



Policy Committee
Thursday, January 16, 2025
EC-340D & Virtual Meeting

AGENDA: 6:00 p.m.

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Review of the Policy Committee Workplan

Policy Review:

5. [Volunteer](#)
6. [Code of Conduct](#)

Discussion:

7. Medical Health Supports
8. Adjournment

BE YOU. BE EXCELLENT.

Subject:

Volunteer Policy

Executive Council Member Responsible:

Simon Goodacre
Superintendent of Equity & Student
Achievement



BACKGROUND

The Volunteer Policy has been reviewed as part of the policy review cycle. Staff have made minor updates to language throughout the policy.

RECOMMENDATION(S)

That the Volunteer Policy be recommended for approval.

Volunteer

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes values, supports and expects the involvement of school volunteers to enhance all aspects of school life for the benefit of students. HWDSB believes that volunteer contributions enrich student educational experiences and contribute to more effective partnerships between a school and its community. HWDSB believes the community has valuable experience, knowledge and insight that benefits all students, contributing to more effective partnerships between a school and its community.

GUIDING PRINCIPLES:

HWDSB has a respectful and reciprocal relationship with our volunteers, characterized by:

- Helping volunteers support the activities of the school while respecting the Code of Conduct, all policies and collective agreements and not replacing the roles of HWDSB staff.
- Recognizing and fostering the contributions of individuals and groups to the learning process.
- Recognizing that volunteers from a diversity of lived experiences can enrich the school community and student experience.
- Caring, collaborative and cooperative relationships.
- Promoting active participation by responsible citizens in the school community.
- Fostering interaction between and among the school, parents, guardians, caregivers and the school community.
- Providing a caring and safe environment that recognizes the rights and dignity of all persons to be treated respectfully.
- Model our school board's values and treat all others in accordance with these values.

INTENDED OUTCOMES:

- Encourage and welcome parents, guardians and caregivers to participate in volunteer activities in our schools to support programs and services and help students succeed.
- Recruit and provide ongoing support for volunteers so they may optimize their involvement and support with activities in the classroom, in the school and at the system level.
- Identify and recruit volunteers to act as coaches, advisors and/or experts as required to support extracurricular interests identified by students
- Recognize the contributions of volunteers.

RESPONSIBILITY:

Director of Education
Members of Executive Council

Volunteer

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Principals and Managers/Supervisors

TERMINOLOGY:

Advisor: An HWDSB employee or an Extra-Curricular Non-Staff Volunteer who provides supervision over an extra-curricular activity.

Coach/Expert: An HWDSB employee or an Extra-Curricular Non-Staff Volunteer who provides direct instruction or expertise related to a specific extra-curricular activity. In addition, coaches have completed any training and certification as required by the Ontario Physical and Health Education Association (OPHEA) or any recognized athletic governing authority.

Extra-Curricular Non-Staff Volunteer: An individual who is not an employee of HWDSB who volunteers to support extra-curricular activities, who has satisfied all HWDSB requirements for screening, training and certification, and who may act as an Advisor or Coach/Expert.

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

Student Volunteer: An HWDSB student who may or may not be working towards their Community Involvement Hours.

Supervision: The overseeing of an activity for safety, guidance, regulation or direction.

Volunteer: An individual including non-HWDSB students, who agrees to undertake, without pay, a designated task that supports a student, a classroom, a school, or an HWDSB system initiative. A Volunteer may act as a Coach/Expert for extra-curricular activities if they have satisfied all HWDSB requirements for screening, training and certification.

ACTION REQUIRED:

Maintain a Volunteer Procedure that is accessible to the HWDSB community and communicated annually to the community. The procedure will establish and maintain:

- A clear process for the recruitment and selection of volunteers

Volunteer

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- Necessary training and/or orientation for our volunteers, including our Human Rights and Equity policy, relevant information from the Freedom of Information Act, other Board policies, procedures and provincial legislation
- An outline about/information on how volunteers will be celebrated and recognized for their contributions to the HWDSB community.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Encourage and welcome parents, guardians and caregivers to participate in volunteer activities in our schools to support programs and services and help students succeed.	Various communication methods to welcome parents, guardians and caregivers to serve as volunteers in our community.
Recruit and provide ongoing support for volunteers so they may optimize their involvement and support with activities in the classroom, in the school and at the system level.	Communication between the principal, or designate, and the volunteers, to identify the needs of the volunteer in the classroom, school or system level.
Identify and recruit volunteers to act as coaches, advisors and/or experts as required to support extracurricular interests identified by students	Tracking systems are developed and implemented at the school level.
Recognize the contributions of volunteers.	Volunteer recognition on an annual basis.

