

# Policy Committee

May 29, 2025



## Policy Committee Workplan - Highlights

The committee reviewed and recommended for approval a total of nine policies (with an additional 3 more for approval tonight) over the course of 7 committee meetings this school year.

Policies approved:

- Advocacy Expenditures, Brand Identity, Code of Conduct, Medical Health Supports, Property Disposition, Transportation, Occupational Health & Safety, Workplace Violence & Harassment Prevention, and Whistleblower.

Policies pending approval this evening:

- Boundary Review, Student Behaviour and Bias-Free Discipline, and Volunteer

# Volunteer



# Volunteer Policy

- Policy falls under the Communication and Community Engagement Pillar
- Consultation of the policy took place February 14 – April 17 through EngageHWDSB

# Volunteer Policy Consultation



Welcome to the HWDSB Volunteer Policy Consultation! Volunteers play an essential role in creating vibrant and supportive school communities. At HWDSB, we recognize the invaluable contributions of volunteers in enriching student experiences, fostering partnerships, and enhancing learning environments.

# Volunteer Policy Consultation

**Volunteers, parents, caregivers, community and staff members let us know that they:**

- Feel strongly about volunteering
- Are driven by a desire to support students, schools and their communities
- Want barriers to volunteering reduced
- Advocate for equitable, inclusive volunteer environments
- Wish for clearer communication and support
- Want broader, more varied opportunities so they can help in myriad ways



# Volunteer Policy

Updates made through consultation:

- Model our school board's values and treat all others in accordance with these values.
- Minimizing barriers to enable parents, guardians and caregivers to fully participate to the best of their abilities as volunteers.
- Consideration of consultation feedback in updates to the Procedure

# Boundary Review Policy



# Boundary Review Policy

- Policy falls under the Facilities pillar (2.0 Facilities)
- Corresponding Procedure
- Minor changes include updating language related to the Long-Term Facilities Plan (LTFP) and incorporating language to reflect engagement strategies in alignment with other Facility Policies.

# Boundary Review Policy Revisions

- **PURPOSE**

- Enhanced to align with feedback from past Facility Policy revisions to include a more fulsome statement

- **GUIDING PRINCIPLES**

- Updated language to reflect LTFP
- Clarified the role of the Trustee

- **INTENDED OUTCOME**

- Enhanced language to reflect the work
- Community engagement enhancement

# Boundary Review Policy Revisions

- **TERMINOLOGY**
  - Updated language to reflect the LTFP
- **ACTION REQUIRED**
  - Minor enhancements to language
- **PROGRESS INDICATOR**
  - Enhanced to align with feedback from past Facility Policy revisions to include more fulsome statements

# Student Behaviour and Bias-Free Progressive Discipline Policy



# Student Behaviour and Bias-Free Progressive Discipline Policy

- Policy falls under the Safety and Wellbeing Pillar
- Policy review follows a motion made at the June 5, 2023, Program Committee
  - That a policy review of the Student Behaviour and Discipline policy 5.7 be initiated immediately following the 2024 Safe Schools Report for Suspensions and Expulsions.
- Consultation of the policy took place November 2024 to March 2025 and includes the following highlights and changes..

