

**POLICY COMMITTEE MEETING  
AGENDA**

Date: Tuesday, June 11, 2019  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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9.	<b>Motion to Excuse Absent Committee Members</b>	
10.	<b>Motion to Adjourn/ Closing Prayer (J. O'Hearn Czarnota)</b>	

## **POLICY COMMITTEE MEETING MINUTES**

Date: May 14, 2019  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present B. Agnew H. Karabela  
P. DeRosa P. Murphy  
M. Duarte T. O'Brien  
N. Guzzo J. O'Hearn-Czarnota  
V. Iantomasi W. Charlebois (Student Trustee)

Staff Present P. Daly, Director of Education  
S. Balogh, Superintendent of Education, School Services  
S. Allum, Manager, School Energy and Environmental, Facilities Management Services  
C. Cipriano, Superintendent of Education, Special Education Services  
L. Keating, Chief Officer, Research & Development  
A. Lofts, Superintendent, Financial Services  
R. Merrick, Superintendent Facilities Services  
F. Thibeault, Senior Manager, Planning Services  
A. Swinden, Manager, Strategic Communications  
S. Vieira, Manager, Privacy and Records Information Mgmt.

Also present M. Bhambra 2019-2020 Student Trustee  
Regrets  
Recording Secretary J. Neuman

### **1. Call to Order**

#### **1.1 Opening Prayer (H. Karabela)**

The meeting began at 7:01 p.m. with a prayer led by Helena Karabela.

### **2. Approvals**

#### **2.1 Approval of Agenda**

**P#39/19**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the agenda be approved.

**CARRIED**

#### **2.2 Approval of Minutes (April 9, 2019)**

**P#40/19**

**Moved by:** V. Iantomasi

**Seconded by:** M. Duarte

**That,** the minutes of the Policy Committee Meeting held on April 9, 2019 be approved, as submitted.

**CARRIED**

### 3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared

### 4. Action Items

#### 4.1 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira, R. Merrick)

F. Thibeault shared the changes to the video surveillance policy. Amendments were specific to minor housekeeping changes. It was noted that the significant additions were made because of the addition of video surveillance on the Halton Student Transportation Services buses to enhance student security.

**P#41/19**

**Moved by:** B. Agnew

**Seconded by:** P. De Rosa

**That,** the Policy Committee recommends that Policy I-30 Video Surveillance, be forwarded, for Stakeholder Feedback to be reviewed at the June 11, 2019 Policy Committee Meeting.

Discussion ensued. Questions regarding security, retention, and access to data obtained; signage; notification; video surveillance in schools; and activation of cameras and placement of equipment on buses were asked and answered. The Freedom of Information (FOI) process was explained in regards to inquiries for footage.

The Chair returned to the main motion. **P#41/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte			
W. Charlebois (non-binding)			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

#### 4.2 Policy V-01 Use of School Grounds and Community Use of School Facilities (R. Merrick)

R. Merrick shared that changes to the policy are mostly that the procedural information was moved to a newly created procedure. Some housekeeping was noted.

**P#42/19**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** P. Murphy

**That,** the Policy Committee recommends that Policy V-01 Use of School Grounds and Community Use of School Facilities, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval.

Discussion ensued. It was noted that the changes to the policy were to align the policy and procedure to current practice. Operational items were moved to procedure for more streamlined.

Trustees requested that copy of policy with the tracked changes updated and a clean copy be provided for further review at the next policy meeting.



The Chair returned to the main motion. **P#42/19 was Defeated.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	B. Agnew		
P. Murphy	M. Duarte		
	W. Charlebois (non-binding)		
	P. De Rosa		
	H. Karabela		
	V. Iantomasi		
	T. O'Brien		

**P#43/19**

**Moved by:** M. Duarte

**Seconded by:** P. De Rosa

**That,** Policy V-01 Use of School Grounds and Community Use of School Facilities be deferred to the June 11, 2019 Policy Committee Meeting.

The Chair called for a vote. **P#43/19 carried.**

In favour	Opposed	Abstain	Absent
B. Agnew	J. O'Hearn-Czarnota		
M. Duarte			
W. Charlebois (non-binding)			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

**4.3 Policy V-15 Environmental Stewardship (S. Allum, R. Merrick, A. Prkacin)**

R. Merrick introduced S. Allum, Manager, School Energy and Environmental, Facilities Management Services to share the changes to the policy. It was noted that the policy was reviewed and that minor changes were made to bring the policy up to date with current practice and template.

**P#44/19**

**Moved by:** B. Agnew

**Seconded by:** V. Iantomasi

**That,** the Policy Committee recommends that Policy V-15 Environmental Stewardship, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding the environmental stewardship committee were asked and answered. Questions regarding budget requirements for resources were asked and answered.

T. O'Brien suggested an amendment to "promote federal, provincial, regional, civic, school and family initiatives that acknowledge environmental principles" to strike the words "federal and provincial" Discussion ensued, funding and curriculum were noted.

The chair asked the trustees to indicate their approval of the suggested amendment. The amendment failed.

In favour	Opposed	Abstain	Absent
M. Duarte	J. O'Hearn-Czarnota		
P. De Rosa	B. Agnew		
H. Karabela	W. Charlebois (non-binding)		
T. O'Brien	P. Murphy		
	V. Iantomasi		
	N. Guzzo		

The Chair returned to the main motion. **P#44/19 was Defeated**

In favour	Opposed	Abstain	Absent
P. Murphy	T. O'Brien		
B. Agnew	V. Iantomasi		
J. O'Hearn-Czarnota	H. Karabela		
	P. De Rosa		
	M. Duarte		
	W. Charlebois (non-binding)		

Clarification on the decision to defeat the changes to the policy as presented was made, which led to a motion to reconsider.

**P#45/19 Motion to Reconsider**

Moved by: P. De Rosa

Second by: P. Murphy

**That**, Recommendation P#44/19 be reconsidered.

The Chair called for a vote. **P#45/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	H. Karabela		
B. Agnew	V. Iantomasi		
W. Charlebois (non-binding)			
M. Duarte			
P. De Rosa			
P. Murphy			
T. O'Brien			

Policy V-15 Environmental Stewardship will be forwarded to the May 21, 2019 Board meeting for approval.

**4.4 Policy V-18 Community Engagement & Public Consultation (A. Swinden, P. Daly)**

A. Swinden noted the changes that were requested at the April Policy Committee Meeting to be included in the policy have been added.

**P#46/19**

**Moved by:** B. Agnew

**Seconded by:** V. Iantomasi

**That**, the Policy Committee recommends that Policy V-18 Community Engagement & Public Consultation, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval at first reading.

Discussion ensued. An addition was recommended to add “V-04 School Fundraising Activities” to “Associated Policies and Procedures”. Questions regarding definitions were asked and answered. An addition to add “/guardians” to Internal stakeholders.

The Chair called for a vote. **P#46/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien			
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
W. Charlebois (non-binding)			
B. Agnew			
J. O'Hearn-Czarnota			

## 5. Discussion Items

### 5.1 Policy II-51 Optional Programs - Early French Immersion - Extended French Immersion (A. Prkacin)

A. Prkacin shared the information in the discussion report, in response to request for data at last policy committee meeting.

Discussion ensued. Questions regarding clarification of waitlist numbers; accommodations at other schools in Oakville; number of classes for Early French Immersion (EFI) was explained and clarified. It was noted that current commitments could be maintained through current funding; but consideration needs to be made if funding diminishes. Clarification of data regarding loss of students was noted.

The revisions pertinent to developing the policy were shared.

Trustees made suggestions for additions and deletions to several areas of the policy.

Policy II-51 Optional Programs – Early French – Extended French Immersion will be returned as an action item to the June Policy Committee Meeting.

*\*POST-NOTE:* Trustees were notified on May 15, 2019 of an error on the Waitlist Information included in Appendix B, and were provided the correct information by email.

### 5.2 ~New Policy~ Service Animals in Schools (C. Cipriano, S. Balogh)

C. Cipriano shared the discussion report and the ministry requirements of draft PPM. It was noted that many of the items in the PPM are already in practice at HCDSB.

A draft policy will be presented at the June Policy Committee Meeting. Trustees provided wording suggestions for inclusion in the policy.

## 6. Information Items

### 6.1 Procedure VI-83 Video Surveillance Procedure (F. Thibeault, S. Vieira, R. Merrick)

### 6.2 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)

### 6.3 ~New~ Procedure VI-64 Community Use of School Facilities (R. Merrick)

The procedures were shared as information

Procedure VI- 64 Community Use of School Facilities was deferred to the June 11, 2019 Policy Committee Meeting.

#### **6.4 Upcoming Agenda Items (June 11, 2019)**

**6.4.1 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira, R. Merrick)**

**6.4.2 Policy II-45 Equity and Inclusive Education (S. Jayaraman, A. Prkacin, S. Balogh)**

**6.4.3 Policy V-16 Copyright, Visual Identity, and Intellectual Property (A. Swinden)**

**6.4.4 Policy V-18 Community Engagement & Public Consultation (2nd reading)  
(A. Swinden, P. Daly)**

**6.4.5 ~New Policy~ Service Animals in Schools (C. Cipriano, S. Balogh)**

**6.4.6 Discussion Items**

**6.4.6.1 Procedural By-Laws (P. Daly)**

**6.4.7 Information Items**

**6.4.7.1 Procedure VI-54 Equity and Inclusive Education (S. Jayaraman, A. Prkacin, S. Balogh)**

**6.4.7.2 Procedure VI-60 Student Groups in Catholic Schools (S. Jayaraman, A. Prkacin, S. Balogh)**

**6.4.7.3 Procedure VI-58 Parent Notification System (A. Swinden)**

**6.4.7.4 ~New Procedure~ Service Animals in Schools**

#### **7. Miscellaneous Information**

There were no miscellaneous items.

#### **8. In Camera**

There were no in camera items.

#### **9. Motion to Excuse Absent Committee Members**

All Trustees were present

#### **10. Motion to Adjourn/ Closing Prayer (P. Murphy)**

***P#47/19***

***Moved by:*** B. Agnew

***Seconded by:*** T. O'Brien

***That the meeting adjourn.***

**CARRIED**

P. Murphy closed meeting with prayer at 9:45 pm.

Policy II-52 Student Use of Service Animals in Schools	Item 4.1
Tuesday, June 11, 2019	

### Purpose

To provide for the consideration of the Policy Committee the newly developed *Policy II-52 Student Use of Service Animals in Schools* as recommended by staff.

### Commentary

The Halton Catholic District School Board has long promoted the inclusion of students with special education needs in the regular classroom in the student's neighborhood school where possible. This approach is motivated by an interest in maintaining students in the communities in which they reside, by promoting a sense of place and belonging in the school, in the worship community of the local parish and within the neighborhood that they belong to.

In the Halton Catholic District School Board, every effort is made to provide programs and services to support pupils with exceptionalities in the regular class setting. We believe that pupils with exceptionalities should receive appropriate special education programs and services and have regular opportunities to interact with their peers, to enjoy the life of the school, and to participate in local community activities. Where appropriate, students may require services from a variety of sources, including at times the use of service animals.

The Draft Ministry PPM (Appendix A) released on April 1, 2019 outlines these basic principles required by school districts when creating service animal policies:

- Allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students' learning needs, and would meet the school boards' duty to accommodate students with disabilities under the Ontario Human Rights Code
- Make determinations on whether to approve requests for a service animal on a case by case basis, based on the individual needs of each student.
- Put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.

*Policy II-52 Student Use of Service Animals in Schools* includes definitions of service animals, communication plans and the process for parents/students to follow when making requests for service animals to support their learning. Roles and responsibilities of students, parents, and school staff, the training required, and the health and safety of other students and staff in schools, are also included.

## Item 4.1| Student Use of Service Animals in Schools

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Policy II-52 Student Use of Service Animals in Schools is attached for review and consideration by the Policy Committee.

### Recommendation

The following recommendation is presented for the consideration of the Board:

Moved by:

Seconded by:

**That**, the Policy Committee recommends that Policy II-52 Student Use of Service Animals in Schools be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval at first reading.

### Report Prepared by:

Camillo Cipriano

Superintendent of Education, Special Education Services

Stephany Balogh

Superintendent of Education, School Services

### Report Submitted by:

Patrick Daly

Director of Education and Secretary of the Board

<b>Student Use of Service Animals in Schools</b>	
<b>Adopted:</b> Date	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b>	
<b>Associated Policies &amp; Procedures:</b>	

## Purpose

This policy recognizes that students with diverse learning needs may require, at times, services and accommodations to their program to allow them to access education. In addition to accommodations and services that can be utilized through human resources, technology, behaviour plans and strategies, students may at times require the need of a service animal to support their medical, behaviour or academic needs. This policy outlines the expectations and process for schools to adhere to when considering admittance and integration of a service animal into the school environment for the benefit of a student.

## Application and Scope

This policy applies to all individuals of the Board who may be involved in the integration of a service animal into schools, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

## References

[Education Act](#)

[Ontarians with Disabilities Act \(2001\)](#)

[Blind Person's Rights Act](#)

[Special Education in Ontario, Kindergarten to Grade 12 – Policy and Resource Guide, 2017](#)

## Definitions

**Service Animal** – means a certified animal that provides supports relating to a student's disability or medical related need(s) to assist that student in meaningfully accessing education.

**Certified** – means both the animal and handler have had training from a recognized Canadian training institution and the animal is registered as such in Canada.

**Handler** – The student with the disability or medical related need(s) for whom the certified service animal is performing services and who is managing and is responsible for the certified service animal's performance of those services. It is the expectation of the Board that the student utilizing a certified service animal will be the service animal's Handler.

## Principles

- All students with exceptionalities, disabilities or medical related need(s) shall receive appropriate special education programs and services and have regular opportunities with their peers, to enjoy the life of the school, and to participate in local community activities.
- To access education, students may at times require accommodations, modifications and/or services to allow for this access, including service animals.
- Building on student independence must be the underlying consideration when considering appropriate accommodations, modifications and services.
- Schools recognize that student independence increases when accommodations, modifications and services are least intrusive.
- Any determination on appropriate accommodations, modifications and services must be made on a case by case basis, based on the individual needs of each student.
- Parents and School/Board Staff should work collaboratively when requests are made for the consideration of Service Animals to support students in schools.
- Procedures and Practices in the determination of whether to approve requests for Service Animals must be consistent and transparent to allow for meaningful consideration of requests for service animals to accompany students in school.
- School staff should consider the collection and review of data, when available, to help determine the appropriateness of utilizing service animals for students.
- The health, safety and any other appropriate concerns of other students and staff shall be considered when considering the approval for a service animal for students.
- Clear, timely and appropriate communication must be provided to school communities when service animals are approved to accompany students in schools.
- The Board must work collaboratively with Halton Student Transportation Systems (HSTS) when reviewing and considering students with service animals and how they can access board transportation.
- Requests for the use of a service animal should be approved when school/board staff have determined that it is the best accommodation to support the student's demonstrated disability or medical related needs.



## Requirements

- The Board must develop an Administrative Procedure supporting the directive and principles outlined in this policy and ensure comprehensive communication of the procedures to appropriate stakeholders.
- The Board must develop a process for data collection and to collect data regularly to help inform the policy and make amendments as appropriate.
- The Board must communicate to Principals and appropriate staff the expectations and directives in both the Policy and Administrative Procedure.
- Parents considering the use of a service animal for their child will be directed by school staff to this policy and accompanying administrative procedure for direction.

APPROVED:                      Regular Meeting of the Board

AUTHORIZED BY:              \_\_\_\_\_  
*Chair of the Board*

Policy II-45 Equity and Inclusive Education	<b>Item 4.2</b>
Tuesday, June 11, 2019	

## Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-45 Equity and Inclusive Education* as recommended by staff.

## Commentary

*Policy II-45 Equity and Inclusive Education* was created in January 2011, and last amended in November 2012. This policy gives clear direction for staff and students of the Halton Catholic District School Board, in accordance with the Church's teachings, to provide in all its operations an educational environment which fosters diversity, equity and inclusion within its Catholic community

The following amendments have been suggested by staff:

- This policy is based on the template from the Ontario Education Services Corporation and was adjusted to make the policy specific to the Halton Catholic District School Board (HCDSB).
- Associated policies and procedures were updated
- Language was changed to reflect current terms and definitions
- References were updated and added
- Definitions were added
- Principles were updated to reflect action items from Ontario's Education Equity Action Plan 2017 including Data Collection, Integration and Reporting information
- Requirements were added

The revised *Policy II-45 Equity and Inclusive Education* is attached for review and consideration by the Policy Committee.

## Recommendation

The following recommendation is presented for the consideration of the Board:

*Moved by:*

*Seconded by:*

***That,*** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

### Report Prepared by:

S. Jayaraman

Senior Manager, Human Rights and Equity

A. Prkacin

Superintendent of Education, Curriculum Services

### Report Submitted by:

P. Daly

Director of Education and Secretary of the Board

**Equity and Inclusive Education**

**Adopted:** January 18, 2011

**Last Reviewed/Revised:** November 20, 2012

**Next Scheduled Review:** January 2019

**Associated Policies & Procedures:**

[VI-54 Equity and Inclusive Education](#)

[VI-60 Student Groups in Catholic Schools](#)

[I-43 Use of Technology and Digital Citizenship](#)

[VI-62 Use of Technology and Digital Citizenship](#)

[II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions](#)

[VI-44 Progressive Discipline and Safety in Schools](#)

[II-40 Bullying Prevention and Intervention](#)

[V-01 Use of School Grounds and Community Use of School Facilities](#)

**Purpose**

The Halton Catholic District School Board (~~the “Board”~~**HCDSB**) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the ~~Board~~**HCDSB** to provide in all its operations an educational environment which ~~supports and enables~~**fosters** diversity, equity and inclusion within its Catholic community.

~~The Board~~**HCDSB** recognizes that any form of ~~social or cultural~~ discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. ~~The Board~~**HCDSB** recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario *Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

~~The Board~~**HCDSB** and its staff are committed to the elimination of ~~discrimination systemic barriers~~ as outlined in Ontario’s Equity and Inclusive Education Strategy (2009), and subsequent strategy and action plan - Achieving Excellence: A Renewed Vision for Education in Ontario (2014) and Ontario’s Education Equity Action Plan (2017) ~~and the Ontario Ministry of Education (the “Ministry”), and~~ and the ~~Ontario Ministry of Education (the “Ministry”),~~ and the *Accepting Schools Act* in a manner which is consistent with the exercise of ~~the Board~~**HCDSB**’s denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.