REFERENCES:

Government Documents

Education Act

Municipal Freedom of Information and Protection of Privacy Act

Physical Education Safety Guidelines

PPM 124 Ontario Secondary School Diploma Requirement: Community Involvement Activities

Subject:

Code of Conduct Policy

Executive Council Member Responsible:

Gerry Smith
Superintendent of Safe, Compassionate and
Equitable Schools, K-12



BACKGROUND

The Code of Conduct Policy has been reviewed as part of the policy review cycle and in conjunction with updates made to PPM 128: *Provincial Code of Conduct and School Board Codes of Conduct*.

RECOMMENDATION(S)

That the Code of Conduct Policy be recommended for approval.

Code of Conduct

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that it is the responsibility of all individuals within the school community to contribute to a positive school climate that upholds human rights, safety and well-being and promotes the prevention of bullying and harassment. Every person must be supported to feel safe and secure in an equitable learning community where they are included, respected, and valued. All students, parents, guardians, caregivers, principals, teachers, all other school staff, and itinerants have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. The HWDSB Code of Conduct Policy sets out the standards of behaviour of all persons in schools and workplaces and is consistent with the [Provincial Code of Conduct](#).

GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board is committed to:

- Truth and Reconciliation through Indigenous Wellness and Reconciliation.
- Fostering and maintaining a culture of human rights at HWDSB by providing equitable and inclusive services grounded in the principles of equity, inclusive design, anti-racism, anti-colonialism and decolonization, and anti-oppression; and identifying and addressing discriminatory biases and systemic barriers.
- Governance and services that are grounded in a human rights-based approach centered on principles of participation, inclusion, belonging, transparency, and accountability.
- Creating safe, inclusive, and caring school environments through a whole-school approach focused on healthy relationships and the development of positive school climate.
- Promoting responsibility, respect, civility and academic excellence in a safe learning and teaching environment.
- Creating student-centered learning environments where identity and lived experience are affirmed and honored as an essential part of learning and reciprocity is demonstrated by listening to and responding to student voice.
- Building trust through humility and transparency in our actions – listening, documenting, responding and being accountable at the school and system-level for improvement in student safety and well-being through the monitoring and review of data and communicating outcomes to the community.
- Fostering positive school climates where all members feel safe, included, and accepted and actively promote positive behaviours and interactions.
- Applying Standards of Behaviour as defined in the policy for all members of the school community.

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- Developing prevention and early intervention strategies to address inappropriate behaviour.

INTENDED OUTCOMES:

Positive School Climate:

- Promote responsible citizenship by encouraging appropriate participation in the civic life (physical and digital) of the school community.
- Promote and realize human rights as Duty bearers and Duty holders.
- Prevent bullying in schools.
- Promote the safety of people in schools.
- Discourage the use of alcohol, cannabis, tobacco, electronic cigarettes, and illegal drugs.

Healthy Relationships:

- Nurture respectful and reciprocal relationships with Indigenous students, families, and communities to cultivate healing and wellness.
- Build and foster relationships with Black, racialized and other students and families who have been historically and presently underserved by our school system.
- Collaborate with students, families, and communities to build reciprocal relationships that enhance equitable access and engagement for every student.
- Ensure that all members of the school board community are treated with respect and dignity.
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Encourage the use of non-violent means to resolve conflict.

RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Accessibility: creating environments, resources, and opportunities that allow everyone, including those with

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disabilities, to fully participate and thrive without barriers.

Bias: a tendency, belief, or inclination that unfairly favours or disadvantages individuals or groups, often based on stereotypes or incomplete information.

Bias-Free Approach: a way of thinking and acting that avoids stereotypes, assumptions, or unfair judgments, ensuring all decisions and actions are equitable and inclusive.

Bullying: repeated and intentional behaviour that causes harm, fear, or exclusion, involving a power imbalance between individuals or groups, often targeting vulnerabilities.

Code of Conduct: set of expectations and guidelines for behaviour that promote respect, responsibility, and inclusivity within the school community, ensuring a positive and safe environment.

Conflict: a disagreement or difference in perspectives or interests between individuals or groups, which may cause tension but does not involve harmful intent or power imbalances.

Discrimination: treating someone unfairly or denying opportunities based on characteristics like race, gender, religion, disability, or other protected grounds, undermining equity and inclusion.

Duty Bearers: All HWDSB employees, as duty bearers, have a particular obligation to respect, promote and realize human rights. Those with a position of responsibility have enhanced roles and responsibilities.

Duty to Report: a legal obligation for individuals in specific roles to notify authorities about risks or harm to children, ensuring their safety and well-being.

Equity and Inclusion: the active removal of barriers and promotion of practices that ensure fairness, respect, and equal access to opportunities, so all individuals feel valued and supported.

