

iMIS #	
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**NON-MEMBER VOLUNTEER APPLICATION**

Please complete **ALL PARTS** of page 1. Completion of this form **does not** register you as a member of Girl Guides of Canada. Read and retain pages 2 to 7 for your records. Sign and date page 1.

You must submit this form and provide a police records check (PRC) if you are: a non-member and volunteering as a **Unit Assistant** (working with girls during unit meetings more than twice during a Guiding year, volunteering at GGC day camps or overnight camps or any other day or overnight events); a **Treasurer** (handling Girl Guides of Canada funds); have access to **confidential information**; or a support person who accompanies a person with disabilities to GGC meetings and events. If you are volunteering **only** as a **Home Contact Person** for a unit or Guiding group (entrusted with personal information concerning participants in the group, the group's activity and schedule), you **do not** require a police records check; however, it is recommended.

I am volunteering as a:	<input type="checkbox"/> Unit Assistant	<input type="checkbox"/> Treasurer	<input type="checkbox"/> Home Contact Person	<input type="checkbox"/> Support Person for accessibility
	<input type="checkbox"/> Other (please explain your role)			

**PART A: Contact Information**

First Name: _____	Last Name: _____	<input type="checkbox"/> Please check here if you are a male volunteer
Address: _____	City: _____	Prov: _____ Postal Code: _____
email: _____		Birthdate (mm/dd/yyyy) ____ / ____ / ____
Home Phone: (____) _____	Work: (____) _____	Cell: (____) _____
<b>Emergency Contact: (Optional)</b>		
First Name: _____		Last Name: _____
Home Phone: (____) _____		Work: (____) _____ Cell: (____) _____

**PART B: Volunteering Details**

I am volunteering with the following unit(s) or council: (If you don't know, please ask the Guider you are working with)			
Unit(s): (If applicable – Example 2 <sup>nd</sup> Edmonton Sparks):			
District:	Area:		
Administrative Community:			
<b>Police Records Check (required for Unit Assistants, Treasurers, and Support Persons who attend as described above):</b>			
<input type="checkbox"/> I will provide a PRC completed within the last year (Ask your GGC contact for information about obtaining a PRC)			
<input type="checkbox"/> I have a current PRC on file with GGC			
<b>Previous Membership:</b> Have you ever been a Member of Girl Guides of Canada?			
<input type="checkbox"/> No	<input type="checkbox"/> Yes. When?	Where?	iMIS # (if known)

**PART C: Accessibility Needs**

If you have any disabilities that may require information in an accessible format or communication support, accommodation is available. Disclosing your accessibility needs will help us place you in a unit or activity that best meets your needs. If you wish to discuss any accommodation needs with a GGC representative to help find the best unit or activity for you, you can contact your provincial office at 1-800-565-8111 or [membership@girlguides.ca](mailto:membership@girlguides.ca)

**PART D: Non-member Volunteer Agreement**

I understand that by signing this agreement:

- In volunteering with Girl Guides of Canada-Guides du Canada (GGC), I may have access to confidential information and documentation. This may include but is not limited to personal information, health documentation and contact information. I will hold this information in confidence and understand that unauthorized disclosure, copying, distribution or other use of this information is strictly prohibited
- I will submit to a police records check (PRC) as required. If I am charged with or convicted of an offence that precludes participation as a volunteer, I agree to declare it to Girl Guides of Canada.
- I have read and understand the [Code of Conduct](#), and I agree that I will abide by it and uphold its terms (p. 2-3).
- I have read and understand [Supporting Accessibility in Guiding](#) (p.4-8).

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>iMIS data entry:</b> Demographics tab: <input type="checkbox"/> Conduct	Privacy tab: <input type="checkbox"/> ACS <input type="checkbox"/> IAS
Dates tab: <input type="checkbox"/> PRC (Original provided OR original seen and copy made for files)	

PLEASE DETACH THIS PAGE AND RETAIN FOR YOUR RECORDS.