## Application and Scope

The Equity and Inclusive Education Policy applies to all students, staff and stakeholders of HCDSB.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" Achieving Excellence: A Renewed Vision for Education in Ontario (2014) and Ontario's Education Equity Action Plan (2017) identifies eight key areas of focus for implementing equity and inclusive education. Accepting School Act legislated elements of the Equity and Inclusive strategy and added to previous legislation regarding creating positive school climates that prevent bullying and associated disciplinary and supports protocols.*

*In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and the Board's mission statement. This will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.*

*In accordance with the above policy documents, the Ontario Human Rights Code, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to Ontario's Equity Action Plan which builds on the goals of Ontario's Equity and Inclusive Education Strategy, the foundational elements of the policy are: shared and committed leadership; equity and inclusive policies and practices and accountability and transparency. Ontario's Education Equity Action Plan outlines the following priority areas for boards: School and Classroom Practices, Leadership, Governance and Human Resources Practices, Data Collection, Integration and Reporting. The Equity Action Plan will serve to guide the actions of HCDSB and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.*

*Procedures associated with the implementation of this policy can be found in Administrative Procedure VI-54, Equity and Inclusive Education.*

## References

Education Act

Constitution Act, 1982: Canadian Charter of Rights and Freedoms

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy

Ontario's Equity and Inclusive Education Strategy, 2009 – Reflective Tool

Ontario's Education Equity Action Plan (2017)

PPM 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"



[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation \(2014\)](#)

[Bill 13, Accepting Schools Act](#)

[Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Anti-Racism Act 2017](#)

[Ministry Policy/Program Memorandum No. 108](#)

[Ontario Education Services Corporation \(OESC\): Equity and Inclusive Education](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

## Definitions

**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, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**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.

**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. (Ontario's Equity and Inclusive Education Strategy, 2009)

**Religious Accommodation** - ÷ The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith.

**Creed** - is interpreted by the Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion". It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed refers to the beliefs and practices that are sincerely held and/or observed.

**Ontario Human Rights Code** - The Code prohibits actions that discriminate against people based on a protected ground in a protected social area. A few of the protected grounds include ancestry, colour, race, citizenship, ethnic origin, Place of origin, creed, disability, family status, marital status,



gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

**Denominational Rights:** - Public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93 (Ontario's Ministry of Education)

**Stakeholder** - any individual or group who can affect or is affected by decisions made by HCDSB

## Principles

### Equity and Inclusive Education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

**Commented [JN1]: [SJ]** Ontario's Equity and Inclusive Education Strategy – Reflective tool – Guiding Principles of the Strategy

### **1. BoardHCDSB Policies, Programs, Procedures and Practices:**

#### **Preamble:**

The BoardHCDSB recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters ~~racial and ethno-cultural equity and inclusion understanding as well as a policy which accepts and celebrates all types of diversity.~~

The BoardHCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all BoardHCDSB policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, the BoardHCDSB will embed ~~positive~~ principles of Equity and Inclusion in all of its policies and procedures.

#### **Mission Statement:**

The BoardHCDSB is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its



policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

**2. Shared and Committed Leadership:**

**Preamble:**

~~The Board~~HCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

HCDSB recognizes the critical role of school board trustees, superintendents, principals and teachers in fostering inclusive, safe and welcoming learning environments and their commitment to uphold and promote human rights.

**Commented [JN2]: [SJ]** Ontario’s Education Equity Action Plan (2017) page 17 – para 2 & page 30 bullets 2&4

~~The Board~~HCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

~~The Board~~HCDSB recognizes the critical connection between student leadership and improved student achievement and will strive to include ~~the~~ student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry’s Ontario Leadership Strategy, effective ~~Board~~HCDSB and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

HCDSB upholds the principle of inclusive education that requires the diversity of the students in the schools to be reflected in the diversity of their education workers, teachers and school and system leaders.

**Commented [JN3]: [SJ]** Ontario’s Education Equity Action Plan 2017 – Page 17 – para 1

**Mission Statement:**

~~The Board~~HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

**3. School Community Relationships:**

**Preamble:**

~~The Board~~HCDSB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. ~~The Board~~HCDSB further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with an asset-based based approach to families and communities.

**Commented [JN4]: [SJ]** Ontario’s Education Equity Action Plan 2017 – Page 16 – para 3 - bullet 4  
Reference to asset based: Culturally Responsive and Relevant Pedagogy Training Day 1 – Min. of Education





The Board HCDSB will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

The Board HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination barriers.

**Mission Statement:**

The Board HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized valued. These practices will include surveying the parents, students and staff at least once every two (2) years to monitor and evaluate the effectiveness of the related Equity-equity and Inclusion-inclusion programs and policies.

**4. Inclusive Curriculum and Assessment Practices:**

**Preamble:**

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

Commented [JN5]: [SJ] Ontario's Education Equity Action Plan 2017 – Page 16 – para 3 - bullet 2

**Mission Statement:**

The Board HCDSB is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases systemic barrier so that each student may maximize her or his learning potential.

**5. Religious Accommodation:**

**Preamble:**

Committed to the mission of the Church, the Board HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario Human Rights Code and Ministry Policy/Program Memorandum No. 108.



Within the framework of gospel values, traditions, and ~~the Board~~HCDSB's denominational rights, in recognition of this diversity, ~~the Board~~HCDSB will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached)

**Mission Statement:**

~~The Board~~HCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

**6. School Climate and the Prevention of Discrimination and Harassment:**

**Preamble:**

~~The Board~~HCDSB recognizes that a safe and welcoming environment is most conducive to learning. ~~The Board~~HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. ~~The Board~~HCDSB acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors(~~Please see~~ Policy II-40 Bullying Prevention and Intervention, Policy II-39 Progressive Discipline and Promoting Positive Student Behaviour and Administrative Procedure VI-44 Progressive Discipline for the operating policies that direct preventing and handling situations of bullying, discrimination and harassment).

HCDSB recognizes the need for regular, ongoing training on human rights, indigeneity, anti-racism, anti-oppression for staff and students to identify and eliminate any discriminatory biases and systemic barriers under the Code in order to uphold a safe, inclusive and welcoming environment for all stakeholders.

**Mission Statement:**

~~The Board~~HCDSB is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

**7. Professional Learning:**

**Preamble:**

The Staff of ~~the Board~~HCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. ~~The Board~~HCDSB, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote Equity-equity and Inclusioninclusion.

**Commented [JN6]:** [SJ] Ontario's Education Equity Action Plan 2017 – Page 22 – bullet 4, page 27 - # 4 – bullets 1 & 3



Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional Learning-learning works to engage all learners and strives for student success and includes the following:

- a) Changes in thinking and practices of teachers
- b) Collaborative inquiry at various levels within the school
- c) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

**Mission Statement:**

The BoardHCDSB is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*, and strategies for promoting positive school climates.

**8. Accountability and Transparency:**

**Preamble:**

The BoardHCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the BoardHCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, the BoardHCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related Equity-equity and Inclusions-inclusion policies, procedures and programs.

**Mission Statement:**

The BoardHCDSB is committed to assessing and monitoring its progress in implementing *The Strategy*, to embedding the principles of Equity-equity and Inclusive-inclusive Education-education into all BoardHCDSB policies, programs, guidelines and practices; and to communicating these results to the community.

The Director of Education will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. Board multi-year plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to Equity-equity and inclusion along with supports for students and awareness opportunities for parents.



**Data Collection, Integration and Reporting**

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.

**Commented [JN7]:** [SJ] Ontario’s Education Equity Action Plan 2017 – page 17 & 18 under Data Collection, Integration and Reporting

**Requirements**

**Information and Instruction with Respect to Equity and Inclusive Education Policy:**

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy

**Commented [JN8]:** [SJ] HCDSB Policy III – 16 – Workplace Harassment

**Responsibility:**

The Director of Education holds primary responsibility for overseeing and implementing this policy.

**Commented [JN9]:** [SJ] Ontario’s Education Equity Action Plan 2017 – page 26 - # 1 – bullets 2 & 3

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

### MISSION STATEMENT

The Halton Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

### INTRODUCTION

The Halton Catholic District School Board (~~the Board~~HCDSB) believes in the dignity of all people and their equality as children of God. ~~The Board~~HCDSB recognizes the importance of freedom of religion and strives to recognize, value, and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. ~~The Board~~HCDSB is committed ~~commits~~ to working with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

### I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",

R.R.O. 1990, Regulation 298, "Operation of School-General" s. 27-29, under the heading "Religion in Schools"

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* (~~"the Code"~~).

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

## **II. Definitions**

### **1. Accommodation:**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

### **2. Creed:**

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

### **3. Undue Hardship:**

Accommodation will be provided to the point of undue hardship, as defined by the [OHRC Code](#) (for example in the [Policy and Guidelines on Disability and the Duty to Accommodate](#)). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see *Human Rights at Work*, p. 133-134 and accompanying Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, ~~the Board~~ HCDSB will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

### III. Accommodation Guidelines

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

~~The Board~~ HCDSB is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

#### 1. Accommodation Based on Request:

~~The Board~~ HCDSB will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

~~The Board~~ HCDSB will base its decision to accommodate by applying the *Code*'s criteria of undue hardship, ~~the Board's~~ HCDSB's ability to fulfill its duties under Board policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

#### 2. General Procedures for Religious Accommodation:

##### a. Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.



## **b. Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

### **3. Unresolved Requests:**

Despite ~~the Board's~~HCDSB's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

### **4. Areas of Accommodation:**

For many students and staff of ~~the Board~~HCDSB, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

## **IV. General Guidelines and Procedures**

This policy will consider each (of the above stated) area of accommodation in turn.

### **1. School Opening and Closing Ceremonies:**

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

#### **Memorandum No. 108 states the following:**

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.



3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Code and the Board will consider other requests –for accommodation as may be made.

## 2. Absence for Religious Holy Days:

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

<b>(Examples of) Significant Holy Days:</b>	
<b><i>Baha'i</i></b>	Ridvan
<b><i>Buddhist</i></b>	Lunar New Year/Chinese
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas Holy Friday
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<b><i>Muslim</i></b>	Eid-ul-Fitr Eid-ul-Adha
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

### **Guidelines for Administrators:**

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Equity Officer.

### **Unresolved Requests:**

#### a. Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Executive Officer of Human Resources Services.

#### b. Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

### **3. Prayer:**

~~The Board~~HCDSB recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

### **4. Dietary Restrictions:**

~~The Board~~HCDSB is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

## 5. Fasting:

The Board HCDSB is sensitive to religious periods of fasting. Board HCDSB schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

## 6. Religious Dress:

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- o Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- o Crucifixes, Stars of David, etc.
- o Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “B”.

## 7. Modesty Requirements for Dress in Physical Education Classes:

The Board HCDSB recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

## **8. Participation in Daily Activities and Curriculum:**

The Board HCDSB will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

## **V. Limitations to Religious Accommodation**

1. The Board HCDSB supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board HCDSB, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:

- i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
- ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

### GUIDELINE FOR KIRPAN ACCOMMODATION

A Kirpan is a ceremonial sword that must be worn by all baptized Khalsa Sikhs. The Board HCDSB seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- o At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- o The Kirpan is six inches or less.
- o The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- o The Kirpan will not be worn visibly, but under the wearer’s clothing.
- o There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- o Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

Policy I-30 Video Surveillance	Item 4.3
Tuesday, June 11, 2019	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-30 Video Surveillance* as recommended by staff.

### Commentary

The purpose of Operational Policy I-30 Video Surveillance and its associated Administrative Procedure VI-83 Video Surveillance is to outline the processes and requirements in managing video surveillance systems and the surveillance footage they capture to align with the Provincial requirements of the Education Act and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

At the May 14, 2019 Policy Meeting staff advised the Board of Trustees that amendments were required to both the policy and procedure in order to update the relevant privacy references and records management processes to ensure processes are aligned with the relevant acts.

Senior staff also advised Trustees that changes were also made to the Operating Policy to allow the operationalization of existing video surveillance systems installed on the HSTS school bus fleet yet to be activated. The introduction of video surveillance systems on buses, which are an extension of the school day, will serve to further enhance student safety on school buses.

The following amendments were made to improve and clarify the existing policy:

- a) Enhancement of **“Purpose” & “Application and Scope”** sections to better align with MFIPPA.
- b) Addition of **“References”** and links that were absent from previous iterations.
- c) Addition and removal of **“Definitions”** to the policy where appropriate.
- d) Addition of policy wording to operationalize video surveillance systems on buses.
- e) Housekeeping amendments in the **“Principles”** section to align with changes discussed above.

The associated *Administrative Procedure VI-83 Video Surveillance* will be amended to align with the policy amendments, and to provide the appropriate detailed processes to meet the Provincial requirements of the Education Act, and MFIPPA with regards to the subject matter.

Following the presentation of the report, Trustees passed *Recommendation P#41/19*, which directed staff to forward the draft policy be forwarded for Stakeholder Feedback to be reviewed at the June 11, 2019, Policy Committee Meeting. The invitation to respond was launched on May 15, 2019 and closed on June 5, 2019. An email was also sent directly to parents on May 16, 2019, advising them of the opportunity.

## Item 4.3 | Policy I-30 Video Surveillance

The following are observations that were made from the submitted feedback:

- a) With duplicates removed, there are 100 responses (total of 2 duplicates)
- b) 19 comments have questions and/or feedback regarding the policy
- c) The breakdown of favourability of the policy is as follows:
  - i. 74% (n = 74) are in favour of the policy
  - ii. 9% (n = 9) are against the policy
  - iii. 17% (n = 17) are 'unsure' (response didn't explicitly state whether they are in favour or against, but posed a questions or provided suggestions)

The suggestions being made as feedback were to ask questions for clarification and/or provide suggested changes to the policy. The report is attached as Appendix A.

Staff have reviewed the comments, and have the following changes to address feedback received from stakeholders and parents:

- a) Definitions, add a covert surveillance reference and definition to read as: **“Covert Surveillance: refers to surveillance conducted by legal authority.”**
- b) Principles Section 4, add “and in the investigation of an incident” and remove “learning” to read as: “The Board recognizes that the utilization of video surveillance systems as a complement, and not to replace, other means to create a safe and secure learning environment **and in the investigation of an incident.**”
- c) Principal Section 5, add “and view surveillance footage” to read as: “The following personnel are authorized to implement video surveillance system **and view surveillance footage** in the discharge of their duties”.
- d) Principles Section 5, add **“Manager of Halton Student Transportation Services”** to list of those authorized to implement video surveillance system and view surveillance footage in the discharge of their duties.
- e) Principles Section 7 & 9, replace “the Board” with **“HCDSB”**

It should be noted that a number of the suggestions will be addressed in the administrative procedure.

The revised *Policy I-30 Video Surveillance* is attached for review and consideration by the Policy Committee, to be forwarded for Stakeholder Feedback.

## Recommendation

The following recommendation is presented for the consideration of the Board:

Moved by:

Seconded by:

***That, the Policy Committee recommends that Policy I-30 Video Surveillance, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.***



Report Prepared by:

F. Thibeault  
Senior Manager, Planning Services

S. Vieira  
Manager, Privacy and Records Information Management

S. Balogh  
Superintendent of Education, School Services

Report Submitted by:

P. Daly  
Director of Education and Secretary of the Board



# I-30 Video Surveillance Policy Amendments

Summary of Stakeholder Feedback

Prepared by:  
*Research and Development Services*

June 7, 2019

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## Introduction

This report summarizes feedback from Halton Catholic District School Board (HCDSB) stakeholders about the amendments to Policy I-30, regarding Video Surveillance. At the May 14<sup>th</sup>, 2019 Policy Meeting, staff advised the Board of Trustees that amendments were required to both the policy and procedure in order to update the relevant privacy references and records management processes to ensure processes are aligned with the relevant acts. As per *Recommendation P#41/19*, passed by Trustees, staff sought feedback on the draft policy from HCDSB stakeholders, between May 15<sup>th</sup> and June 5<sup>th</sup>, 2019.

All feedback analyzed by Research and Development Services for the purposes of this report was submitted via online form. The following sections provide a description of the method of data collection and analytic procedure, followed by a data summary.

## Feedback

On May 15<sup>th</sup>, 2019, the Director of Education invited all HCDSB stakeholders to provide input about the amendments to the Video Surveillance policy, via an online form on the HCDSB website. Parents were also directly invited via email on May 16<sup>th</sup> to provide their feedback on the policy amendments.

The data received were reviewed to obtain counts of the number of responses in different categories (i.e., for the policy, against the policy, neither, and feedback). The following limitations should be considered:

- The online form was anonymous (aside from a field to include name voluntarily), and not password protected, so it was not possible to:
  - prevent duplicate names and duplicate comments
  - ensure that the responses came from authentic HCDSB stakeholders who reside, work, or study in Halton (i.e., HCDSB ratepayers, parents, students, staff, trustees)
- The online form did not include a close-ended question to quantitatively collect number of votes for/against the amendments, so all comments had to be coded and analyzed qualitatively

However, care was taken to keep track of duplicate names/comments. As described later, the duplicate names were not included in the analysis of the data.

## A) Who Responded?

### Number of responses submitted by the feedback form

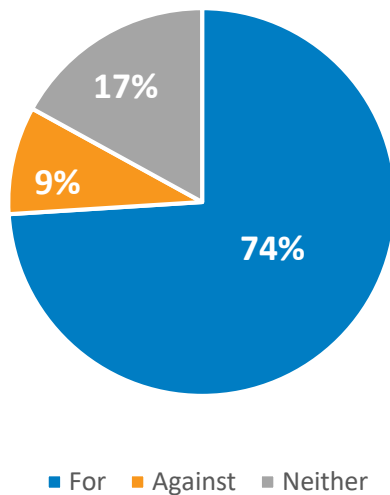
In total, 104 responses were submitted using the online form on the HCDSB website. All responses can be found in Appendix A, below. Four comments were removed due to duplication, resulting in a total response count of 100.

## B) Position on the Policy Changes

There were 100 responses included in the thematic analysis of the stakeholder data; as noted above, all duplicate comments or names were deleted and therefore excluded from the analysis. Of the ten different stakeholder groups identified on the online feedback form, seven were represented in the thematic analysis; one respondent selected 'other' as their role. Of the roles selected on the form, the majority were HCDSB parents (84%, n = 84), followed by HCDSB Staff (7%, n = 7), and Catholic School Council (3%, n = 3).

The data from the online form were first reviewed and coded on whether the respondent's comments indicated that they were 'For' or 'Against' the amendments. If their position on the proposed changes was unclear or not explicitly stated, this was coded as 'Neither'.