# Student Behaviour and Bias-Free Progressive Discipline Policy



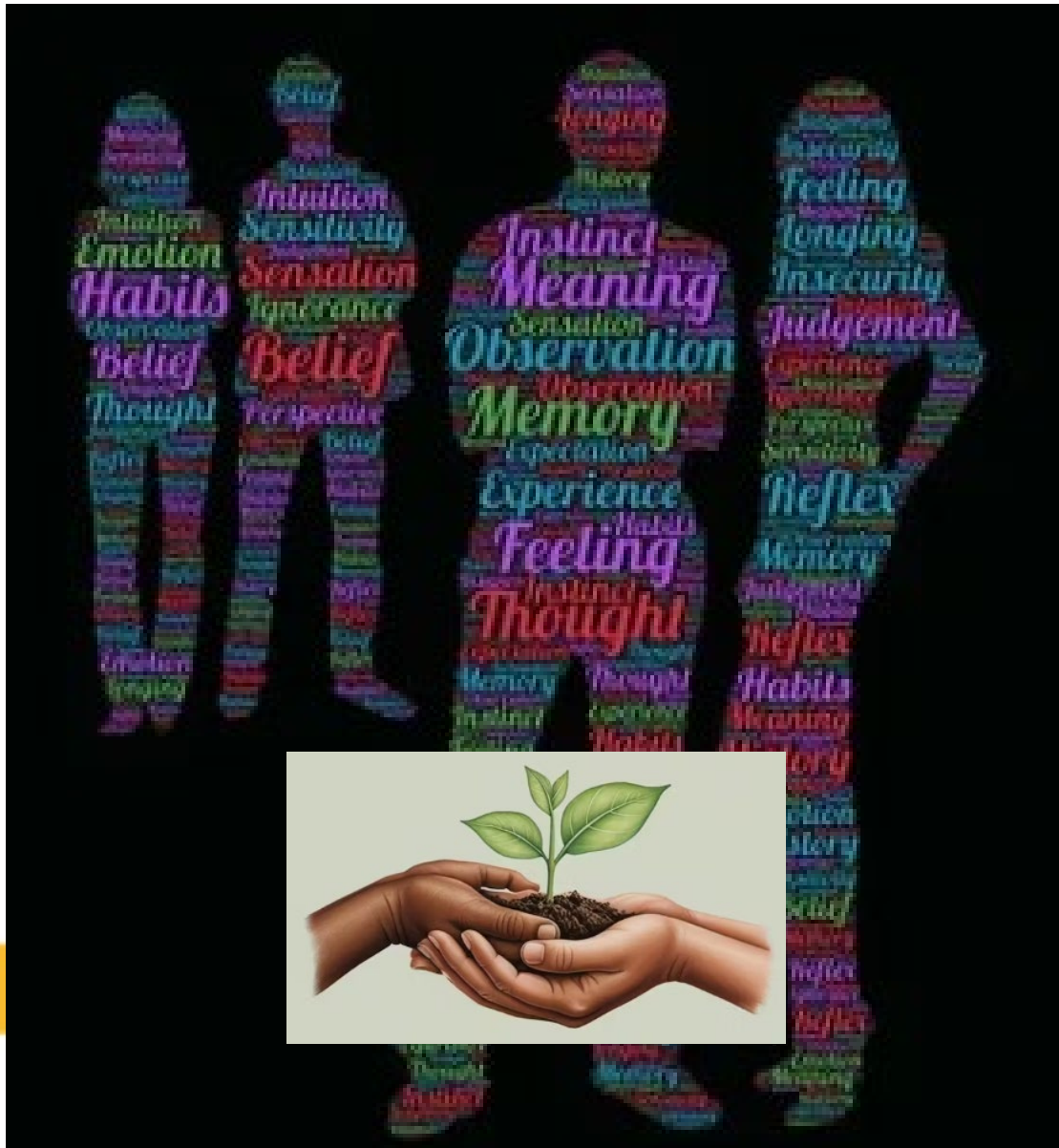
**EngageHWDSB :**  
408 visitors  
130 survey responses

**Phoenix Program:**  
4 Focus Groups  
14 students in longer  
term suspensions



**Welcome to the HWDSB Student Behaviour and Bias-Free Progressive Discipline Policy Consultation!**

# Student Behaviour and Bias-Free Progressive Discipline Policy



Arts-based methods were used to offer creative and engaging ways to express thinking and feelings, provide therapeutic benefits, and create a safe space for sharing experiences.

These methods improve communication by offering alternative ways to convey complex emotions and yield richer, more nuanced data.

They empower youth by giving them a sense of agency and ownership over the research process.

**HWDSB**  
BE YOU. BE EXCELLENT.

# Language and Framing Updates

- ✓ Replaced general terms with relationship-focused, identity-affirming language
- ✓ Added framing around student voice, identity, and inclusion
- ✓ Strengthened accountability, fairness, and transparency language
- ✓ Suggested new definition: *“Bias-Free Progressive Discipline”* to clarify intent

# Structural and Conceptual Changes

- ✓ Explicit commitment to reducing disproportionality for marginalized groups
- ✓ Greater attention to trauma, systemic bias, and student identity
- ✓ Increased student voice and agency in discipline decisions
- ✓ Encouraged clearer, more supportive communication with students and families

# Where the Draft Policy Was Already Aligned

- ✓ Emphasized restorative and trauma-informed practices
- ✓ Incorporated equity, human rights, and anti-oppression principles
- ✓ Centered a whole-school and collaborative approach
- ✓ Aligned with Safe Schools and Board Improvement Plan commitments

# Key Additions Based on Feedback

- ✓ Clearer expectations, consequences, and consistent application
- ✓ Increased emphasis on victim and bystander safety
- ✓ Support for same-day and proactive communication with caregivers
- ✓ Balanced restorative approaches with meaningful accountability
- ✓ Highlighted the Phoenix program as a promising, supportive model

# Summary

- ✓ Consultation feedback clarified and strengthened key commitments
- ✓ Policy language is now more actionable, equitable, and transparent
- ✓ Student and community voices influenced how implementation is framed
- ✓ Final policy better reflects real-world needs and values across HWDSB

# Human Rights Impact Assessment Summary

- ✓ Focused on code-protected and equity-deserving groups, including Indigenous, Black, racialized, 2SLGBTQIA+, and students with disabilities
- ✓ Identified risks of bias, inconsistent implementation, and potential barriers to access
- ✓ ensure fairness, trauma-informed practices, and identity-affirming responses
- ✓ Increased use of disaggregated data and equity tools
- ✓ Helped shape commitments to inclusive communication and consistent, transparent discipline practices

# Student Behaviour and Bias-Free Progressive Discipline Policy

## Parents and community emphasized the need for:

- Better victim support and protection
- Expertise and consistency in harm-repair interventions
- Consistency and transparency in disciplinary practices
- Early and clearer communication
- Preventative behaviour interventions
- Improved mental health supports



## Students advocated for:

- Clearer and faster communication
- Stronger emotional support
- Stronger academic support
- More harm-repair interventions
- Confidentiality protections
- Positive reinforcement of good behaviour