DO NOT RETURN WITH YOUR SIGNED APPLICATION

## Code of Conduct

(Revision: December 9, 2010)

*This Code of Conduct is an integral part of involvement with Girl Guides of Canada – Guides du Canada (GGC). The Code of Conduct requires all Members, all volunteers, all employees, and all parents and guardians of Members to:*

1. Refrain from words, actions and behaviour – in any medium -- that demonstrate disrespect for other Members, volunteers, employees, or the family members of such individuals.
2. Uphold GGC's reputation and integrity by ensuring that their conduct, whether in person, online, or otherwise, brings honour and dignity to GGC.
3. Be vigilant in ensuring an environment that is safe and protects girl and adult Members, volunteers and employees from emotional, physical, verbal and sexual abuse.
4. Respect other Members', volunteers' and employees' rights to privacy and the confidentiality of their personal information.
5. Act with honesty and integrity when dealing with property, monies and any other assets belonging to GGC.
6. Respect and abide by the laws of Canada and of the relevant Province or Territory.
7. Treat Members, volunteers, employees and Members' families fairly, knowing that GGC does not tolerate unlawful discrimination on the basis of race, national or ethnic origin, citizenship, colour, religion, sex, age, mental or physical ability, political beliefs, socio-economic status, health-related status, sexual orientation, marital status, or any other grounds enumerated in the human rights legislation of the jurisdiction in which the individuals involved are located.

*In addition, Members, volunteers and Employees will:*

8. Subscribe to the principles of the Promise and Law of GGC and adhere to GGC's bylaws, policies and procedures.
9. Fulfill their roles and responsibilities as stated in their position descriptions (where applicable) and act within the limitations of their authority in the discharge of their duties.
10. Diligently maintain the confidentiality of any information regarding GGC that they have obtained in the course of performing their roles in Guiding and that is not generally available to the public.

Girl Guides of Canada-Guides du Canada reserves the right to take action regarding any breach of the Code of Conduct.

### Understanding the Code of Conduct

The Code of Conduct sets clear standards of respectful behaviour for the Guiding community of girl members and their parents/guardians, adult members, volunteers, and employees. With the Code of Conduct comes a responsibility to follow its standards by being a good example and supporting others in doing the same.

Lines between a person's personal life and employment/volunteer role are often blurred. Members, volunteers or employees need to keep in mind how their words and actions during or outside of GGC activities may impact the organization's reputation.

For more information on interpreting the Code of Conduct and some basic Dos and Don'ts, please go to [Understanding the Code of Conduct](#).

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## The Code of Conduct and You

(March 2011)

The stated values for Girl Guides of Canada (GGC) are stipulated in the Promise and Law, and are further reinforced by the Code of Conduct. Being a part of the Guiding community, you – girl Members and their parents/guardians, adult Members, volunteers, and employees – have the right to participate in an environment that is respectful, safe, and positive. With this right comes the responsibility to ensure a respectful, safe and positive experience for everyone involved in Guiding.

### **Each person involved with GGC has roles and responsibilities with respect to the Code of Conduct:**

- Uphold the principles of the Code of Conduct and be personally accountable for your actions and behaviour.
- Hold each other accountable for actions and behaviour.
- Use open, clear and respectful communication to resolve issues.
- Take prompt and reasonable action to address issues in a timely manner to avoid unnecessary escalation, and seek assistance if necessary.
- Be a role model for others, especially for our girl Members/daughters/wards.

### **Adult Members working with girls are expected to:**

- share and explain the Code of Conduct to the girls in their Unit, and together establish a common understanding of the Code of Conduct as it applies to their Unit;
- educate themselves on GGC policies and procedures;
- explain to non-member volunteers, and parents/guardians, the policies and procedures relevant to their interaction with GGC;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all girls.

### **Parents/guardians are expected to:**

- encourage and assist their daughter/ward in following the Code of Conduct;
- ensure that other parent(s)/guardian(s) of their daughter/ward are aware of the Code of Conduct, and of their responsibility in following it in their interactions with GGC;
- support the efforts of GGC and its adult Members in maintaining an environment where all can enjoy Guiding;
- communicate regularly and meaningfully with the Unit Guiders of their daughter/ward's Guiding Unit

### **Girl Members are expected to:**

- Participate in programming with their Unit Guider to learn about the Code of Conduct and our standards of behaviour.

The Code of Conduct policy is available on the [GGC website](#), from adult members or from provincial offices.