**% of People who are 'For' and 'Against' the Policy and Procedure Changes (100 responses)**



As shown in the chart above, most of the responses received (74%, n = 74) indicated that the respondent was *for* the proposed policy changes. In contrast, 9% (n = 9) of responses were *against* the proposed changes. There were 17 responses (17%) that either did not indicate their position on the proposed changes, or their position was uninterpretable.

## C) Common Themes Found within the 'For' Comments

The responses submitted that indicated agreement with the proposed changes (n = 74) were analyzed to uncover themes related to their agreement (e.g., what the respondent liked about the changes to the policy; potential consequences/effects). The comments can be aggregated into the following themes.

Note: The percentage provided with each theme refers to the proportion of stakeholders in agreement with the proposed changes who commented on the theme. The theme/topic counts are greater than the

number of responses to the question, since some responses reflected multiple themes. These themes do not account for all opinions expressed but provide a summary of the most frequent comments.

**Theme 1: Students' safety, security, and protection.** Respondents stated that they approve of the proposed changes to the policy/procedure because they promote the safety of HCDSB students while travelling to and from school (27%, n = 20). Examples:

*"I completely support this policy and see that it enhances the safety and security of our children on the school bus."*

*"This would help improve student safety in a place where it is more difficult to supervise."*

*"Changes seem to be in line with necessities of safety for all."*

**Theme 2: Video surveillance will promote good behaviour and deter bad behaviour,** of not only students, but others on the road (16%, n = 12). Examples:

*"I think this is a great idea. My kids have experienced all sorts of issues on the bus home from school over the last 10 years. This would help to mitigate problems of bullying, vaping and other such issues."*

*"...Video surveillance ensures everyone complies with Board policies and will deter some who contemplate engaging in inappropriate or negative behaviours."*

*"I agree that there should be video surveillance on school buses in order to monitor the activities within the bus and ensure that all students are obeying proper conduct, ... and finally as a means to record any traffic violations, safety violations, bullying or if the bus were to be in an accident..."*

**Theme 3: Ability to access/use the video surveillance** to address incidents, aid investigations, and hold students accountable for their actions (16%, n=12). Examples:

*"I fully believe we should have another adult watching the students while the driver operates the bus, however, if this is not possible, CCVS is the best alternative, so incidents can be investigated/reviewed for the safety of all involved."*

*"I agree with surveillance on school buses... There is an opportunity to deter wrong doing while capturing video that may assist authorities."*

*"I agree that there should be video surveillance on school... as a means to record any traffic violations, safety violations, bullying or if the bus were to be in an accident, to be used as a resource for any needed investigation."*

## D) Common Themes Found within the 'Against' Comments

The responses submitted that indicated disagreement with the proposed changes (n = 9) were analyzed to uncover themes related to their agreement (e.g., what the respondent liked about the changes to the

policy and/or procedure; potential consequences/effects). Comments can be aggregated into the following themes.

Note: The percentage provided with each theme refers to the proportion of stakeholders against the proposed changes who commented on the theme. These themes do not account for all opinions expressed but provide a summary of the most frequent comments.

**Theme 1: The money designated for video surveillance would be better spent on other areas within the HCDSB, such as school equipment and resources (44%; n = 4). Examples:**

*“Putting video surveillance on a school bus is a shocking waste of money... Why are so many teachers without supplies in their classroom, spending their own money? Shouldn’t we put this money towards things like that?...”*

*“...If the policy means more money spent, I would prefer for the money to be spend on more resources, learning materials, allocate more of that money to our libraries, computer labs, ergonomics of the classrooms, students' traits, training to teachers, Educational Assistant Support, healthy learning experiences, Science labs, Music Instruments, Poetry, Mindfulness techniques, yoga classes, sporting goods and fields, more natural habitat inside/outside the school, better lighting...to name a few.”*

**Theme 2: Privacy concerns (33%, n = 3). Examples:**

*“...Our children do not need more government officials recording their every move. Society at large do not need their privacy constantly being challenged by the state. We need to give children the decency and respect they deserve.”*

*“There are a few vague and blanket statements that allow room for misinterpretation and / or later misuse of surveillance records. It is very difficult to reconcile statements about proper use and reserving the right to consider and employ covert surveillance, I believe this should be left to constituted authorities with the mandate to perform such surveillance.”*

## ADDITIONAL RESULTS

### E) Feedback on the Policy

Twenty-five respondents (25%), regardless of their position on the policy, provided feedback on the policy itself and the idea of video surveillance on school buses. These comments include suggestions for additions to the policy, requests for clarification of current wording/concepts, suggestions for video surveillance beyond the bus, and questions regarding the implementation and impacts of such surveillance. There are two reoccurring themes that emerge from the comments, as discussed below. Note that not all ideas/suggestions/requests are captured within the below themes.

**Theme 1: Concerns regarding who has access to video footage, and in which circumstances (32%; n = 8).** Respondents commented on who/what organizations will have access to the captured footage, both live and recorded, as well as in what circumstances the videos can be accessed.

*"I support under following conditions... Ensure there is privacy controls in the central security area that monitors all the bus video feeds. This cannot be shared to just anyone to protect privacy of our children."*

*"...The policy does not address who, when and why surveillance records may be shared. The policy also confers absolute power and authority (totalitarian) on the HCDSB. There's no mention of oversight over surveillance practices at the HCDSB..."*

**Theme 2: Implementing more surveillance** (24%; n = 6). Some respondents suggested increasing video surveillance.

*"I believe that the school should be under video surveillance in the classrooms and in the hallways as well as the school grounds in general to protect the students, teachers and the community..."*

*"The only comment I have is that there should be a lot more video surveillance in schools and school transportation..."*

*"The principal stated in the policy "HCDSB recognizes that the promotion of a safe and secure environment is in the best interest of students, staff and the general public." is an excellent principal. However that practice of having security cameras only at the entrance of elementary schools does not reflect this principal. The high schools have cameras in stairwells and other unsupervised places that are potential locations for bullying. The bullying in elementary schools can be just as damaging and sometimes more so because the victims are younger. Therefore, in order to assure that the practice follows the policy, I really believe that in the above mentioned principal, the words "elementary and secondary" should be inserted."*



## Appendix A:

We are curious as to why there was a need to make so many changes to the language in the document. All altered language speak to extreme specifics. Proposed changes appear to be removed, our concern is why is there a need to have granular language included in the first place, only then to be taken back out and replaced with only less vague terminology than the original document had.

Agree on having video surveillance

All for it.

'hoping there will be an opportunity for me provide my support for the removal of mobile devices from the school system.

Thank you.

Another spelling mistake on page 3

"a records" should be "records" or "a record" in first paragraph

Spelling mistake on page 3

car should be care

Approve

As a former Halton school bus driver I would love to see surveillance cameras on school buses. I have witnessed and had to file section 1-57's before....reports that go to the board and police. Just some of the things I have witnessed are consuming alcohol, bong smoking, joint smoking, vaping, SEX on the bus, major assault, bullying, sexual harassment.....you get the point.

Thanks,

As a parent of several students attending the HCDSB , I agree with adding video cameras to all buses. We need to ensure everyones safety and hold accountable those who cause trouble and harm to others.

thank you kindly

As both a parent driving home, and a teacher driving to work for HCDSB, I see cars passing school busses on a regular basis with the side arm and red lights activated. I think the video cameras on school busses are a great idea. I'm wondering how the enforcement of passing a school bus will be implemented. Will people just be given warnings or fines? Is it legal for the police to enforce the HTA based on the video tape evidence of a private organization (the bus company)? Giving people warnings for passing a school bus won't have very much of an effect on changing behavior.

Can we have a copy of the policy to review in regular sized font or in a format that can be zoomed. I would like to review and comment .

Thank you,

Changes seem to be in line with necessities of safety for all.

Covert surveillance of minors is not appropriate or acceptable in any circumstances. Express and explicit consent of parents or guardians must be sought in every case without exception. Our children's rights and privacy must be protected.

Curious were funding for this is coming from? Having experience in the CCTV and video surveillance, as well as, the law enforcement industry I'm well aware of the cost to run live video feed as well as to host and store any information in a server. Our school is using expensive amour stone to make a circle around a sewer, hiring outside musical directors to put on a performance and our kids cant even get things to play with on their bare black top!

Responses can be sent to *[identifying information removed]*

Don't have a problem with video surveillance. If your behaving yourself you have nothing to worry about.

Feedback related to I-30 - expand scope of Video surveillance to School busses.

I am in support of this motion provided that the school will action and leverage the footage which will be shared with all involved to address concerns of misbehaviour / bullying on the busses.

I am personally waiting at the school bus stop tonight to address a situation with a students parents as they are making unwanted physical contact with my daughter on the bus. Note this is despite my daughter telling the student to leave her alone on multiple occasions, and also after reporting the incident to the bus driver.

For the purpose of a safe environment video surveillance is important

For the safety of the students and bus driver I agree there should be video survalance on school buses.

From a safety standpoint I think video surveillance would be beneficial

Fully support video on buses.

You should also put video in the school washrooms common area.

Good idea to put surveillance

Great idea for safety and controlling bullying.

Hi, I'm fully supportive of video surveillance at schools. I saw the changes and am supportive. I supportive what represents the highest and most secure environment for students. I say this with a background in digital transformation and an understanding of the importance of privacy and the protection of personal information.

Thanks,

Highly recommended I think it's a very good idea

I agree completely with have CCVS in school

Buses. I fully believe we should have another adult watching the students while the diver operates the bus, however, if this is not possible, CCVS is the best alternative, so incidents can be investigated/reviewed for the safety of all involved.

I agree that there should be video surveillance on school buses in order to monitor the activities within the bus and ensure that all students are obeying proper conduct, to promote safety, to give the bus driver a tool to assist in maintaining control of all students within the bus and finally as a means to record any traffic violations, safety violations, bullying or if the bus were to be in an accident, to be used as a resource for any needed investigation.

I agree with allowing surveillance as proposed.

I agree with school busses to have surveillance.

I agree with surveillance on school buses.

The idea of collecting valuable evidence for all stake holders is worth the cost of doing so.

There is an opportunity to deter wrong doing while capturing video that may assist authorities.

Regards  
HCDSB parent

I agree with the amendments to the I-30 Video Surveillance policy. I consider it important to have surveillance on the school buses as well as at any HCDSB site.

Thanks.

I agree with the changes proposed

I agree with the proposed changes.

I agree with the video surveillance program as long as information is protected and used for security purposes only

I agree with video surveillance

I am against installation of video surveillance on school buses.

Not needed in my opinion. Better spent money on trips for students, math lessons or school equipment.

I am for this motion

I am in favor to have camera in school bus for the safety of our students and also the bus driver.

I am in favour not having video cameras on school buses for the purposes outlined.

I am in support of the changes.

I believe that the cameras would be there to protect the students and ensure that everyone is treated fairly and no one is bullied coming and going from school. If kids feel any kind of danger on the ride to school it will effect there outlook at school as a whole. I'm all for it.

I believe that the school should be under video surveillance in the classrooms and in the hallways as well as the school grounds in general to protect the students, teachers and the community. .Video surveillance ensures everyone complies with Board policies and will deter some who contemplate engaging in inappropriate or negative behaviours.

I believe there should be surveillance on the school buses. This will be beneficial to confirm if a student boarded a bus or not should there be any concerns. This will also monitor student behaviour, see that students are not distracting the driver or bullying other students.

I completely support this policy and see that it enhances the safety and security of our children on the school bus.

I feel this would be a good idea. I support this upgrade to student/faculty safety.

I fully support the use of video surveillance on school transportation for the purposes of keeping everyone safe and accountable. Use of that information would help ensure everyone is responsible for their actions and that there is consistency with all parties involved. Privacy is also maintained.

I have no issues what so ever with these changes.

I have reviewed the policy changes and they look good to me, with the exception of the last statement in the "Requirements" section. It is made very clear that visible notice of live surveillance must be present wherever recordings are taking place and then you talk of "covert" surveillance as required. IF the Police need to conduct covert surveillance, they need to do that off school premises. This statement negates everything written in the earlier sections.

Thanks.

I strongly disagree with the new policy. I dont believe my children's needs are being put first. I believe this is a change that sets us back. When will we reintroduce the one room school house!

I support cameras on school buses.

I support the proposal for video surveillance on school buses.

While there may be many reasons this makes sense, I will highlight one particular issue. I have had continuous complaints from my three girls - [identifying information removed] - that student on their home bus use regular foul language very loudly, have disrespected bus drivers and distracted them with unsafe behaviour almost on an everyday basis. While complaints have been made, it is clear that further evidence with surveillance will ensure ongoing offenders, parents, drivers and principals will be in a better position to address these matters with less doubt on circumstances.

While the capture of bus surveillance records will form a valuable information base, what will be key to the effectiveness of the program is a restatement and communication to students on expected behaviour and implications/consequences so the opportunity is given to each offender to improve. Secondly, the bus driver must be empowered to raise issues. It is my belief today that drivers are not encouraged to do raise incidents and with that behavioural mindset, they put every passenger student at risk by not addressing offenders.

I support this change

I support under following conditions

1. This will be a great deterrent for bullying and other abuse inside school bus. But will need to make sure there are signs that tell kids that video surveillance is active.
2. Ensure there is privacy controls in the central security area that monitors all the bus video feeds. This cannot be shared to just anyone to protect privacy of our children.

I think it would be helpful if "covert surveillance" were defined, to have a better understanding as to exactly what would be permitted.

I think it's a great idea! Keeps everyone - driver and all students safer.

I think it's a great idea! Keeps everyone - driver and all students safer.

I think it's a great idea to have Video Surveillance on our school transportation.

I think its a great idea to keep students and teachers safe,

I think this is a great idea. My kids have experienced all sorts of issues on the bus home from school over the last 10 years. This would help to mitigate problems of bullying, vaping and other such issues.

I think video surveillance is a great idea.

I think video taping on busses would be fine and hood to help keep students safe. I found no issues with the wording in the policy.

I totally agree.

I want assurances that the changes made to I-30 Video Surveillance are not for the purposes of spying on teachers either within schools, school property or outside the school (in their personal life). To date the Association has been told by the board that video surveillance is not used in any way, shape or form to discipline teachers. We are seeking confirmation of this. Thanks.

I'm happy with the changes and can provide no further feedback. Thank you

I'm in agreement with the changes to the policy.

I'm in support of the Video Surveillance on busses, txn

Instead of deleting the reference to the IPC, please move it to the reference section instead. The information about the IPC should be referenced whenever referencing MFIPPA as the IPC is responsible for appeals and can give guidance in addition to the school board.

It make sense to add video on the bus rides

Its required.

looks fine

My interpretation of this policy is that it would allow video surveillance in any HCDSB space other than changerooms or washrooms. If this is correct, I have serious concerns about the potential for video surveillance in classrooms. While there may be reasons to use video surveillance in locations where there is minimal supervision (eg school hallways and school buses), I think it is completely inappropriate to have students and teachers videotaped while they go about their daily routines in the classrooms. We are potentially generating thousands of hours of footage which could be used in the future in many ways that we probably can't foresee today. Let's remember that our students are still children, and part of keeping them safe is protecting them against unnecessary surveillance that is unlikely to generate any significant benefit.

No concerns. Great step forward. Its about time!

Not sure why this is at all necessary. Seems like a huge waste of time and money so we can stare at our kids on the bus? Why? There is no purpose to this. Let's put our funds to better use, like ressources for the classrooms. Maybe some textbooks and supplies which are sincerely lacking.

On behalf of [identifying information removed]- all proposed changes appear straightforward. Thank you for sharing.

## On Disagreement

Now, the students and the staff will have to be on continuing monitoring. Isn't enough that our media, government and public areas have been monitored 24hrs.

Do our children are going to be safer because of the monitoring, or is this policy openly demanding perfection from our people?

Where is the Freedom of information, speech?

Where do you leave the sovereignty of our masses?

Why do we have to live like robots?

Is not enough to be watched at work but also our kids need to be watched at schools as well?

If the policy means more money spent, I would prefer for the money to be spend on more resources, learning materials, allocate more of that money to our libraries, computer labs, ergonomics of the classrooms, students' traits, training to teachers, Educational Assistant Support, healthy learning experiences, Science labs, Music Instruments, Poetry, Mindfulness techniques, yoga classes, sporting goods and fields, more natural habitat inside/outside the school, better lighting...to name a few.

I say only if the cameras are posted on the outside of the school areas or by the entry doors, otherwise No Thank You!

Very comprehensive.

For inclusivity to be achieved, how can stakeholders whose first language is not English, be meaningfully included in all the processes?

Page 3: car should be 'care'

Records should be 'record' ?

Duplications removed make the document clearer and more comprehensible.

Please have all classrooms monitored with video surveillance. Our daughter was badly injured with a cut on the head that required going to the hospital and getting a staple last year in Grade [*identifying information removed*]. Although there is no proof and she may just have simply fallen off her chair, it is very likely that another student pulled the chair out from under her to make her fall back and hit her head as she has told us that the boys have pulled out her chair in the past on a number of occasions. Safety should be a priority and any type of bullying or inappropriate behaviour must be taken note of and stopped.

Policy I-30 does not guarantee the privacy that a student deserves within the HCDSB schools. The board should only review information of persons listed as "of interest", the same way as enforcement organizations and entities use and manage the information. What is being done through the ammendment and release of this policy can be catalogued as a direct "invasion of privacy" which can be argued in a court of law, if it is not handle as described. The board should consider modifying the policy one more time before its final ascent.

Policy I-30 does not guarantee the privacy that a student deserves within the HCDSB schools. The board should only review information of persons listed as "of interest", the same way as enforcement organizations and entities use and manage the information. What is being done through the ammendment and release of this policy can be catalogued as a direct "invasion of privacy" which can be argued in a court of law, if it is not handle as described. The board should consider modifying the policy one more time before its final ascent.

Providing a document that is filled with edits and corrections makes it difficult to read and understand. If that was your intention then congratulations.

If you want honest feedback, send a clean copy for us to read.

Putting video surveillance on a school bus is a shocking waste of money. I am honestly baffled that the Board would even propose something like this. Why are so many teachers without supplies in their classroom, spending their own money? Shouldn't we put this money towards things like that? I don't even understand what the purpose of putting video surveillance on a bus would be. Would it be to stare at your children? If it is about keeping your child safe, that says a lot. Firstly, how would seeing your child through a camera keep them safe in that moment? Secondly, do we not trust bus drivers anymore? If that is the reason, I think the Board needs to re-evaluate what bus companies they use rather than waste money on installing a camera. I think this decision needs to be reconsidered immediately. It boggles my mind as to why the Board does not realize this money could be put to better use. The HCDSB is a great place to work, and I believe the Board could make it even better by properly using the funds available. A child's education is more important than a camera on a bus.