Gender Expression: the external presentation of one's gender through clothing, behaviour, or appearance, which may or may not align with societal expectations.

Gender Identity: a person's deeply held sense of their own gender, which may align with or differ from the sex assigned at birth, reflecting individual diversity and self-awareness.

Harassment: ongoing and unwelcome behaviour that intimidates, demeans, or offends, creating a hostile or unsafe environment for the targeted individual or group.

Hate Speech: communication, whether verbal, written, or symbolic, that promotes hatred or violence against individuals or groups based on their identity, causing harm and division.

HWDSB Community: HWDSB Community: means students, staff, 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.

Indigenous Knowledge and Ways of Knowing: the cultural teachings, practices, and worldviews of Indigenous Peoples, rooted in respect, interconnectedness, and sustainability, offering valuable perspectives and insights.

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Misconduct: behaviour that violates established rules, disrupts the well-being or safety of others, or undermines the positive culture of a school environment.

Privilege: unearned advantages or benefits that individuals receive based on their social identity or societal status, often unnoticed by those who benefit from it.

Progressive Discipline: a proactive and supportive approach to addressing inappropriate behaviour, using interventions and consequences to encourage learning and positive change.

Restorative Practices: a method of addressing conflict or harm by focusing on repairing relationships, fostering accountability, and rebuilding trust within a community.

Safe and Caring Schools: schools that prioritize safety, inclusivity, and well-being, fostering environments where every student feels respected, supported, and empowered to succeed.

School Climate: may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Violence: physical force, threats, or actions that cause harm, fear, or emotional distress, disrupting the safety and security of individuals or communities.

ACTION REQUIRED:

- Maintain a Code of Conduct procedure that is consistent with the Provincial Code of Conduct and distinguishes between staff, students, and other members of the school community.
- Develop and implement a procedure on how surrendered items, including personal mobile devices, will be handled in compliance with applicable provincial policy and legislation, including the Education Act and the Smoke-Free Ontario Act, 2017.
- Ensure enforcement mechanisms to address the possession, use and provision of tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol, and illegal drugs is a part of our procedures.
- Ensure this policy and all corresponding procedures are accessible and communicated in a variety of manners, at minimum, annually to all parents, students, principals, teachers, other school staff and other members of the school community in order to obtain their commitment and support.
The communication will:
 - Include information how all members of the school community would appropriately report unacceptable behaviour.
 - Consider and include parents, caregivers and guardians whose first language is a language other than English or French.

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- HWDSB follows the direction of the Provincial Model for a Local Police/School Board Protocol regarding mandatory and discretionary notification of incidents to the police.
- Ensure this policy and all corresponding procedures are reviewed every three years, or otherwise as stated by Ministry or Board direction.



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PROGRESS INDICATORS:

Intended Outcome	Assessment
<p>Positive School Climate:</p> <ul style="list-style-type: none"> Promote responsible citizenship by encouraging appropriate participation in the civic life (physical and digital) of the school community. Promote and realize human rights as Duty bearers and Duty holders. Prevent bullying in schools. Promote the safety of people in schools. Discourage the use of alcohol, cannabis, tobacco, electronic cigarettes, and illegal drugs. 	<ul style="list-style-type: none"> Student and Staff Voice Surveys Suspension and Expulsion data Ongoing feedback from HWDSB community (e.g., Engage platform)
<p>Healthy Relationships:</p> <ul style="list-style-type: none"> Nurture respectful and reciprocal relationships with Indigenous students, families, and communities to cultivate healing and wellness. Build and foster relationships with Black, racialized and other students and families who have been historically and presently underserved by our school system. Collaborate with students, families, and communities to build reciprocal relationships that enhance equitable access and engagement for every student. Ensure that all members of the school board community are treated with respect and dignity. Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. Encourage the use of non-violent means to resolve conflict. 	<p>Staff and Student Surveys</p> <ul style="list-style-type: none"> Suspension and Expulsion data Ongoing feedback form HWDSB community



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REFERENCES:

Government Documents

Part XIII of the Education Act Accepting Schools Act (Bill 13), 2012

Policy/Program Memorandum 128, (October 17, 2018)

Policy/Program Memorandum 145 Policy/Program Memorandum 120 - An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Ont. Reg. 472/07 Safe Schools: Creating a Positive School Climate

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12

Ontario's Equity and Inclusive Education Strategy, 2009

Ontario's Education Equity Action Plan, 2017

Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007

English Language Learners: ESL and ELD Programs and Services, 2007

Trespass Act

Access to School Premises – Ontario Regulation 474/00 OCT Standards of Teaching

Ontario Human Rights Code

Ontario Criminal Code Provincial

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