## Supporting Accessibility in Guiding

### Introduction

Girl Guides of Canada–Guides du Canada (GGC) recognizes and values the richness of human diversity in its many forms, and therefore strives to ensure environments where girls and women from all walks of life, identities, and lived experiences feel a sense of belonging and can participate fully. This commitment to inclusion means Girl Guides of Canada’s culture, programming, and practices encourage self-awareness and awareness of others; room for difference; and environments where girls and women feel safe, respected, supported, and inspired to reach their potential.

We have all likely worked with someone who has a disability, whether we’re aware of it or not. Some disabilities may be visible, for example, someone in a wheelchair or someone with a guide dog. Others are less obvious. For example, you may not be aware that an acquaintance or colleague has a learning disability, severe back pain, or a heart condition.

This training information is designed to help you, as a valued member volunteer, create a setting that ensures your interaction with members (girls and adults), parents/guardians, other volunteers or employees who have a disability is appropriate and makes them feel safe, welcomed and comfortable.

### Accessibility at GGC

The core principles for accessibility for people with disabilities are dignity, independence, integration, and equal opportunity. To support these principles, GGC has two policies:

- [Accessible Customer Service Policy \(01-29-01\)](#) This policy outlines the principles in providing support to people with disabilities in a way that gives individuals independence, dignity, integration and equal opportunity.
- [Integrated Accessibility Standard Governance Policy \(01-31-01\)](#). This policy sets the standards for breaking down barriers and increase accessibility for persons with disabilities in the areas of information and communications; and employment and adult membership.

Under the IAS policy, the organization is expected to:

- *Deal with accommodation requests as quickly as possible, even if it means creating a temporary solution while developing a long-term one*
- *Respect the dignity of the person asking for accommodation, and keep information shared by individuals confidential*
- *Ensure staff and volunteers are trained on the requirements of the policy and know how to interact with others in a manner that is consistent with the goals and objectives of IAS*

Individuals with disabilities play a key role in this process as the organization can only accommodate disabilities that they are informed of. These individuals play an active role in helping the organization come up with possible accommodation solutions, as most often he or she knows more about potential accommodation solutions than anyone else.

### Training

Our policies require GGC to provide training to those who interact with others on its behalf.

Below is an overview of GGC’s commitment to serving its members, non-member volunteers, parents/guardians, employees and customers with disabilities, and GGC’s expectations of you as an adult member or non-member volunteer in your interactions with them.

### Human Rights Codes

Each province has its own human rights code. The provincial human rights codes help to ensure all, including those with disabilities, enjoy equal rights and opportunities and freedom from discrimination. They apply to things like employment, housing, facilities and services, as well as memberships in unions,

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We protect and respect your privacy. Your personal information is used only for the purposes stated on or indicated by the form. For complete details, see our Privacy Statement at [www.girlguides.ca](http://www.girlguides.ca) or contact your provincial office or the national office for a copy.

trade or professional associations. They also apply to volunteers, meaning a volunteer cannot be discriminated against because they have a disability.

### **What is a disability?**

A disability is a mental or physical impairment caused by injury, illness or experienced since birth, which limits or impacts a person's abilities. They can include but are not limited to: physical disability, learning disability, mental impairment or disorder. A disability can be either visible (e.g. amputation, difficulty walking) or invisible (such as brain damage). They can be short term, such as a broken arm or leg to something that is permanent. Some people with disabilities may use a support person and/or have a guide dog or other support animal or have a wheelchair or other remedial appliance or device to support them.

### **Duty to Accommodate**

To ensure that persons with disabilities are not discriminated against, special arrangements or accommodations may need to be put in place. This is known as the Duty to Accommodate. For details and assistance on making accommodations, contact your local office at 1-800-565-8111 or [membership@girlguides.ca](mailto:membership@girlguides.ca). Outlined below are some guiding principles.

In many cases, accommodations that enable an adult member to fulfill her responsibilities are minimal and can easily be addressed. The only two circumstances where it would be acceptable to not accommodate an individual with a disability are when:

1. The person can't perform the essential duties of the position, even with accommodations.
2. The accommodation required would create what is known as "undue hardship" for the organization. For example, when the accommodation required would be so expensive that it could jeopardize the future of the organization, or could put others in the organization at risk due to health or safety reasons.