Re: I-30 Video surveillance

More clarification on where video surveillance cameras will be placed, as the changes made have removed 'on school property, and in school Buildings'.

School buses are an extension of the school day. Kids need to behave on the bus as the driver is responsible for the safety of all of the students and should not have to police behaviour while driving. Riding on the bus is a privilege, not a right, and schools need to be more firm in enforcing that.

Shocked to hear the Board wants to implement video surveillance on school buses. I wholeheartedly disagree. This speaks volume to the society we have become. Is the Board suggesting there is harm and violence happening on school buses? What is the magnitude of the violent offences happening on school buses - rape, fights, murder??? If so, then my children will not be attending an HCDSB school.

Our children do not need more government officials recording their every move. Society at large do not need their privacy constantly being challenged by the state. We need to give children the decency and respect they deserve.

Supported

surveillance cameras in the buses are

An important safety feature for the kids. I support the installation of these cameras.

The only comment I have is that there should be a lot more video surveillance in schools and school transportation. In the USA, 90% of school buses have video surveillance which lead to decrease in fights, bullying and theft in the school bus. If required I can provide stats from the National School Boards Association in the USA. Why is there so much push back against this? Privacy? There is no privacy in a school bus or in the school, Video surveillance now days is encrypted and only police and law enforcement have access to it.

So what are we afraid of?

the policy is important as long as appropriate safe keeping methods are used, not allowing its use for other purposes than those established in the policy.

The principal stated in the policy "HCDSB recognizes that the promotion of a safe and secure environment is in the best interest of students, staff and the general public." is an excellent principal. However that practice of having security cameras only at the entrance of elementary schools does not reflect this principal. The high schools have cameras in stairwells and other unsupervised places that are potential locations for bullying. The bullying in elementary schools can be just as damaging and sometimes more so because the victims are younger. Therefore, in order to assure that the practice follows the policy, I really believe that in the above mentioned principal, the words "elementary and secondary" should be inserted.

There are a few vague and blanket statements that allow room for misinterpretation and / or later misuse of surveillance records. It is very difficult to reconcile statements about proper use and reserving the right to consider and employ covert surveillance, I believe this should be left to constituted authorities with the mandate to perform such surveillance.

The policy does not address who, when and why surveillance records may be shared.

The policy also confers absolute power and authority (totalitarian) on the HCDSB. There's no mention of oversight over surveillance practices at the HCDSB. All in all a good attempt to, however concerns over depriving our children of any form of privacy is not alleviated.

This is a fantastic policy and worth every penny!

A few comments

- retention of video should be at least 1 year
- the more cameras the better for elementary or secondary schools
- law enforcement should have fast and easy access to the video

This is long past due, the US and other jurisdictions have had cameras in busses for years and has seen no privacy issues.

Moreover the emphasis is on safety and having a 'silent witness' is beneficial.

This is safety for the children and adults alike.

This policy is too vague and I don't see any privacy controls in place for this such as:

1. Who sees and get live feed of the video?
2. Once saved/archived - who has access to these videos?
3. What's the retention period for the video?
4. Are they encrypted in transit, during, and at rest?
5. Do you have audit trails who had access to them, when, and what was viewed or changed?
6. Do you have access management in place?
7. Are you using least privilege practice?
8. Is security by designed used here?

Please feel free to reach out to me for any input whatsoever at *[identifying information removed]*.  
Thank you!

This would help improve student safety in a place where it is more difficult to supervise.

Under principles #4 "secure learning environment" in #1 you removed learning would it make sense to remove it from this one?

Number 7 and 9 reads board would you change to HCdSB?



Under references, there is no explanation of why certain references (Privacy by Design) have been removed. Without justification, it is impossible to comment on these deletions.

Under the Requirements Section:

The text does not indicate how disposal of personal information will be confirmed and assured.

The term "covert surveillance" is used, but not listed in definitions. It is not clear why this term is put into quotes.

There is no information provided on the rights of persons to inquire about what personal information has been collected specific to an individual. In relation to the collection of video, this means providing information about what video has been collected of the individual, or collected of an individual to which the requester is the legal guardian.

There is no information provided on the security requirements or the responsibility to safeguard personal information. In relation to the collection of video, this means prevention of a security breach where equipment is hacked or accessed illegally. Additionally, there is no information provided on requirements to inform individuals who may have been subjected to a security breach of their personal information.

We agree to put surveillance on school buses.

We support full video surveillance inside the schools and external property as well as on the school buses

Video Surveillance is a necessary tool to combat crimes, bullying, harassment etc. Privacy is important, however the protection offered to all with surveillance, will offer far more positive effects to assist our students, drivers and our community

Thank you for asking for our feedback

What has spurred the proposal for the changes to the existing policy? Was there an incident that would justify the requirement for and/or use of video surveillance that would require police involvement?

Is it an effective use of taxpayers money to install, monitor and maintain (repairs and upgrades to old technology) video equipment in both the short and long term, especially when 70% of kids have access to a cell phone/video device?

What is the Board's retention schedule and how was it determined?

Under what circumstances would the Board consider covert surveillance and consult with the police services?

If the board were to determine any consideration of surveillance of an elementary teacher it must be in consultation with Halton Elementary OECTA

Yes i think its a great idea

yes they should be installed

Yes, there should be surveillance for the safety of our children. There should also be a adult bus monitor travelling so the driver can concentrate on the road.

Your document does not address who can watch the footage. There should be a purpose to watching recorded footage. Also it does not state if it will be used to watch CCTV live; Or only to be used after an incident and then watch the recording only. The overall purpose of CCTV seem vague.

Might I suggest, You stated that a person or body can watch CCTV recording AFTER an incident reported to a higher governing body. I would not want to see the CCTV recording to be used to discover smaller problems or infractions that are traditionally discovered in other ways.

CCTV should be used as an additional tool to problem solving, and not another tool to bully policy to parents, students and staff.

thank you,

<b>Video Surveillance</b>	
<b>Adopted:</b> September 7, 2004	<b>Last Reviewed/Revised:</b> April 19, 2016
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-83 Video Surveillance</a> <a href="#">I-02 Records and Information Management</a> <a href="#">VI-82 Records and Information Management Procedure</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">VI-81 Privacy Procedure</a> <a href="#">II-24 Home to School Student Transportation</a> <a href="#">VI-07(a) School Bus Accident Procedure</a> <a href="#">II-39 Progressive Discipline and Safety In Schools</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with ~~all pertinent provisions in the Education Act, and the Municipal Freedom of Information and Protection of Privacy Act, (MFIPPA), the Personal Health Information Protection Act (PHIPA), the Provincial Code of Conduct, the Safe Schools Act and any other applicable privacy legislation.~~

HCDSB also complies with ~~the Ministry Guidelines for the Ontario Student Records (OSRS), Privacy by Design (PbD) and the Guideline for Video Surveillance and Cameras in Schools by the Ontario Information and Privacy Commissioner, as well as, the Privacy and Information Management (PIM) toolkit, by the PIM taskforce, 2008.~~

### Policy

~~It is the policy of the HCDSB to collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.~~

~~Personal information collected by the Board will have a specific purpose, will be kept in a secure manner. The Board further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with, MFIPPA, PHIPA, and the HCDSB Retention Schedule.~~

Commented [JN1]: Embedded in purpose

Commented [JN2]: Moved to Requirements



## Application and Scope

- ~~This policy applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.~~

This policy applies to the operation of any video system installed on any ~~Board HCDSB site or HCDSB provided transportation services~~ for the purpose of surveillance.

- ~~The Board reserves the right to consider and employ lawful “covert surveillance” on a case by case basis in consultation with the appropriate police service.~~
- ~~The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is considered acceptable and is not addressed by this policy.~~
- ~~Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.~~

Commented [JN3]: Moved to requirements

## References

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act, \(MFIPPA\)](#)

~~[Personal Health Information Protection Act \(PHIPA\)](#)~~

[Safe Schools Act](#)

~~[Guidelines for the Ontario Student Records \(OSRS\)](#)~~

~~[Privacy by Design \(PbD\)](#)~~

~~[Guideline for Video Surveillance and Cameras in Schools](#)~~

~~[Privacy and Information Management \(PIM\) toolkit](#)~~

[Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance](#)

## Definitions

~~**Act** – means the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).~~

~~**Consistent Purpose** – means the individual to whom the information relates might have reasonable expectations regarding the use and disclosure of their personal information.~~

**Control (of a record)** – means the power or authority to make a decision about the use or disclosure of a record.



**Custody (of a record)** – means the keeping, care, watch, preservation or security of a records for a legitimate business purpose. While physical possession of a record may not always constitute custody, it is the best evidence of custody.

**Covert Surveillance** – refers to surveillance conducted by legal authority.

**Halton Student Transportation Services (HSTS)** – joint transportation consortium that offers student transportation for eligible students in Halton.

**Information and Privacy Commissioner (IPC)** – means the Information and Privacy Commissioner of Ontario (Commonly referred to as the IPC). The IPC hears appeals of decisions made by the Head of an institution, issues binding orders, conducts privacy investigation and has certain powers relating to the protection of Personal Privacy.

**Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)** – means the legislation that governs access to and the privacy of Board records containing personal information.

**Personal Health Information Protection Act (PHIPA)** – means the legislation that governs the access to and the privacy of health records held by the Board.

**Personal Information** - recorded information about an identifiable individual including:

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;
- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

**Privacy by Design (PbD)** – is the privacy standard developed by the Information and Privacy Commissioner of Ontario that the Board will utilize to build privacy and data protection, into the design specification and architecture of information and communications systems and technologies at the beginning, in order to facilitate compliance with privacy and data protection principles.

**Record** - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

Commented [TF4]: Definition added based on feedback

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

**Retention Period** – is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

**Retention Schedule** - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

**Video Surveillance Systems** – video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals ~~in school buildings and on school property (in schools)~~ (this would usually include analog video, digital and closed-circuit camera systems).

## Principles

1. ~~The Board~~HCDSB recognizes that the promotion of a safe and secure ~~learning~~ environment is in the best interest of students, staff and the general public.
2. ~~The Board~~HCDSB recognizes that the Education Act and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system.
3. ~~The Board~~HCDSB, in the development of this policy, referenced the Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance, released October 6, 2015.
4. ~~The Board~~HCDSB recognizes that the utilization of video surveillance systems as a complement, and not to replace, other means to create a safe and secure ~~learning~~ environment and in the investigation of an incident.
5. The following personnel are authorized to implement video surveillance system and view surveillance footage in the discharge of their duties:
  - o Principals (or a person designated by the Principal)
  - o Board Supervisory Officers
  - o Director of Education
  - o ~~The Superintendent of Facilities Services has the overall responsibility for the Board video surveillance program~~

Commented [TF5]: Based on comments

Commented [TF6]: Based on comments

Commented [JN7]: Superintendent of Facilities Management Services falls under Board Supervisory Officers. Video Surveillance is a shared responsibility



- o Manager of Halton Student Transportation Services

6. ~~Notice signs shall be installed at all properties with video surveillance systems, in~~ accordance with the notification requirements of MFIPPA, ~~signs~~ will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area ~~or mode of transportation~~.
7. The closed-circuit television (CCTV) system within Board facilities may operate continuously. All recorded images are the property of ~~the Board~~ HCDSB.
8. Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.
9. Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of ~~the Board~~ HCDSB.

**Commented [TF8]:** Resulting from the changes of adding “and view surveillance footage” in the preface to Section 5. The Manager will need to be added to the list, as the Manager will also require the right to view.

## Requirements

- Personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with, MFIPPA, and the HCDSB Retention Schedule.
- HCDSB reserves the right to consider and employ lawful “covert surveillance” on a case by case basis in consultation with the appropriate police service.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

<p>Policy II-51 Optional French Programming (Early French Immersion and Extended French)</p>	<p><b>Item 4.4</b></p>
<p>Tuesday, June 11, 2019</p>	

**Purpose**

To provide the Policy Committee further revisions to the newly drafted *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* as recommended by staff.

**Commentary**

The following supporting documentation is provided in order to reflect the discussion of the draft policy at the May 14, 2019 Policy Committee Meeting:

- **Optional French Program Registrations for 2019-2020** with Wait List data:  
The revised summary of the registrations and wait lists in all the EFI Grade 1 and EF Grade 5 programs to date. (Appendix A)
- **May 14, 2019 Draft Version of Policy II-51 Optional French Programming (Early French Immersion and Extended French)**  
Included for reference (Appendix B)

Revisions to *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* were made in response to Trustees' comments:

- The tracked changes in the previous draft version were resolved and staff have suggested the following amendments:
  - Principles and Requirements were realigned to match the current template
  - Clarification of the Boundary Review process has been added
  - Formatting of numbered sections was added.

*Policy II-51 Optional French Programming (Early French Immersion and Extended French)* is now placed before the Policy Committee for further review and deliberation.



## Recommendation

The following recommendation is presented for the consideration of the Board:

*Moved by:*  
*Seconded by:*

***That***, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

**Report Prepared by:** A. Prkacin  
Superintendent of Education, Curriculum Services

**Report Submitted by:** P. Daly  
Director of Education and Secretary of the Board

Extended French			
School	Class 1	Class 2	Wait List
St. Gabriel	23	22	0
Holy Rosary (M)	30		10
Lumen Christi	20	21	0
Our Lady of Fatima	24	23	0
Our Lady of Peace	15		0
St. Bernadette	29		1
Joan of Arc	29		0
St. Marguerite	28		2
St. Nicholas	28		1
St. Matthew	30		8

Early Immersion			
School	Class 1	Class 2	Wait List
St. Catherine of Alexandria	23	22	0
St. Mary	23	23	35
St. Scholastica	23	23	53
Sacred Heart of Jesus	23	23	20



## Policy No. II-51

### Optional French Programming (Early French Immersion and Extended French)

<b>Adopted:</b> Date	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> School Year	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-53 Optional French Program</a> <a href="#">I-04 Cross Boundary School Attendance</a> <a href="#">I-22 Admission to Schools Elementary and Secondary</a> <a href="#">VI-19 Admission to Schools Elementary and Secondary</a> <a href="#">II-24 Home to School Transportation</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

### Purpose

This policy is in keeping with the strategic plan linked to Achieving: Meeting the needs of all learners, ~~and in providing optional French language programs~~ to increase the opportunities for students to gain experience, skills and knowledge needed for success ~~in the world.~~

The Halton Catholic District School Board endeavors to allow all students to have the opportunity to learn French, become ~~bilingual-functionally proficient~~ and to experience the richness and beauty of French Catholic culture.

~~The educational benefits of offering optional French programming is further aligned to our Strategic Plan Achieving: We hold high expectations of all learners.~~

**Commented [JN1]: [STAFF]** The general reference to the strategic plan should be directed to all learners, not just French Students.

**Commented [JN2]: [MD]** can end at "success"

**Commented [JN3]: [STAFF]** Not necessary. All learners regardless of program are expected to achieve

### Application and Scope

This policy applies to elementary schools of the Halton Catholic School Board that offer optional French program (Early French Immersion (EFI), and Extended French programs (EF) and all secondary schools that offer the optional Extended French (EF) program.

### References

~~A Framework for French as a Second Language in Ontario Schools, JK-Grade 12, 2013~~

~~Education Act, Section 169~~

~~Strategic Plan Achieving 2.2 and 2.3~~

**Commented [JN4]: [STAFF]** Document changes, might not be good to reference this.



**Policy No. II-51** | Optional French Programming (Early French Immersion and Extended French)

Resolution #204/17 (see Appendix A)

[https://www.hcdsb.org/Board/Meeting%20Documents/BOARD\\_12\\_05\\_2017\\_REPORT.pdf](https://www.hcdsb.org/Board/Meeting%20Documents/BOARD_12_05_2017_REPORT.pdf)

**Commented [JN5]: [MD]** This is a policy document which is a high level doc. Resolutions have a different level of priority which is higher than the policy document and it should not be put here.

## Definitions

**Extended French (EF)** - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 5 in their September start date.

**Early French Immersion (EFI)** - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 1 in their September start date.

**Consultation** - ~~the action or process of formally consulting or discussing, with due notification, the community affected, gathering feedback from stakeholders on policies, options and/or decisions.~~

**Commented [JN6]: [STAFF]** definition of consultation taken from new policy V-18 Community Engagement & Public Consultation.

## Principles

- ~~Expansion Delivery~~ of French language programs will be considered in the Strategic Plan and Long-Term Capital Plan (LTCP) and as a demonstrated/identified need arises.
- Relocation of current programs must include consultation with the communities being affected.
- If a change is to occur in a program location, parents will be given one academic year's notice, if possible.

**Commented [JN7]: [STAFF]** Should not be limited to expansion only. Relocation and re-directions are also a necessary topic

The following criteria can be used to determine a location/relocation for an optional French Program:

- To the extent possible, ensure that EFI and EF Programs are reasonably centrally located and in schools that can accommodate the program over the long-term, minimizing, if not eliminating, any future relocations.
- Ensure the location of the EFI and EF programs do not adversely affect the Regular Track program
- Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries
- When relocating and introducing new locations for the Extended French Program, cluster the family of schools to reduce the amount travelled and create neighborhood scale areas.
- ~~When relocating a program~~ A relocation of an optional French Program should allow existing students to complete their studies at their current site.
- If students currently attending an optional French Program need to be relocated to another site as a result of accommodation pressures or under-utilization in an area, a boundary

**Commented [JN8]: [MD]** I would clarify "allow existing students in the school to complete their studies in the same location"



**Policy No. II-51 | Optional French Programming (Early French Immersion and Extended French)**

review process is required as per the requirements of Operating Policy I-29 School Boundary Review Process

- Relocate optional French pPrograms to schools that have surplus space and have a stable regular track enrolment that can sustain the program.

**Commented [JN9]: [STAFF]** Boundary Reviews may affect optional French programming

Expanding optional French Programming

- ~~Expansion of French language programs will be given priority in the strategic plan as per resolution #209/17.~~
- ~~In alignment with the LTCP, Strategic Plan and feasibility, increase the number of locations that the EFI and EF Programs are offered to increase equity across the board and to meet growing demands. Where feasible and staffing permits, an increase of program offering of optional French Programs will be determined.~~
- ~~When relocating and introducing new locations for the Extended French Program, cluster the family of schools to reduce the amount travelled and create neighborhood scale areas.~~
- ~~When relocating a program, allow existing students to complete their studies.~~

**Commented [JN10]: [STAFF]** This reads as though it is more important than the regular track program of the Board, which should be the priority. This is an optional program.

