Home and School Association (where they exist) shall be invited to review the program.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Safe arrival and attendance taking procedures are developed and implemented with advice from School Council, Home and School Associations (where they may exist), parents, and school staff.	Principals engage with their school communities in the fall to review the policy and confirm any feedback with school superintendents.



# Student Attendance and Safe Arrival

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<p>The roles and responsibilities of parents, guardians, caregivers, students, the school, school council, Home and School Associations (where they may exist), and others are identified and documented and communicated to families no later than the end of the first week of each school year.</p>	<p>A yearly review of randomly selected schools by school superintendents.</p>
<p>Digital and paper student enrolment and attendance records in accordance with Ministry of Education regulations and HWDSB administrative procedures are maintain and retained.</p>	<p>Regular review through student enrollment and student register procedures.</p>
<p>Culturally responsive supports, intervention strategies and best practices to encourage regular attendance and punctuality by all students who are enrolled in a school or program operated by the Board are established and implemented.</p>	<p>Annual review of attendance supports and intervention strategies by Executive Council.</p>

## REFERENCES:

### Government Documents

Education Act:

Part X111: Safe Schools

Section 265: Duties of a Principal to register students, record attendance, collect information

Section 21: (1) Compulsory Attendance;

(2) Where attendance excused;

(5) Duty of parent to cause child to attend school

Policy/Program Memorandum No. 123 (Safe Arrivals)

Freedom of Information and Protection of Privacy Act (FIPPA)

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