GGC is only expected to accommodate disabilities they are made aware of and will accept accommodation requests in good faith, respecting the dignity of the individual.

Additional information can be asked for as long as it is limited to the type of limitation or restriction required in order for the individual to be able to participate or carry out his or her responsibilities. However, you cannot ask for any information about the individual's diagnosis. As with any health information, you must keep it confidential and share only what is absolutely necessary.

### **Accessible Customer Service**

The Accessible Customer Service policy requires all Members and staff to provide accessible 'customer service' when interacting with:

- *Potential members* – people who are interested or inquiring about becoming an adult leader or girl participant
- *Members* – girls or adults who have joined Girl Guides of Canada
- *Parents/guardians*
- *Non-Members* – adults who volunteer occasionally or girls who come to summer camp but haven't joined a Unit
- *Employees*
- *Customers or other members of the public*

### **What is meant by 'accessible customer service'?**

Accessible customer service is about providing service to people with disabilities in a way that gives them independence, dignity, integration and equal opportunity. This means, as is reasonably possible:

- *Communicating in a way that takes into account their disability*
- *Accommodating individuals who use assistive devices to access GGC services and programs*

- *Accommodating individuals who use service animals*
- *Accommodating individuals who have a support person*
- *Providing notice when any facility or part of a facility is temporarily unavailable or is expected to be temporarily unavailable in the near future*
- *Ensuring emergency response procedures support individuals with disabilities involved in our programs or on our premise.*
- *Having a process for providing feedback on how we provide service to those with disabilities*

### **Interaction with persons with disabilities**

Here are some general steps to assist you in offering accessible customer service. These steps apply to face to face interactions, and some can also be applied when you are speaking on the phone.

- *Introduce yourself. Offering your name builds rapport and decreases anxiety.*
- *Take the time to find out what methods of communication work best for their disability.*
- *Be aware of details like where you are looking when you are talking in person or not speaking too quickly on the phone.*
- *Offer service in a calm manner that is polite and respectful of everyone.*
- *When in doubt, ask the customer what you can do to make things easier.*

More detailed tips on assisting people with various types of disabilities go to [GirlGuides.ca -> Inclusivity and Accessibility](http://GirlGuides.ca -> Inclusivity and Accessibility).

To create an inclusive environment at Unit meetings:

- *Talk to the parents, explain to them that you want to make sure that their daughter is included in all activities, but you need some help in adapting activities to include her.*
- *Don't single the girl out by saying "we're going to do it this way so Suzy can do it too". Just go ahead and do the adapted activity for all.*
- *Recognize that it will take some extra time and effort in your planning, but don't be surprised if the results exceed your expectations.*

### **Interaction with people using assistive devices**

Some people might need assistive devices to help them in participating in Guiding. Assistive devices can enable them to do everyday tasks such as moving, communicating, reading or lifting. Here are a few examples of devices that could be used: white canes, wheelchairs, walkers, listening devices, hearing aids, magnification devices, portable oxygen tanks, laptops with screen-reading software and communication programs, communication boards, smart phones and speech generating devices.

GGC will provide training, as needed, to staff and volunteers on the use of assistive devices provided by GGC, such as a wheelchair lift at a GGC-owned office or camp. If there are assistive devices at a third-party location being used by GGC, such as a key operated elevator, please talk to a representative of that facility about its use. If someone brings their own assistive device, it is fine for you to ask if they require any assistance with the device and for information on how you could assist. For a girl member, it may also be appropriate to speak to the parents/guardian for more information.

General tips for working with assistive devices:

- *Be open and willing to work with assistive devices*
- *Focus on the person and not the device*
- *Ensure the person and assistive device have the appropriate amount of space*
- *Don't block, knock or bump into assistive devices*

### **Interaction with people using a service animal**

When an individual accompanied by a service animal wishes to participate in GGC, the individual must be able to keep the animal with him or her. However, if the animal is excluded by law (for example from a kitchen facility) you will need to adapt your activities or program so that the individual can still participate.

In the majority of cases when someone uses a service animal it will be a dog; however, you might also encounter monkeys, parrots and other animals that offer critical assistance to persons with disabilities. Service animals have been trained to perform specific tasks to assist people with disabilities, such as guiding, alerting to sounds, prompting medication, mobility, and retrieving objects.