Further, we recognize that the Director of Education has the discretion of:

- Relocating an optional French program in an elementary or secondary school where the need arises
- Identifying new locations where optional French programs can be offered
- Altering the designated feeder schools associated to a school offering an optional French Program. These decisions will be brought to the board of Trustees for final approval.
- When changes are made to location and family of schools for optional French Programs, the Director will bring an information report to the Board of Trustees.
- ~~Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as, the development of an Individual Education Plan (IEP) with program accommodations and modifications by the classroom teacher and/or special education resource teacher (SERT); peer tutoring; and on-going assessments. Conferences with parent(s) or guardian(s) to discuss progress, options and future implications shall be conducted prior to withdrawal.~~

**Commented [JN11]: [MD]** Is this required?

**Commented [JN12R11]: [STAFF]** Removed – not required in a policy

**Commented [JN13]: [STAFF]** Operational in scope.

## Requirements

### Registrations:

- All entry requirements and class sizes are listed in Procedure VI-53 Optional French Program
- Will take place annually at the discretion of the Superintendent of Curriculum Services in consultation with the Senior Administrative team. Parents are to be notified of registration dates at the beginning of the academic year.

**Commented [JN14]: [MD]** Could say “September”

**Commented [JN15R14]: [STAFF]** could be too restrictive to say “September”, but every effort will be made. Notification could be provided in spring or summer in advance of school year



Policy No. **II-51** | Optional French Programming (Early French Immersion and Extended French)

- To facilitate meeting staffing needs, and in order to ensure all students will be given placement who apply, all students must be registered for EFI and EF programs by December 1<sup>st</sup>. It should be noted that where an optional French program still has remaining spaces, Curriculum Services has the discretion to extend the registration period
- ~~To ensure equity, students at the home school do not get preference for registration.~~
- Registration will occur on line or at the school if required.
- A random selection (lottery) will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist. Acceptance into the program through the lottery, is a family acceptance, which entitles younger siblings the option of attending an EFI or EF program providing application timelines have been met.

**Commented [JN16]: [STAFF]** HCDSB current practice

**Commented [JN17]: [STAFF]** This has never been the case. Adding this would give the impression this was our former practice.

**Commented [JN18]: [STAFF]** Priority given to those that have won the lottery, which goes against the principles set out above for full randomness.

To be considered:

**Capacity:** Providing an advantage to families with siblings is not equitable, and should not be pursued. Moreover, if the capping system is removed, a number of resulting impacts to schools will begin occurring:

- Overcrowding and accommodation pressures at the optional program school
- Draining the regular track classrooms, creating multiple splits to reach adequate class sizes
- As a result of declining regular track schools, Boundary Reviews would be necessary to create viable English Regular Track student populations, displacing students from both programs
- Increased costs for teachers, resources, portables, and transportation
- May require the creation of single track schools
- Already providing opportunities to attend schools with space in the program (no transportation)

**Siblings:** Making commitment to families that aren't in program yet is not equitable, and reduces the likelihood of certain families having access to the program. If a lottery process is to be used, it should be fully randomized with no base criteria for full equity.

**Long term:** As school accommodation is very fluid over time, it is very well possible that programs may move or be relocated. As such, providing commitments to parents that siblings will be able to attend the same school may:

- Further extend grandfathering requirements if the Sibling that was committed a space is in a lower grade to the eldest, whereby they may be separated between two schools.
- Program may prove unviable for the entrance year (e.g. St. Francis CES), then the Board cannot uphold their commitment.

May 14, 2015 Discussion Version



**Policy No. II-51 | Optional French Programming (Early French Immersion and Extended French)**

- Full transparency of the lottery process will be made available to the public.
- The registration process for the optional French Program shall be made available to the public.

**Commented [JN19]: [STAFF]** Needs further clarification.

**Commented [JN20]: [STAFF]** Suggested wording for bullet above

**Entry requirements**

- Parents have the option to confer with their Kindergarten Teacher, Grade 4 or Grade 8 teacher and French (FSL) when making the decision to register their child in an optional French Program offered by the board.
- All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Program procedure VI-53*.
- Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff such as, the development of an Individual Education Plan (IEP) with program accommodations and modifications by the classroom teacher and/or special education resource teacher (SERT); peer tutoring; and on-going assessments. Conferences with parent(s) or guardian(s) to discuss progress, options and future implications shall be conducted prior to withdrawal.

**Commented [JN21]: [STAFF]** This is a School based decision, and operational in nature.

**Transportation**

- All transportation requirements are outlined in *Policy II-24 Home to School Transportation*.
- Provision of transportation for pupils attending an optional French program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute commitment of the Board to provide transportation.
- Will be provided to students in the EFI program (grade 1-8) and EF programs (grade 5-8) who live more than 1.6 km from the board designated school offering the program.
- Will be provided to students in the EF Program (grade 9-12) who live more than 3.2 km from their home school that offers the program (there are no special boundaries for secondary Extended French; therefore, if the homeschool does not offer the program, transportation will not be provided).
- Students will be picked up at sites designated by Halton Student Transportation Services (HSTS).
- Only elementary students attending the designated EFI site who qualify under the Transportation policy will receive transportation.
- Siblings not enrolled in an optional French Program are not eligible for transportation. Parents may request a courtesy seat through the school offering a French Program, if available, (refer to Board policy I-4 Cross-Boundary School Attendance).

**Commented [JN22]: [MD]** I prefer this comment from TCDSB instead of below

**Commented [JN23]: [STAFF]** This is covered in Board Policy II-24. It is not required here.

**Specific to Secondary schools:**

- For the municipalities of Milton and Burlington, the regular stream secondary school boundary is one and the same as the Extended French boundary. As such, although students are

**Commented [JN24]: [STAFF]** Not necessary. We don't offer transportation to optional programs at the secondary panel



**Policy No. II-51 | Optional French Programming (Early French Immersion and Extended French)**

permitted to attend the program, they will not be offered transportation if they reside outside the designated school boundary.

- Students must successfully complete seven (7) courses in French to receive a certificate of Concentration in EF program upon graduation from Grade 12.

**Commented [JN25]: [MD]** Should not come under "transportation" category

**Graduation from EFI and EF in Elementary schools**

- Students graduating from either program will receive acknowledgment in their graduation certificate.
- Students of EFI will have completed 3800 hours of French instruction by end of grade 8.
- Students of EF will have completed 1260 hours of French instruction by end of grade 8.

**Commented [JN26]: [Director Daly]** Graduation/hours at elementary and secondary...question as to why this is included in policy as it is determined in Ed. Act.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

May 14, 2013 Discussion Version



<b>Optional French Programming (Early French Immersion and Extended French)</b>	
<b>Adopted:</b> Date	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> School Year	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-53 Optional French Program</a> <a href="#">I-04 Cross Boundary School Attendance</a> <a href="#">I-22 Admission to Schools Elementary and Secondary</a> <a href="#">VI-19 Admission to Schools Elementary and Secondary</a> <a href="#">I-29 School Boundary Review Process</a> <a href="#">VI-88 School Boundary Review Process</a> <a href="#">II-24 Home to School Transportation</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

This policy is in keeping with the strategic plan linked to Achieving: Meeting the needs of all learners, to increase the opportunities for students to gain experience, skills and knowledge needed for success.

The Halton Catholic District School Board endeavors to allow all students to have the opportunity to learn French, become functionally proficient and to experience the richness and beauty of French Catholic culture.

## Application and Scope

This policy applies to elementary schools of the Halton Catholic School Board that offer optional French program (Early French Immersion (EFI), and Extended French programs (EF) and all secondary schools that offer the optional Extended French (EF) program.

## References

[Education Act](#)

[A Framework for French as a Second Language in Ontario Schools, JK-Grade 12, 2013](#)



## Definitions

**Extended French (EF)** - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 5 in their September start date.

**Early French Immersion (EFI)** - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 1 in their September start date.

**Consultation** - gathering feedback from stakeholders on policies, options and/or decisions.

## Principles

1. Delivery of French language programs will be considered in the Strategic Plan and Long-Term Capital Plan (LTCP) and as a demonstrated/identified need arises.

## Requirements

### 1. **Expansion/Location/Relocation of Optional French Program(s):**

1.1. Where feasible and staffing permits, an increase of program offering of optional French Programs will be determined/considered.

1.1.1.2. Relocation of current programs must include consultation with the communities being affected.

1.2.1.3. If a change is to occur in a program location, parents will be given one academic year's notice, if possible.

1.3.1.4. The following criteria can be used to determine a location/relocation for an optional French Program:

1.4.1. To the extent possible, ensure that EFI and EF Programs are reasonably centrally located. Relocate optional French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain the program.

1.3.1.4.2. To the extent possible, ensure that the optional French Programs are and in schools that can accommodate the program over the long-term, minimizing, if not eliminating, any future relocations.

1.4.3. Ensure the location of the EFI and EFOptional French programs do not adversely affect the Regular Track program.

Commented [TF1]: Criteria re-ordered for better flow

Commented [TF2]: 1.4.1 /1.4.2 - Split the two criteria as they are different approaches and ideas

~~1.3.2.1.1.1. Relocate optional French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain the program.~~

~~1.3.3.1.4.4. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries.~~

~~1.3.4.1.4.5. To the extent possible, ensure that optional French Programs are reasonably centrally located to the schools they serve.~~

~~1.3.5.1.4.6. Where feasible, when phasing in, -relocating, and/or -and introducing/expanding to new locations for the optional/Extended French Programs, cluster the family of schools, -and to create neighborhood scale areas.~~

~~1.5. When optional French Programs are being relocated, phased in, phased out, split into multiple locations, and/or expanded into new locations, the following shall apply:~~

~~1.5.1. When relocating and phasing in an existing optional A relocation of an optional French Program into another location, the existing students can should allow existing students to complete their studies at their current location site until graduation. The relocation and selection of a new site is an administrative decision made by the Director of Education as per Section 3 of this policy.~~

~~1.3.6.1.5.2. The introduction and phase in of a new optional French Program location and creation of a new family of schools for the program to expand services is an administrative decision made by the Director of Education as per Section 3 of this policy.~~

~~1.3.7.1.5.3. When #a portion and/or an entire optional French Program and its existing students are currently attending an optional French Program, need to be proposed to be relocated to another site for as a result of accommodation pressures or under-utilization in an area accommodation purposes, a full boundary review process is required as per the requirements of Operating Policy I-29 School Boundary Review Process. The final school boundary review accommodation plan is to be approved by the Trustees.~~

## ~~2. Expanding optional French Programing~~

~~2.1.1.1. Where feasible and staffing permits, an increase of program offering of optional French Programs will be determined.~~

### ~~3.2. Further, the The Director of Education has the discretion and responsibility of to:~~

~~3.1.2.1. Relocating an optional French program in an elementary or secondary school where the need arises.~~

~~3.2.2.2. Identifying new locations where optional French programs can be offered.~~

**Commented [TF3]:** There is a differentiation that needs to be made between two (2) different types of program relocations.

In the first instance, where the program entrance grade is being relocated, the impact to students is null as there will be equal opportunity to attend the other location, and existing students are to remain at their current location. This is a reality that parents registering to the program understand should understand, as it is clearly stated in the registration process, and remains within the authority of the Director of Education as it is a programming and student success decision.

Alternatively, where the program is being fully relocated across all grades (grade 5-8 or grade 1-8), there is more of a direct impact to students similar to that of boundary reviews. As such, this process would align with the same principles as that process and would involve the Board of Trustees per [Policy I-29 School Boundary Review Process](#).

**Commented [TF4]:** Moved to Section 1.0 of the Policy



~~2.3. When/Where~~ changes are made to location and family of schools for optional French Programs, the Director will bring an information report to the Board of Trustees for [final approval] ~~the purpose of due notification, feedback, and input.~~

Commented [JN5]: [Staff] Revisit for further review

#### 4.3. Registrations:

~~4.1.3.1.~~ All entry requirements and class sizes are listed in Procedure VI-53 Optional French Program

~~4.2.3.2.~~ Will take place annually at the discretion of the Superintendent of Curriculum Services in consultation with the Senior Administrative team. Parents are to be notified of registration dates by the beginning of the academic year, or earlier.

~~4.3.3.3.~~ To facilitate meeting staffing needs, and in order to ensure all students will be given placement who apply, all students must be registered for EFL and EF programs by December 1st. It should be noted that where an optional French program still has remaining spaces, Curriculum Services has the discretion to extend the registration period

~~4.4.3.4.~~ Registration will occur on line or at the school if required.

~~4.5.3.5.~~ A random selection (lottery) will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist.

~~4.6. Full transparency of the lottery process will be made available to the public.~~

Commented [JN6]: [Staff] needs further clarification

~~4.7.3.6.~~ The registration process for the optional French Programs shall be made available to the public.

Commented [JN7]: [Staff] Suggested revision to bullet above ..'full transparency...'

#### Entry requirements

4.1 All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Program*.

#### 5.4. Withdrawal from Program

~~5.1.4.1.~~ Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff. Conferences with parent(s) /guardian(s) and students to discuss progress options and future implications shall be conducted prior to withdrawal.

#### 6.5. Transportation

~~6.1.5.1.~~ All transportation requirements are outlined in *Policy II-24 Home to School Transportation*.

~~6.2.5.2.~~ Provision of transportation for pupils attending an optional French program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute commitment of the Board to provide transportation.



**7.6. Specific to Secondary schools:**

7.1.6.1. For the municipalities of Milton and Burlington, the regular stream secondary school boundary is one and the same as the Extended French boundary. As such, although students are permitted to attend the program, they will not be offered transportation if they reside outside the designated school boundary.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

DRAFT

<p>Policy V-01 Use of School Grounds and Community Use of School Facilities</p>	<p><b>Item 4.5</b></p>
<p>Tuesday, June 11, 2019</p>	

**Purpose**

To provide, for the consideration of the Policy Committee, revisions to *Policy V-01 Use of School Grounds and Community Use of School Facilities*, as recommended by staff.

**Commentary**

*Policy V-01 Use of School Grounds and Community Use of School Facilities* has been in place to facilitate the use of school buildings, grounds and facilities of the Halton Catholic District School Board for community use. However, the policy includes many operational items that need to change and adapt to societal changes, i.e. new legislature, insurance provisions, specific incidents, etc. As such, staff propose that operational items from the policy be moved to the newly created *Administrative Procedure VI-64 Community Use of School Facilities*. The Board’s permit terms and conditions are also proposed to move to the newly created *Administrative Procedure VI-64 Community Use of School Facilities*.

The revised *Policy V-01 Use of School Grounds and Community Use of School Facilities* is attached for review and consideration by the Policy Committee.

**Recommendation**

The following recommendation is presented for the consideration of the Board:

<p style="text-align: center;">Moved by:</p> <p style="text-align: center;">Seconded by:</p> <p><b>That</b>, the Policy Committee recommends that <i>Policy V-01 Use of School Grounds and Community Use of School Facilities</i>, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.</p>
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Report Prepared by: R. Merrick  
Superintendent, Facility Management Services

Report Submitted by: P. Daly  
Director of Education and Secretary of the Board

**Use of School Grounds and Community Use of School Facilities**

<b>Adopted:</b> July 31, 1991	<b>Last Reviewed/Revised:</b> April 16, 2013
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-49 Use of School Facilities Election Day</a> <a href="#">VI-64 Community Use of School Facilities</a>	

**Purpose**

To facilitate the use of school buildings, grounds and facilities of the Halton Catholic District School Board for community use in accordance with Board Operating Policies, Administrative Procedures, and school use requirements as amended from time to time, with no expectation of subsidy from or any cost to the Board.

**Application and Scope**

This policy applies to:

- All school sites, buildings, facilities, playfields, playgrounds, parking lots, furniture and equipment under the jurisdiction of the Board;
- All eligible community members, groups, organizations, institutions and agencies making application for use of Board property;
- Eligible users who complete and gain approval for a ~~c~~Community ~~u~~se of ~~s~~School ~~f~~acilities (~~CUSE~~) ~~p~~ermit issued under this policy and associated procedures.

**Definitions**

**Permit Applicant** – an individual submitting the request for the use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

**Community Use of School Facilities Permit** – a document granting the Permit Holder use of a Halton Catholic District School Board facility or property, for a specific date, time and use.





## Principles

- Use of school grounds and community use of school facilities will be in accordance with the Board's policies and procedures, including Board Policy II-45 on Equity and Inclusive Education. The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.
- Use of school grounds and community use of school facilities will be in accordance with the Education Act, subsection 301(2) of Part XIII and the Provincial Code of Conduct 301(3.1); whereby the Halton Catholic District School Board entering into agreement with another person or entity, other than the Board, respecting the use of a school operated by the Board, the Board shall include in the agreement a requirement that the person or entity follow standards that are consistent with the code of conduct. 2012, c.5, s.10 (2).
- The Halton Catholic District School Board recognizes the importance of fostering cooperation with community organizations ~~and recognizes a certain commitment to the community regarding the use of school facilities and endorses the concept of "Community Use of School Facilities" and therefore maintains appropriate procedures, rules and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.~~
- It is understood that a priority will be accorded to the educational program of the school and to the protection of buildings, facilities, playfields, parking lots, grounds, furniture and equipment.
- ~~The Board recognizes that as a publicly funded body and responsible community member, school buildings, facilities, playfields, parking lots, grounds, furniture and equipment should reasonably be made available to eligible applicants for community use where such use does not impede or compromise the educational programs offered in the Board's schools or interfere with custodial and maintenance work programs, or violate the Board's Governing Values or the core values of the Catholic Church.~~
- ~~The Board recognizes and endorses the concept of "Community Use of School Facilities" and therefore maintains appropriate procedures, rules and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.~~
- ~~The Board recognizes while making its buildings, facilities, playfields, parking lots, grounds, furniture and equipment available for community use, there is a need to recover certain costs associated with such usage by community groups, organizations, agencies or individuals.~~
- ~~The Board recognizes that a schedule of fees and cost recoveries should reflect the varying nature and purpose of community use of its school facilities and property.~~
- ~~Formal agreements based on mutual benefit may be established with organizations such as The Roman Catholic Episcopal Corporation of the Diocese of Hamilton in Ontario, Municipal Parks & Recreation Departments, local community colleges and universities.~~

Commented [MR1]: Moved to Requirements

Commented [MR2]: Combined with bullet above.

Commented [MR3]: Moved to Requirements

Commented [MR4]: Moved to Requirements

Commented [MR5]: Moved to Requirements



- ~~The issuance of permits under this policy shall not establish a rental contract or otherwise between the Halton Catholic District School Board and any individual, group or organization. Board staff may at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any school building, facility, playfield, parking lot, grounds, furniture or equipment, if in the opinion of the Board and in its unfettered discretion, the use to which Board property is to be or is being put is incompatible with the Board's mandate or not in the best interests of the Board or the community.~~
- ~~Community Use of School Facilities (CUSF) Permits are not granted to individuals or groups unless they guarantee restitution to the Board in the event of vandalism, damage or loss by posting a Security Deposit, unless alternate arrangements have been made with the Superintendent of Facility Management Services.~~
- ~~Community Use of School Facilities (CUSF) Permits are not granted to individuals or groups unless liability insurance coverage acceptable to the Board is provided through a recognized organization, or by a third party insurance carrier or purchased through the Board.~~
- ~~Community Use of School Facilities (CUSF) Permits are not granted to individuals or groups unless a Board representative, or a responsible person acceptable to the Superintendent of Facility Management Services, is on duty at the school site during the permitted event to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board's property, respond to any emergency situations and secure the school at the completion of the program. Any and all costs associated with additional custodial staff time required to accommodate a permit applicant shall be charged to the permit applicant at a rate determined by the community use of school facilities office.~~

**Commented [MR6]:** Moved to Requirements

**Commented [MR7]:** Removed – we do not require deposits for permits

**Commented [MR8]:** Moved to Requirements

**Commented [MR9]:** Moved to Requirements

## Requirements

- The Board recognizes that as a publicly funded body and responsible community member, school buildings, facilities, playfields, parking lots, grounds, furniture and equipment should reasonably be made available to eligible Permit Applicants for community use where such use does not impede or compromise the educational programs offered in the Board's schools or interfere with custodial and maintenance work programs, or violate the Board's Governing Values or the core values of the Catholic Church.
- The Board recognizes while making its buildings, facilities, playfields, parking lots, grounds, furniture and equipment available for community use, there is a need to recover certain costs associated with such usage by community groups, organizations, agencies or individuals.
- The Board recognizes that a schedule of fees and cost recoveries should reflect the varying nature and purpose of community use of its school facilities and property.



- Formal agreements based on mutual benefit may be established with organizations such as Diocese of Hamilton, municipal parks & recreation departments, local community colleges and universities.
- The issuance of permits under this policy shall not establish a rental contract or otherwise between the Halton Catholic District School Board and any individual, group or organization. Board staff may at any time, regardless of whether a fee has been paid, withdraw the use of any school building, facility, playfield, parking lot, grounds, furniture or equipment, if in the opinion of the Board and in its unfettered discretion, the use to which Board property is to be or is being put is incompatible with the Board's mandate or not in the best interests of the Board or the community.
- Community use of school facilities permits are not granted to individuals or groups unless liability insurance coverage acceptable to the Board is provided through a recognized organization, by a third-party insurance carrier or purchased through the Board.
- Community use of school facilities permits are not granted to individuals or groups unless a Board representative, or a responsible person acceptable to the Superintendent of Facility Management Services, is on duty at the school site during the permitted event to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board's property, respond to any emergency situations and secure the school at the completion of the program. Any and all costs associated with additional custodial staff time required to accommodate a Permit Applicant shall be charged to the permit applicant at a rate determined by the community use of school facilities office.

~~In order to protect the Board's property and to reduce unnecessary hazards to individuals or groups within the neighbourhood who may be using the grounds, the following policy statements have been adopted:~~

**Commented [MR10]:** Moved to a new procedure.

- ~~School grounds are available for public use during the following school hours: a) school days: 6:50 a.m. – 10:00 p.m., dusk b) non-school days: 8:00 a.m. – 10:00 p.m., other than Sundays: sunrise to dusk c) Sundays: 9:00 a.m. – dusk unless alternate arrangements have been approved by the Superintendent of Facility Management Services.~~
- ~~Access to school grounds and the community use of school facilities shall be in accordance with the reciprocal agreement in place with the Municipal Parks and Recreation Departments.~~
- ~~Existing facilities shall not be altered in any way to suit the users.~~
- ~~All necessary equipment and field markings shall be provided by the users and placed to the satisfaction of the Administration.~~
- ~~Parking shall be restricted to designated areas. It shall be the responsibility of the users to control parking.~~
- ~~The unauthorized use of school grounds by any type of motorized vehicle is strictly prohibited~~
- ~~Formal Community Use of School Facilities (CUSF) Permit Applications are required, and based upon the Community Use of School Facilities Administrative Procedures, the~~



Superintendent of Facility Management Services or designate may issue CUSF pPermits for the use of appropriate areas of Board premises.

- ~~Appropriate cCommunity uUse of sSchool fFacilities application and approval procedures, partnerships and reciprocal agreements are established such that Board programs, Board or school sponsored activities, cContinuing eEducation, aAdult lLearning programs, custodial, maintenance work programs and facility repairs are given first priority.~~
- ~~Board and school sponsored events such as Catholic School Council mMeetings, pParent iInterviews, cCelebrations, sSporting eEvents, cConcerts, sSchool fFundraisers, etc. receive first priority, and therefore Principals shall submit their school use requests by April 30<sup>th</sup> for the following school year information in a timely manner to assist the cCommunity uUse of sSchool fFacilities (CUSF) oOffice in scheduling other use of school facilities applications.~~
- ~~Parish sponsored events shall receive priority after Board or school sponsored events and before other community groups.~~
- ~~School staff shall plan their after regular school hours facility needs in advance of the school year, so as not to cause unnecessary cancellation of cCommunity uUse of sSchool fFacilities (CUSF) pPermits after they have been issued. School staff should submit their school use requests by April 30<sup>th</sup> for the following school year.~~
- ~~The Board reserves the right to cancel a cCommunity uUse of sSchool fFacilities (CUSF) pPermit at any time without cause or sufficient notice, and in the event of such cancellation, there shall be no claim or right to damage or reimbursement on account of any loss, damage or expense incurred by the CUSF pPermit aApplicant.~~
- ~~The issuance of a cCommunity uUse of sSchool fFacilities (CUSF) pPermit is subject to the terms and conditions approved by the Board and any individual or group that cannot agree to the terms and conditions for the use of school facilities shall not be issued a CUSF pPermit.~~
- ~~If a cCommunity uUse of sSchool fFacilities (CUSF) pPermit has been issued and the terms and conditions of the agreement have been breached, the CUSF pPermit will be cancelled immediately.~~
- ~~Approval procedures require that all permit holders provide evidence of the following where applicable:
 
  - ~~Sponsorship by a recognized organization and the name, mailing address, telephone number and/or fax number and e-mail address of a contact person;~~
  - ~~Certificate of appropriate liability insurance coverage or purchased through the Board;~~
  - ~~Any licence or permit required by a government authority.~~~~
- ~~Approval procedures require that where school facilities are permitted for use, a Custodian, security personnel or responsible person acceptable to the Superintendent of Facility Management Services, shall be assigned to the school site to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board's property, respond to any emergency situations and secure the school at the completion of the program. Any and all costs associated with additional Custodial Staff time required to accommodate a CUSF Permit Applicant shall be charged to the Permit Applicant at a rate determined by the Community Use of School Facilities Office.~~



- ~~Administrative procedures, rules and regulations of the cCommunity uUse of sSchool fFacilities (CUSF) pPolicy are established and maintained to reflect the following:~~
  - ~~CUSF Permit aApplicants will be held responsible to the Board for costs associated with any and all damage to the buildings, facilities, playgrounds, parking lots, grounds, furniture or equipment.~~
  - ~~Compliance with Board Policies on “Smoking Ban”, “Safe Schools”, “Substance Abuse”, “Harassment/Abuse & Neglect” and other applicable policies.~~
  - ~~Compliance with all provincial and municipal fire safety standards and regulations.~~
  - ~~All time limits as defined on the CUSF pPermit issued shall be observed.~~
  - ~~Appropriate notice period by the CUSF pPermit aApplicant for the postponement and/or cancellation of a CUSF pPermit~~
- ~~The person who holds signs a cCommunity uUse of sSchool fFacilities (CUSF) pPermit shall be 18 years of age or older, accepts full and personal responsibility for the conduct and supervision of all persons admitted to school buildings and grounds, and is accountable for any and all damages as a result of the use of school property.~~
- ~~The individual who holds signs a cCommunity uUse of sSchool fFacilities (CUSF) pPermit must be in attendance on the school property during the times and uses to which the CUSF pPermit applies, unless alternate satisfactory arrangements have been made with the Superintendent of Facility Management Services.~~
- ~~Proof of appropriate insurance coverage as determined by and satisfactory to the Board shall be provided to the Board before a cCommunity uUse of sSchool fFacilities (CUSF) pPermit is issued.~~
- ~~The CUSF Permit Applicant shall pay a Security Deposit and the entire amount of the CUSF Permit cost in advance of the starting date of the Permit, unless alternate arrangements have been made with the Superintendent of Facility Management Services.~~
- ~~No alcohol use shall be allowed on Board property building, facilities or grounds, except for school mass school or parish events that are approved in writing by the Director of Education. All approved groups permitted to use Board premises for events involving alcohol must strictly adhere to all terms and conditions as outlined in the CUSF Policy and Administrative Procedures.~~
- ~~Board approved events involving alcohol use shall adhere with all of the following terms and conditions. No exceptions. Failure by the Permit Holder to comply with any of the terms and conditions listed below may result in the cancellation of the CUSF Permit up to and including the denial of future use of Board facilities.~~
- ~~No alcohol is to be served or consumed outside of Board buildings. Alcohol use at Board outdoor facilities or outdoor events involving alcohol is not authorized.~~
- ~~Events that involve alcohol on Board premises require the purchase of an additional and separate Party Alcohol Liability (P.A.L.) insurance policy or separate and appropriate insurance coverage satisfactory to the Superintendent of Facility Management Services whose decision will be final. The insurance policy must have a minimum five million dollars (\$5,000,000) coverage and name the Board as an additional insured. The full cost of this additional and separate insurance coverage shall be borne by the CUSF Permit Applicant. Proof of insurance shall be submitted to the CUSF office at least 30 days prior to the event date.~~
- ~~A police officer(s) or a private security company, as approved by the Superintendent of Facility Management Services, is required for an event on Board premises which involves alcohol, for the~~



duration of an event plus one (1) hour after the bar is closed. The cost of this additional security shall be borne by the CUSF Permit Applicant. Confirmation of additional security arrangements shall be submitted to the CUSF office at least 30 days prior to the event date. A Board approved list of private security companies is available from the Superintendent of Facility Management Services.

- Events involving alcohol shall be licenced with a Special Occasion Permit (S.O.P.) issued by the Alcohol and Gaming Commission of Ontario (A.G.C.O.), formerly the Liquor Licence Board of Ontario (L.L.B.O.)
- A copy of the Special Occasion Permit issued by the Alcohol and Gaming Commission of Ontario shall be submitted to the CUSF Office at least 30 days prior to the event date.
- All use of school facility events that involve alcohol, require all documentation as outlined in the Administrative Procedures to be submitted to the CUSF Office in one submission at least 30 days prior to the event date. Failure to provide the completed documentation to the satisfaction of the CUSF office 30 days prior to the event date may result in the cancellation of the permit request by the Superintendent of Facility Management Services whose decision will be final.
- The CUSF Permit Applicant shall submit evidence that an individual(s) has been deemed a Designated Driver(s) for the event to the CUSF Office at least 30 days prior to the event date.
- All applicable event costs payable to the Board shall be paid in full and in advance at least 30 days prior to the event date.
- A separate non-refundable Application Administrative Fee must be submitted at the time of the CUSF permit request and at least 90 days prior to the scheduled date of the event.
- Certified bartenders must be on site and responsible for the dispensing and handling of all alcohol products. The bartender(s) must have completed a Server Intervention Program (S.I.P.) such as Smart Serve™. Proof of S.I.P. Certification must be provided to the CUSF Office at least 30 days prior to the event date.
- The CUSF Permit Applicant shall sign the A.G.C.O. Special Occasion Permit Application and the CUSF Permit Applicant must attend the event and be responsible for making decisions regarding the operation of the event, unless alternate satisfactory arrangements have been made with the Superintendent of Facility Management Services.
- The Permit Applicant responsible for decision making during the event must be able to assume the lead role in facilitating and controlling all aspects of the event. All event workers must also be available to assist in maintaining control at the event.
- If there is a violation of the Board CUSF Policy or Procedures by the CUSF Permit Holder while on Board premises, the Superintendent of Facility Management Services or designate will conduct a review of the circumstances regarding the violation. Examples of serious violations include serving without a proper licence, alcohol served by untrained bartenders, loss of control, total neglect of the facility, etc. In these cases, rental privileges will be revoked indefinitely.
- A Board Custodian(s) shall be on duty and will have the authority to demand corrective action by the CUSF Permit Holder and/or shut down the event. The Permit Applicant will pay all applicable custodial costs. No exceptions.
- The Board will not be responsible for any costs or losses incurred by the CUSF Permit Holder or their patrons or guests if Board staff deems it necessary to close down an event prematurely due to a violation of the Board CUSF Policy or Procedures while on Board premises.
- The determination of user group classification categories, rental rates, insurance rates, processing fees, custodial rates and other applicable costing shall be as determined by Board staff outlined in the Administrative Procedures.



- ~~The Director of Education shall ensure that administrative procedures to implement the Community Use of School Facilities Policy are established.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*





Appendix A \_\_\_\_\_

**BOARD PERMIT CONDITIONS**

- ~~Adult supervision for youth organizations shall be provided at all times.~~
- ~~Applicants shall be responsible for the conduct and supervision of all persons admitted to the school premises.~~
- ~~The applicant agrees to ensure that all groups from their organization using the boards facilities, follows the Halton Catholic District School Boards Medical Conditions Policy II 42 and the following protocols: anaphylaxis, asthma, diabetes and concussions. Copies of these policies and respective procedure can be found on the HCDSB website.~~
- ~~Custodians are to be on duty to supervise all permits, in accordance with the Board's Community Use policy. Applicable custodian supervision charges determined by Board must be paid by the applicant.~~
- ~~The applicants' failure to take proper security measures when leaving school premises shall result in the cancellation of this Agreement.~~
- ~~Use of the facilities is restricted to the purposes expressly stated on this form and to the areas, dates and times as approved by the Board staff.~~
- ~~Use of the school equipment is not permitted and storage of applicants' equipment on school premises is prohibited, unless such use of storage has been approved by authorized Board staff.~~
- ~~Use of any narcotics as defined in the Narcotic Control Act is absolutely prohibited. Use of alcoholic beverages is strictly prohibited.~~
- ~~Games of chance, lotteries or gambling in any form, other than to raise charitable funds, are prohibited. All uses must comply with applicable statutes.~~
- ~~Issuance of keys to applicants is prohibited.~~
- ~~The applicant shall be liable for, and shall be charged with, the full costs of repairs resulting from damage caused through use. All damages are to be reported immediately to Board staff.~~
- ~~The Board shall not be responsible for personal injury, damage, loss, or theft of clothing or equipment owned by the applicant or persons associated with the applicants or anyone attending at the invitation of the applicants. The Board shall further be held free from all liability resulting from use of school facilities by the applicant.~~
- ~~The applicant must be 18 years of age or older.~~
- ~~The applicant shall ensure:~~
  - ~~That this group should not infringe on the time booked by any other group and that the school shall be vacated by the time indicated on the permit.~~
  - ~~That there is a no smoking permitted anywhere on school property.~~
  - ~~That the type of program or entertainment to be provided during the term of the license by the Applicant shall at all times confirm with the law and the rules and regulations of the Halton Catholic District School Board.~~
  - ~~That vehicles will be parked on school grounds in designated parking areas only.~~
  - ~~That no changes or alterations shall be made to any facilities unless expressly permitted and provided for in this Agreement.~~
  - ~~That this group has an Emergency Action Plan in place to deal with emergencies while on School Property:
    - ~~Posted near each classroom door exit is an emergency response plan. The school board has listed what to do in instances of emergency including evacuation, lockdown, hold and secure, shelter in place, and accidents/injuries.~~
    - ~~A bright yellow sign with the fire exit and alternate exit route plan is also located in every room in the school (classrooms, gymnasium, libraries) and posted next to each exit door.~~~~
- ~~The Applicant agrees to indemnify and save harmless the School Board from all losses, claims, demands, costs, damages, suits of whatever nature or kind which may arise as a result of the Applicant, its servants or agents, of the facilities licensed. The applicant shall provide proof of comprehensive liability insurance in the amount of at least Two Million Dollars (\$2,000,000.00). The insurance policy will name the Halton Catholic District School Board as an Additional Insured.~~

**Commented [MR11]:** Permit conditions change regularly to address new regulations or deal with unforeseen issues that arise. As such, they should only be in the procedure.  
  