Tips on having a service animal in the Unit are:

- *Do not pet the animal.*
- *Do not speak to the animal.*
- *Do not try to distract the animal.*
- *Ensure the customer and the service animal are not separated.*
- *Do ignore the animal – this is a tough one for everyone, but very important. If too many people are speaking and giving direction, the service animal may become confused about which person's directions they should be following. The animal works for only one person and that is the person with the disability.*

### **Interaction with people who are accompanied by a support person**

Some people may require the assistance of a support person. A support person is an individual hired or chosen to accompany a person with a disability to provide service or assistance with communication, mobility, personal care, medical needs or to access services. Personal care needs may include assistance with eating or using the washroom. Medical needs might include ensuring medication is taken on time, monitoring someone's health conditions and providing injections. A support person can be a paid worker, volunteer, family member or friend and does not necessarily require any special training or certification to offer support. GGC is not responsible for providing a support person for a girl to attend Unit activities; however, we will work with the family to try and support their arrangements.

For GGC's purposes, a support person who regularly attends Guiding activities with the person with a disability is considered to be a non-member volunteer. According to Safe Guide, they must have a current police records check (PRC) that meets GGC requirements. They must also complete an A.7 (Non-member volunteer application form), which includes agreement to the GGC Code of Conduct and the accessible customer service expectations and the guidelines outlined here. If there are additional activity fees for the support person then the Guider must notify the girl's family (or in the case of an adult Member or non-member volunteer with a support person, the Member or non-member as appropriate) and provide details about the costs. If the extra cost creates a barrier to the person's participation, please contact your provincial office to discuss options.

As the support person is there to provide one-on-one assistance to the person with a disability, they must not be counted in the supervision ratio for the activity. Please refer to Safe Guide for more information about non-member volunteers.

### **General tips for working with a support person:**

- *Introduce yourself to both the individual and support person.*
- *Talk directly to the individual, even if the support person is responding.*
- *Address the individual appropriately such as asking: "How can I help you today?" as opposed to asking the support person "Can you find out what they need?"*
- *Provide any written materials to both the individual and the support person.*
- *Ensure that the individual and support person are not separated.*

### **Information and Communications Standards**

GGC will work with individuals to provide documents and communications in formats that take into account their disabilities. This means that GGC will present information in a way that it can be easily converted into a format that persons with disabilities can read, or it will make the information available in different formats, when requested. If an individual comes to you with a request for accommodation,

contact your provincial office at 1-800-565-8111 or contact [membership@girlguides.ca](mailto:membership@girlguides.ca) for more information on making documents accessible.

Please note that if GGC cannot convert the information into another format it will let the individual know why. GGC has the right to decide which alternative format it will provide information in.

**If you have a disability, your responsibilities under the IAS policy are to:**

- *Let GGC know what your disability related needs are.*
- *Help GGC come up with accommodation solutions should you require them.*
- *If you will require assistance in the event of an emergency, ensure that any plans developed to assist you in an emergency are shared with individuals who have been designated to help should an emergency situation arise.*

If you are providing information about your disability, you may choose to be selective about whom you tell, but do NOT let fear of others finding out about your disability prevent you from asking for accommodations you are entitled to.

Make sure you let GGC know what your disability related needs are given the duties of your position. However, remember that you only need to provide information related specifically to the accommodation you are requesting.

For example, you may wish to share the fact that you have a visual disability which prevents you from reading printed material. You do not need to share that this disability is due to the fact you have diabetes.

**Feedback and Questions**

GGC welcomes feedback regarding the way we provide services to people with disabilities. When someone wants to provide feedback, invite the individual to communicate in a way that is appropriate for him or her. For GGC activities or events, ask them to direct their feedback to the Responsible Guider (RG) for that activity or event. Should the feedback provider feel that the response received is insufficient, he or she is encouraged to submit feedback to the Commissioner or Administrative Community Leader (in Ontario) of the relevant jurisdiction, or call the provincial office.

**For More Information**

Go to [GirlGuides.ca](http://GirlGuides.ca) -> [Inclusivity and Accessibility](#)

Adapted from proLearning innovations AODA materials.