Past examples are anti-vaping,





- ~~NOTWITHSTANDING the use granted by this license, facilities shall not be available on days during which schools have been closed by the Administration/Board because of inclement weather or other reasons. The Board does not undertake to provide snow plowing for applicants. School grounds shall be snow plowed according to the regular schedule established by the Maintenance Department of the board.~~
- ~~The Halton Catholic District School Board reserves the right to maintain supervision, care, custody and control of the facilities during the term of the permit through its employees or agents and the Board further reserves the right to revoke this permit at any time for any cause or causes which in its sole discretion may be deemed advisable through its employees or agents.~~
- ~~The term of yearly agreements shall be as negotiated with the Board and shall not exceed one school year in length.~~
- ~~New or renewal agreements shall be as negotiated with the Board each year.~~
- ~~Schools are closed during Christmas, March Break and Summer holidays and are not be used for any activity during this time unless such use is approved by authorized Board staff.~~
- ~~School activities take priority at all times.~~
- ~~The Board, through the Director of Education or designate, reserves the right to withdraw the permission for school use at any time and change or cancel these regulations.~~
- ~~Maximum attendance at any facility shall be governed by Fire Regulations and all exits must be kept free from obstruction at all times.~~
- ~~Payments must be paid in advance for all Permits, unless alternate arrangements have been approved by authorized Board staff or a credit card is stored within your online account to which your permit charges will be at the end of every month.~~
- ~~When applicants are to be accepted under the sponsorship of a Department of Recreation, the permit must be signed by an official of that Department of Recreation.~~
- ~~All after hours use of schools during the school year Monday to Friday must end at 10:00pm and all persons must vacate the school premises.~~

### **Refund Policy**

- ~~Issued rental contracts may be cancelled through the online system with at least 10 working days notice prior to the booking date. Associated administrative fees will be applied.~~
- ~~A credit will be applied to your account to offset any future purchases.~~
- ~~Accounts that do not have a purchase balance will be refunded to the original credit card.~~
- ~~Cancellations with less than 10 working days' notice prior to the booking date will not be refunded or rescheduled.~~

### **Privacy Statement for the Rentals application**

~~This site was designed to manage aspects of booking Halton Catholic District School Board facilities and associated services. In order to meet this objective, you must voluntarily provide personal or confidential information. The Halton Catholic District School Board along with the third party providers who manage this website and handle monetary transactions will hold in confidence and appropriately use personal and financial information collected and not share this information with other unauthorized parties.~~

~~Upon termination of the business relationship, third parties will return information to the Halton Catholic District School Board and destroy information collected.~~

~~Any personal information you do provide is managed according to the Municipal Freedom of Information and Protection of Privacy Act and/or the Education Act. The third party provider will promptly notify the Halton Catholic District School Board of any unauthorized release of this collected information.~~



## BOARD PERMIT CONDITIONS

~~Adult supervision for youth organizations shall be provided at all times.~~

- ~~1. Applicants shall be responsible for the conduct and supervision of all persons admitted to the school premises.~~
- ~~2. Use of facilities will be in accordance with the Education Act, Subsection 301 (2) of Part XIII and the Provincial Code on Conduct, 2012~~
- ~~3. Custodians are to be on duty when required at the remuneration so indicated in the Board's policy. Applicable charges determined by Board policy must be paid by the applicant.~~
- ~~4. The applicants' failure to take proper security measures when leaving school premises shall result in the cancellation of this Agreement.~~
- ~~5. Use of the facilities is restricted to the purposes expressly stated on this form and to the areas, dates and times as approved by the Principal and/or the Board.~~
- ~~6. Use of the school equipment is not permitted and storage of applicants' equipment on school premises is prohibited, unless such use of storage has been approved by a authorized Board Official.~~
- ~~7. Use of any narcotics as defined in the Narcotic Control Act is absolutely prohibited. Use of alcoholic beverages is strictly prohibited.~~
- ~~8. Games of chance, lotteries or gambling in any form, other than to raise charitable funds, are prohibited. All uses must comply with applicable statutes.~~
- ~~9. Issuance of keys to applicants is prohibited.~~
- ~~10. The applicant shall be liable for, and shall be charged with, the full costs of repairs resulting from damage caused through use. All damages are to be reported immediately to the Principal or the Board.~~
- ~~11. The Board shall not be responsible for personal injury, damage or loss or theft of clothing or equipment owned by the applicant or persons associated with the applicants or anyone attending at the invitation of the applicants. The Board shall further be held free from all liability resulting from use of school facilities by the applicant.~~
- ~~12. The applicant must be 18 years of age or older.~~
- ~~13. The applicant shall ensure:~~
- ~~14. That this group should not infringe on the time booked by any other group and that the school shall be vacated by the time indicated on the permit.~~
  - ~~a. That there is a no smoking permitted anywhere on school property.~~
  - ~~b. That the type of program or entertainment to be provided during the term of the license by the Applicant shall at all times confirm with the law and the rules and regulations of the Halton Catholic District School Board.~~
  - ~~c. That vehicles will be parked on school grounds in designated parking areas only.~~
  - ~~d. That no changes or alterations shall be made to any facilities unless expressly permitted and provided for in this Agreement.~~
  - ~~e. The Applicant agrees to indemnify and save harmless the School Board from all losses, claims, demands, costs, damages, suits of whatever nature or kind which may arise as a result of the Applicant, its servants or agents, of the facilities licensed. The applicant shall provide, upon request, proof of comprehensive liability insurance in the amount of at least Two Million Dollars (\$2,000,000.00). The insurance policy will name the Halton Catholic District School Board as an Additional Insured.~~



15. NOTWITHSTANDING the use granted by this license, facilities shall not be available on days during which schools have been closed by the Administration/Board because of inclement weather or other reasons. The Board does not undertake to provide snow plowing for applicants. School grounds shall be snow plowed according to the regular schedule established by the Maintenance Department of the board.
16. The Halton Catholic District School Board reserves the right to maintain supervision, care, custody and control of the facilities during the term of the permit through its employees or agents and the Board further reserves the right to revoke this permit at any time for any cause or causes which in its sole discretion may be deemed advisable through its employees or agents.
17. The term of yearly agreements shall be as negotiated with the Board and shall not exceed one school year in length.
18. New or renewal agreements shall be as negotiated with the Board each year.
19. Schools are closed during Christmas, March Break and Summer holidays and are not be used for any activity during this time unless such use is approved by an authorized Board Official.
20. School activities take priority at all times.
21. The Board, through the Director of Education or designate, reserves the right to withdraw the permission for school use at any time and change or cancel these regulations.
22. Maximum attendance at any facility shall be governed by Fire Regulations and all exits must be kept free from obstruction at all times.
23. Payments must be paid in advance for all Permits, unless alternate arrangements have been approved by an authorized Board Official.
24. When applicants are to be accepted under the sponsorship of a Department of Recreation, the permit must be signed by an official of that Department of Recreation.
25. This permit is invalid without authorized signatures.
26. All after hour's use of schools during the school year Monday to Friday must end at 10:00pm and all persons must vacate the school premises.

## **27. Refund Policy**

Issued rental contracts may be cancelled through the online system with at least 10 working days' notice prior to the booking date. Associated administrative fees will be applied.

- A credit will be applied to your account to offset any future purchases. Accounts that do not have a purchase balance will be refunded to the original credit card.
- Cancellations with less than 10 working days' notice prior to the booking date will not be refunded or rescheduled.

## **Privacy Statement for the Rentals Application**

This site was designed to manage aspects of booking Halton Catholic District School Board facilities and associated services. In order to meet this objective, you must voluntarily provide personal or confidential information.

The Halton Catholic District School Board along with the third party providers that manages this website and handles monetary transactions will:

Hold in confidence and appropriately use personal and financial information collected.

- Not share this information with other unauthorized parties.



- Upon termination of the business relationship, third parties will return information to the Halton Catholic District School Board and destroy information collected.

Any personal information you do provide is managed according to the Municipal Freedom of Information and Protection of Privacy Act and/or the Education Act

The third party provider will promptly notify the Halton Catholic District School Board of any unauthorized release of this collected information.

<b>Use of School Grounds and Community Use of School Facilities</b>	
<b>Adopted:</b> July 31, 1991	<b>Last Reviewed/Revised:</b> April 16, 2013
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-49 Use of School Facilities Election Day</a> <a href="#">VI-64 Community Use of School Facilities</a>	

## Purpose

To facilitate the use of school buildings, grounds and facilities of the Halton Catholic District School Board for community use in accordance with Board Operating Policies, Administrative Procedures, and school use requirements as amended from time to time, with no expectation of subsidy from or any cost to the Board.

## Application and Scope

This policy applies to:

- All school sites, buildings, facilities, playfields, playgrounds, parking lots, furniture and equipment under the jurisdiction of the Board;
- All eligible community members, groups, organizations, institutions and agencies making application for use of Board property;
- Eligible users who complete and gain approval for a community use of school facilities permit issued under this policy and associated procedures.

## Definitions

**Permit Applicant** – an individual submitting the request for the use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

**Community Use of School Facilities Permit** – a document granting the Permit Holder use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

## Principles

- Use of school grounds and community use of school facilities will be in accordance with the Board's policies and procedures, including Board Policy II-45 on Equity and Inclusive Education. The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.
- Use of school grounds and community use of school facilities will be in accordance with the Education Act, subsection 301(2) of Part XIII and the Provincial Code of Conduct 301(3.1); whereby the Halton Catholic District School Board entering into agreement with another person or entity, other than the Board, respecting the use of a school operated by the Board, the Board shall include in the agreement a requirement that the person or entity follow standards that are consistent with the code of conduct. 2012, c.5, s.10 (2).
- The Halton Catholic District School Board recognizes the importance of fostering cooperation with community organizations and endorses the concept of "Community Use of School Facilities" and therefore maintains appropriate procedures, rules and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.
- It is understood that a priority will be accorded to the educational program of the school and to the protection of buildings, facilities, playfields, parking lots, grounds, furniture and equipment.

## Requirements

- The Board recognizes that as a publicly funded body and responsible community member, school buildings, facilities, playfields, parking lots, grounds, furniture and equipment should reasonably be made available to eligible Permit Applicants for community use where such use does not impede or compromise the educational programs offered in the Board's schools or interfere with custodial and maintenance work programs, or violate the Board's Governing Values or the core values of the Catholic Church.
- The Board recognizes while making its buildings, facilities, playfields, parking lots, grounds, furniture and equipment available for community use, there is a need to recover certain costs associated with such usage by community groups, organizations, agencies or individuals.
- The Board recognizes that a schedule of fees and cost recoveries should reflect the varying nature and purpose of community use of its school facilities and property.
- Formal agreements based on mutual benefit may be established with organizations such as Diocese of Hamilton, municipal parks & recreation departments, local community colleges and universities.
- The issuance of permits under this policy shall not establish a rental contract or otherwise between the Halton Catholic District School Board and any individual, group or organization.



Board staff may at any time, regardless of whether a fee has been paid, withdraw the use of any school building, facility, playfield, parking lot, grounds, furniture or equipment, if in the opinion of the Board and in its unfettered discretion, the use to which Board property is to be or is being put is incompatible with the Board’s mandate or not in the best interests of the Board or the community.

- Community use of school facilities permits are not granted to individuals or groups unless liability insurance coverage acceptable to the Board is provided through a recognized organization, by a third-party insurance carrier or purchased through the Board.
- Community use of school facilities permits are not granted to individuals or groups unless a Board representative, or a responsible person acceptable to the Superintendent of Facility Management Services, is on duty at the school site during the permitted event to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board’s property, respond to any emergency situations and secure the school at the completion of the program. Any, and all, costs associated with additional custodial staff time required to accommodate a Permit Applicant shall be charged to the permit applicant at a rate determined by the community use of school facilities office.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

Policy V-18 Community Engagement & Public Consultation	<b>Item 4.6</b>
Tuesday, June 11, 2019	

### Purpose

To provide for the consideration of the Policy Committee the newly developed *Policy V-18 Community Engagement & Public Consultation* as recommended by staff.

### Commentary

The Halton Catholic District School Board (HCDSB) is committed to enhancing our ongoing communication with parents, students, staff, and members of the broader community. This commitment is outlined in our current [multi-year strategic plan](#) as a system priority to ensure that communication is clear, transparent and responsive to our stakeholders.

In keeping with the above commitment, staff developed *Policy V-18 Community Engagement & Public Consultation* to help ensure consistency in the provision of effective, meaningful consultation with our community.

The policy was presented as a discussion item at the April 9, 2019 Policy Committee Meeting. The revisions proposed on April 9<sup>th</sup> were incorporated into Policy V-18, and the policy was approved at First Reading at the Regular Board Meeting held on May 21, 2019.

*Policy V-18 Community Engagement & Public Consultation* was released for stakeholder consultation from May 22, 2019 through June 5, 2019 (inclusively). The feedback received through the stakeholder consultation process is provided for review and consideration by the Policy Committee.

*Policy V-18 Community Engagement & Public Consultation* is attached for review and further consideration by the Policy Committee.



## Recommendation

The following recommendation is presented for the consideration of the Policy Committee:

*Moved by:*

*Seconded by:*

***That***, the Policy Committee forward Policy V-18 Community Engagement & Public Consultation, to the June 18, 2019 Regular Board Meeting for approval at Second & Third Reading.

Report Prepared by: A. Swinden  
Manager, Strategic Communications

Report Submitted by: P. Daly  
Director of Education



# V-18 Community Engagement and Public Consultation Policy

Summary of Stakeholder Feedback

Prepared by:  
*Research and Development Services*

June 7, 2019

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**B) Position on the Policy Changes**.....3

**C) Feedback on the Policy** .....4

## Introduction

This report summarizes feedback from Halton Catholic District School Board (HCDSB) stakeholders about V-18 Community Engagement and Public Consultation Policy. The policy was presented as a discussion item at the April 9<sup>th</sup>, 2019 Policy committee meeting. A minor revision was made following Trustee feedback. HCDSB Stakeholder feedback on the policy was sought between May 15<sup>th</sup> and June 5<sup>th</sup>, 2019.

All feedback analyzed by Research and Development Services for the purposes of this report was submitted via online form. The following sections provide a description of the method of data collection and analytic procedure, followed by a data summary.

## Feedback

On May 15<sup>th</sup>, 2019, the Director of Education invited all HCDSB stakeholders to provide input about the amendments to the Video Surveillance policy, via an online form on the HCDSB website.

The data received were reviewed to obtain counts of the number of responses in different categories (i.e., for the policy, against the policy, neither, and feedback). The following limitations should be considered:

- The online form was anonymous (aside from a field to include name voluntarily), and not password protected, so it was not possible to:
  - prevent duplicate names and duplicate comments
  - ensure that the responses came from authentic HCDSB stakeholders who reside, work, or study in Halton (i.e., HCDSB ratepayers, parents, students, staff, trustees)
- The online form did not include a close-ended question to quantitatively collect number of votes for/against the amendments, so all comments had to be coded and analyzed qualitatively

However, care was taken to keep track of duplicate names/comments. No duplicate names/comments were found.

### A) Who Responded?

#### **Number of responses submitted by the feedback form:**

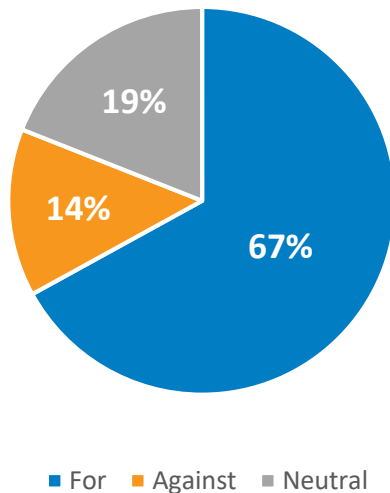
In total, 26 responses were submitted using the online form on the HCDSB website. All responses can be found in Appendix A, below. Of the ten different stakeholder groups identified on the online feedback form, three were represented in the thematic analysis: 23 HCDSB parents (88.5%), two staff (7.7%), and one CPIC (3.8%).

### B) Position on the Policy Changes

After reviewing the 26 responses, it was determined that five responses were unrelated to the Community Engagement and Public Consultation Policy. Therefore, only 21 responses were included in the analysis of the stakeholder data.

The data from the online form were first reviewed and coded on whether the respondent's comments indicated that they were 'For' or 'Against' the amendments. If their position on the proposed changes was unclear or not explicitly stated, their response was coded as 'Neither'.

**% of People who are 'For' and 'Against' the Policy and Procedure Changes (21 responses)**



As shown in the chart above, over half of the responses received (67%, n = 14) indicated that the respondent was *for* the proposed policy changes. In contrast, 14% (n = 3) of responses were *against* the proposed changes. There were 4 responses (19%) that did not indicate their position on the proposed changes and/or their position was uninterpretable.

### C) Feedback on the Policy

Seven respondents (33%), regardless of their position on the policy, provided feedback on the policy itself. These comments vary; some seek additional specification whereas some suggest areas to consider in the policy and its implementation.

## Appendix A:

Our son attends St Ignatius of Loyola, moving there from Ecole Forest Trail PS so he didn't attend a Catholic school during his elementary years.

He is thriving at Loyola and we appreciate how well the HCDSB communicates with the us as parents, and the amount of information that is available to have a better understanding of HCDSB. As well as the routes that HCDSB uses to communicate - Email, Social Media.

Regarding school closure and programs movement include the justification of the decision such as:

1. operational cost vs taxes per school
2. School capacity vs health and safety study

Our only feedback to the Community Engagement and Public Consultation Policy is that the notifications of all policies big or small be sent to stakeholders electronically. (Internal Stakeholders/Stakeholders)

The feedback that is most important should be the feedback from Internal Stakeholders (parents/teachers of students in the HCDSB).

The feedback from external stakeholders should be second. The trust between the parents (personally speaking) and the HCDSB has been considerably damaged due to the exploitation of the personal interests of Trustees.

Let us learn from the past and not have a rewrite of the terrible Sanctity of Life fiasco and understand we do not live Alabama.

looks fine

Agree with Policy

Personally, I feel as though we engage the parents on a level that is detrimental to our board. Stakeholders should without a doubt have an opportunity to voice concerns on issues that have been brought forward. However, subject matter experts should not be held hostage in the decision making process by community groups that are normally pushing their own agendas.

Easy to understand on paper, we'll see how it rolls out in practice. Everyone will have different opinions, especially in school boundary reviews, so how you will incorporate all into the final document will be interesting.

Also a Staff Member

I think that there should be a dress code for teachers. I find the students nicely dressed, in uniforms, but the teachers sloppily dressed in jeans.

I think the policy must specify what type of engagement and community participation is required for certain decisions/projects. Additionally it just uses phrases as inform in a timely manner but does not specify how much time is required to inform about important decisions that impact students. This policy just seems to want to address that now the board will include and inform parents and students (not done in the past) but is just so general and not specific that will let the board continue to make their decisions only considering budget and not really allowing stakeholders to participate.

I thought the Policy was well written. I liked the idea of identifying the type of communication (inform, consult, etc.) and definitions. Also wished to add that in my Department, I find that we (staff) are engaged and consulted on activities within the Department.

Thank you for this opportunity.

Agree with policy.

The framework certainly makes sense and provides clarity in terms of the modes of communication for information sharing and in program development. It would be helpful to have seen specific targets for the coming year in terms of the frequency with which collaborative practices, for example, would be used. It is all well and good to indicate the desire to be collaborative with stakeholders surrounding programmatic design, however, lacking is an indication of how many times this will occur. Furthermore, who will determine the optimal level of engagement, who participates, and the subsequent efficacy of the method of engagement (e.g. inform versus consult) compared to the alternatives. Perhaps this level of detail will be included in an accompanying procedure that delineates scenarios. I believe clearly articulated goals with a commitment by the board in terms of the extent with which each level of engagement is used will be critical towards ensuring transparency as well as upholding the fundamental value of a collective voice to support students.

Parent engagement and inclusion is imperative.

Please keep class sizes smaller. It's the key indicator of success for all students. Especially students who may need extra support.

Looks reasonable!

Your CPIC council and in fact every school council should include any parent who wants to join, what a shame to have so many educated parents who pay taxes and are willing to participate in CPIC or school council but cannot because they are not voted in. Waste of resources and another PR foolishness of this board, look to halton public, they accept anyone who wishes to join PIC, they simply form sub committees, wow. All school councils should actively include and encourage everyone without a vote nonsense.

I think that there need to be a timeline set on the first step of the Community Engagement, in other words a predefined period after informing the stakeholders regarding a certain new program or policy or change to one.  
Thanks

I agree with Policy V-18 and find it inclusive and documents more precisely what the policy is around Community engagement and Public consultation.

We need to start educating our children and stop with all the social identity politics. Get back to basics. Ontario is low in math skills compared to the rest of Canada and especially the rest of the world. Get the left wing ideologies out of the classrooms and start teaching proper math and writing skills.

This is a nice policy plan but I don't see the board implementing it.

The board is planning to close the extended French immersion program at stake Matt's, again. I didn't see any specific notification going out to the parents of the school to let them know spherically that this was going to happen and ask for their input.

So what is the point of having this when you don't use it.

Again - the board is trying to slide the decision by without proper notification and consultation.

More community consult is definitely needed

The school board needs to cut ties with the current provider of uniforms and go back with McCarthy. The quality is horrible and they never have stock. They currently aren't receiving short sleeve tops until June?!? I will no longer purchase from them, and will go to McCarthy. For the amount we spend on uniforms I expect good quality.

Great focus on V-18 inception to execution. Community Engagement that's driven by Principles is a great way to encourage Values. Keep it up.

I am not a fan of the current uniform policy. I do not think that it is fair that a group of parents can vote the policy is and then there is never another vote put forward. Uniforms were implemented at our school in 2013, no new vote has ever been taken and my child who was not even in school when uniforms have started is now headed into Grade 4.

If the board wants a uniform policy then every school in the board should be required to have a school uniform.

Alternatively I think it makes sense to have a uniform dress code (polo or plain shirt in a couple of colour options, pants in a certain colour) but these pieces can be purchased at any supplier of the parents choosing (walmart, children's place, lands end, gap etc). This allows parents to find pieces that not only fit their child properly but allows them to fit their individual budget.

Good day and thank you for the opportunity to participate in this. I think the Community engagement and public consultation policy is a great way to mine people opinions and to inform people of current projects. Please feel free to include me in these.

Hi, I like that it follows the international protocol. I think it would be good to add a focus on delivery channels depending on the topic.

I feel that it is very important to go out for stakeholder feedback when the Board is looking at making policy changes. The Sanctity of Life motion is a great example of what happens when a small group of people make decisions believing they represent the collective whole. As a parent with three children in HCDSB I feel that my opinion should have the opportunity to be heard when considering changes to policy. Stakeholder input can help Board members look at the situation from a different lens - be it parent, school council, staff or admin. Everyone's voice should be heard and all information taken into consideration when decisions are made.

<b>Community Engagement &amp; Public Consultation</b>	
<b>Adopted:</b> Date	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I Governance of Policy</a> <a href="#">I-06 Delegation to the Board</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">VI-81 Privacy Procedure</a> <a href="#">I-09 School Accommodation Review – Consolidation and Closure</a> <a href="#">VI-35 School Accommodation Review – Consolidation Closure</a> <a href="#">I-15 School Name Selection</a> <a href="#">I-29 School Boundary Review Process</a> <a href="#">VI-88 School Boundary Review Process</a> <a href="#">I-37 Community Planning &amp; Facility Partnerships</a> <a href="#">VI-78 Community Planning &amp; Facility Partnerships</a> <a href="#">I-44 Strategic Planning Process</a> <a href="#">II-41 School Uniform Dress Code/School Dress Code</a> <a href="#">VI-46(e) Monitoring &amp; Feedback on Accessible Customer Service</a> <a href="#">VI-54 Equity &amp; Inclusive Education</a> <a href="#">VI-58 Parent Notification System</a> <a href="#">VI-63 Social Media Procedure</a>	

## Purpose

To provide a framework and a model for community engagement and public consultation across the Halton Catholic District School Board (HCDSB).

## Application and Scope

This policy pertains to all school and board community engagement practices that apply to HCDSB internal and/or external stakeholders.



## References

[Halton Police – School Board Protocol](#)

[International Association for Public Participation \(IAP2\)](#)

## Definitions

**Community Engagement** – an interaction process between HCDSB and its internal and/or external stakeholders that provides an opportunity to share information, gather feedback and inform decision-making. The level of engagement undertaken depends on the goal: *inform, consult, involve, or collaborate*.

**Inform** – sharing of information with stakeholders to increase awareness and understanding.

**Consult** – gathering feedback from stakeholders on policies, options and/or decisions.

**Involve** – working with stakeholders to ensure feedback is understood and reflected in the options developed and/or decisions made.

**Collaborate** – engaging a group or advisory committee of stakeholders to work together to develop options and solutions. As much as possible, the advice, feedback and/or recommendations will be incorporated into final decision.

**Stakeholder** – any individual or group who can affect or is affected by decisions made by HCDSB.

**Internal Stakeholders** – staff, students, parents, and trustees.

**External Stakeholders** – including, but not limited to, parishes, Catholic ratepayers, community partners and organizations, Ministry of Education and other government ministries, municipalities, etc.

## Principles

At HCDSB, we value relationships and partnerships, recognizing that student success and well-being are reflective of the healthy and vibrant partnerships we hold with staff, parents, parishes and members of the broader community.

At HCDSB, we are committed to effective public participation that provides a means for facilitating understanding; incorporating stakeholder feedback into decisions that affect them; and improving decision-making. This includes:

- relaying accurate, timely information on matters affecting stakeholders;
- providing open, inclusive, and meaningful feedback mechanisms that encourage two-way communications with our stakeholders;
- ensuring equity of opportunity and access by identifying and removing barriers to engagement;
- sharing results of feedback collected through public consultation to foster a culture of transparency and trust.

## Requirements

### I. Sharing Information with Stakeholders

Accurate, timely information will be relayed about changes to policies, programs, legislation, decisions, or issues requiring immediate attention.

- New policies or changes to current policies will be shared with stakeholders in accordance with [Policy I – Governance of Policy](#).
- Information around the implementation of new programs will be shared in advance of implementation with stakeholders (staff, parents, trustees) who are directly impacted.
- Stakeholders directly impacted by potential changes to existing programs will be notified that the program is under review, and will be provided with pertinent information as it becomes available, and prior to a decision being made.
- Changes to legislation will be shared in advance of implementation with stakeholders who are directly impacted.
- Decisions that directly impact on the day-to-day activities or operations at the school and/or system level will be shared with stakeholders in advance of implementation. Details around the implementation of decisions will be communicated as they become available. Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.
- Issues requiring immediate attention, such as lockdowns, emergencies, school closures, power outages, etc., will be communicated in accordance with the applicable policy, procedure, protocol or practice.

### II. Engaging Stakeholders in a Public Consultation Process

HCDSB will notify internal and external stakeholders of consultation opportunities in a manner that is consistent, timely and transparent.

- All system-level public consultations will include a plan that provides:
  - a. the purpose of the consultation;
  - b. the desired outcomes (goals);
  - c. the Stakeholder Decision Impact & Communication Matrix (Appendix A), which lists stakeholder groups impacted and the level of engagement (inform, consult, involve, or collaborate);
  - d. a description of the communications methodology, timelines and strategies.
- All reports emanating from a public consultation process will contain a summary of the process and a summary of feedback received, with a description of any steps taken to address public concerns in arriving at a recommendation.
- All active public consultations will be posted on a designated Public Consultation page on the HCDSB website.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## Levels of Engagement



### Inform



### Consult



### Involve



### Collaborate

	Inform	Consult	Involve	Collaborate
GOAL	Increase awareness and understanding.	Gather feedback on policies, options and/or decisions.	Work together to ensure feedback is understood and reflected in the options developed and/or decisions made.	Work together to develop options and solutions.  As much as possible, the advice, feedback, and/or recommendations are incorporated into final decision.
EXAMPLES	Email Website Media Social media	Surveys  Focus groups	Town halls  Public information sessions	Advisory committees  School Boundary Review Committees  Accommodation Review Committee

\*Adapted from IAP2 Public Participation Spectrum.

## Stakeholder Decision Impact & Communication Matrix

Stakeholder Group	Level of Engagement			
	Inform	Consult	Involve	Collaborate
	SAMPLE			

Board By-Laws	<b>Item 5.1</b>
Tuesday, June 11, 2019	

### Purpose

To provide an opportunity for input on the process for reviewing the Board By-Laws.

### Background

School board meetings are conducted according to parliamentary procedure. The rules of parliamentary procedure are designed to help trustees introduce motions and allow for debate and decision-making in a manner that is orderly and efficient. The Halton Catholic District School Board, like many school boards across the province, use Robert’s Rules of Order. School boards may decide to adopt variations of parliamentary procedure to better suit their needs. The rules of parliamentary procedure that are adopted by a school board are incorporated into the board’s by-laws.

### Commentary

Article 14.2 of the Board By-Laws states that the By-Laws of the Halton Catholic District School Board shall be revised every four (4) years by the Board. Revisions to the Board By-laws last took place in June 2016. During the last review process Trustees were invited to submit suggested changes for consideration in updating the By-Laws in March. Revisions made in the last review process were housekeeping in nature. The Board By-Laws were also reviewed by a solicitor to ensure that they reflect the requirements of the Education Act.

Staff recommends that in addition to ensuring the By-Laws are reflective of the requirements of the Education Act, the By-Laws also be reviewed with regards to consistency with Robert’s Rules of Order while taking into consideration any special rules deemed necessary to suit the needs of our Board.

The matter is now placed before the Policy Committee for further discussion.

Report Prepared &  
Submitted by:

Pat Daly  
Director of Education

<b>Student Groups in Catholic Schools</b>	
<b>Adopted:</b> November 20, 2012	<b>Last Reviewed/Revised:</b> June 3, 2019
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-40 Bullying Prevention and Intervention</a> <a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a> <a href="#">VI-64 Community Use of School Facilities</a>	

## Purpose

The Catholic faith respects all individuals. The goal of each Catholic School is to create for all of its students a loving and positive learning environment accepting of all students and consistent with Catholic teachings.

As such, the Board considers violence, harassment and/or bullying on the basis of race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, sexual orientation, gender identity, socio-economic status, disability and/or any ground protected by the *Human Rights Code* or any other immutable characteristic to be unacceptable. Please see also the Board's Code of Conduct, Bullying Prevention and Intervention Plan, and Safe Schools Policy.

The Board supports the use of positive practices to prevent such behaviour and recognizes that student groups and activities may assist in creating a positive, loving learning environment consistent with Catholic teachings and free of bullying, harassment and violence motivated by bias, prejudice or hate and supports such groups and activities.

Students may establish “Respecting Difference” groups and are permitted by the *Education Act* to establish ‘gay-straight alliances’ consistent with the following objectives.

## Application and Scope

The objectives of such student groups and activities are to promote a positive, loving learning environment consistent with Catholic teachings and free of bullying, harassment and bias, prejudice or hate motivated violence are as follows:

- To support and affirm the dignity of all students in all aspects of school life regardless of their immutable characteristics;
- To improve understandings of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the school setting;
- To clarify and give definition to appropriate terms, behaviours and actions to promote greater awareness of and responsiveness to, the deleterious effects of bullying, harassment and hate motivated violence;
- To promote timely and effective responses to prevent and respond to bullying, harassment and hate motivated violence to ensure the maximization of safety for all pupils;
- To provide education for all students consistent with the Catholic faith with respect to bullying, harassment and hate motivated violence prevention in schools;
- To provide resources consistent with the Catholic faith to support pupils who are impacted by bullying, harassment and hate motivated violence;
- To provide opportunities for pastoral and spiritual guidance for young people;
- To encourage students to report incidents of bullying, harassment and bias, prejudice or hate motivated violence safely in a manner that minimizes the possibility of reprisal or breach of confidentiality and is consistent with best practices in relation to counselling and/or Chaplaincy involvement.

## References

[Education Act](#)

[Ontario Human Rights Code](#)

[Canadian Conference of Catholic Bishops Statement: "Pastoral Ministry to Young People with Same-Sex Attraction" \(2011\) \(Appendix B\)](#)

[Assembly of Catholic Bishops of Ontario: Pastoral Guidelines to Assist Students of Same-Sex Orientation \(2004\), \(Appendix B\)](#)

[OCSTA: "Respecting Difference" A Resource for Catholic Schools in the Province of Ontario. \(Appendix C\)](#)

[Assembly of Catholic Bishops of Ontario: The Human Person, Love and Sexuality, A Resource for Catholic Educators \(2016\)](#)

## Principles

All student groups and activities are to support positive, loving learning environments consistent with Catholic teachings and free of bullying, harassment and bias, prejudice or hate motivated violence shall comply with the following principles:

- All activities and groups shall be opened to all students who wish to participate in an appropriate manner;
- The activities and groups must be respectful of and consistent with Catholic teachings;
- All mentors and supervisors of student groups and activities must know and be committed to Catholic teachings; and
- All outside speakers invited to speak to a group or to provide a school activity must respect Catholic teachings.

## Requirements

### Procedure for Approval of a Student Group or Activity

1. One or more students who desire to establish a student group or to organize a specific student activity must submit a written proposal in the form attached as Appendix A for the review and consideration of the principal. The nature, purpose and mandate of the student initiated group or activity shall be clearly articulated.
2. The principal, in consultation with other school staff, as appropriate, shall review and consider the written proposal with respect to the following:
  - a) The purpose and goal(s) of the activity or group;
  - b) The allocation of student supervision, school space, and other resources needed; and
  - c) Whether or not the proposal is consistent with the principles identified in this procedure.
3. The principal is responsible for ensuring that each approved student group and activity is supervised and supported by an HCDSB staff member.
4. Prior to an initial meeting of the student group, the principal shall:
  - a) Carefully consider which staff volunteer is most appropriate to supervise and support the group and its activities. The staff advisor must be an individual who is knowledgeable about and committed to Catholic teaching;
  - b) Invite the Chaplaincy leader to participate in group meetings whenever possible;
  - c) Clarify the objectives of the group with the staff advisor and provide any necessary in-service:



- ~~i. See: [Assembly of Catholic Bishops of Ontario: Pastoral Guidelines to Assist Students of Same-Sex Orientation \(2004\) \(Appendix A\)](#),~~
  - ~~ii. the Canadian Conference of Catholic Bishops statement, "[Pastoral Ministry to Young People with Same-Sex Attraction](#)" (2011) (Appendix B)~~
  - ~~iii. OCSTA "[Respecting Differences](#)" A Resource for Catholic Schools in the Province Of Ontario (Appendix C).~~
  - ~~iv. [Assembly of Catholic Bishops of Ontario: The Human Person, Love and Sexuality, A Guide for Catholic Educators \(2016\)](#)~~
5. The principal must ensure that vulnerable students have access to support from Social Workers, Child Youth Counsellors, and/or Chaplaincy staff members, where deemed necessary by the principal or staff advisor.
6. The principal must ensure that student groups and activities are not used for protest against or advocacy for anything that is not in accordance with the Catholic ~~faith foundation of the school~~ Doctrine.
7. All materials for group use and/or school/community awareness must be reviewed and approved by the staff advisor ~~and all materials for school/community awareness must be reviewed and approved by the staff supervisor~~ and administration.
8. All students involved must agree to respect the personal privacy of student participants. Restrictions shall be placed on the use of personal electronic devices during meetings, posting personal information on social media sites or disclosure of personal information in any other manner. Failure to comply may result in the suspension of the group and/or one or more group members.
9. The staff advisor must be present for each meeting in its entirety.
10. If a matter arises that requires the involvement and/or intervention of outside agencies (such as, Children's Aid, Children/Youth Mental Health, or law enforcement) these services should be sought at the earliest opportunity. Please refer to the Board's procedures regarding Reporting a Child in Need of Protection and Police Protocol.
11. The principal shall recommend that groups established under these guidelines be named ~~"Respecting Difference"~~ groups; however, when requested by one or more students, the principal shall permit, in accordance with the Education Act, the group to be named 'gay-straight alliance' or by another similar name.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
Director of Education and Secretary of the Board

<b>Video Surveillance</b>	
<b>Adopted:</b> October 31, 2016	<b>Last Reviewed/Revised:</b> N/A
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-30 Video Surveillance</a> <a href="#">I-02 Records and Information Management</a> <a href="#">VI-82 Records and Information Management Procedure</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">VI-81 Privacy Procedure</a> <a href="#">VI-51 Privacy Breach Procedure</a> <a href="#">II-24 Home to School Student Transportation</a> <a href="#">VI-07(a) School Bus Accident Procedure</a> <a href="#">II-39 Progressive Discipline and Safety In Schools</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) [video surveillance procedure has been modelled on the Guidelines for the Use of Video Surveillance by the Information and Privacy Commissioner of Ontario.](#)

[Video surveillance involves the collection, use, retention, disclosure and disposal of personal information. These activities must follow the Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\). Video security surveillance systems are one of many resources used by the HCDSB at selected schools, sites and on Board. HCDSB provided transportation services to promote a safe and secure environment.](#)

[is committed to the protection of privacy and complies with all pertinent provisions in the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, \(MFIPPA\), the Personal Health Information Protection Act \(PHIPA\), the Safe Schools Act and any other applicable privacy legislation. HCDSB also complies with the Ministry Guidelines for the Ontario Student Records \(OSRS\), Privacy by Design \(PbD\) and the Guideline for Video Surveillance and Cameras in Schools by the Ontario Information and Privacy Commissioner, as well as, the Privacy and Information Management \(PIM\) toolkit, by the PIM taskforce, 2008.](#)



## Application and Scope

- This procedure applies to all ~~Halton Catholic District School Board~~ [HCDSB](#) staff who collect, use, retain, and disclose personal information related to students and ~~Board~~ [HCDSB](#) employees, and to operations and procedures in all facilities within the ~~Halton Catholic District School Board~~ [HCDSB](#).
- ~~This procedure applies to the operation of any video system installed on any Board site for the purpose of surveillance.~~
- ~~The Board reserves the right to consider and employ lawful “covert surveillance” on a case by case basis in consultation with the appropriate police service.~~
- The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is considered acceptable and is not addressed by this policy.
- Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

### Use of Video Security Surveillance System:

1. ~~Video surveillance contains personal information of students and all footage remains the property of HCDSB.~~
2. ~~HCDSB will maintain control of, and have responsibility for, the video surveillance footage.~~
3. ~~All HSTS (Halton Student Transportation Services) contracted transportation service providers and their employees are required to review and comply with HCDSB policies, procedures and the Acts in performing any duties and functions related to the operation of the surveillance system used on selected transportation vehicles.~~

## References

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Provincial Schools Code of Conduct](#)

[Safe Schools Act](#)

[Halton Regional Police - School Protocol](#)

[Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance](#)



## Definitions

**Control (of a record)** – means the power or authority to make a decision/decide about the use or disclosure of a record.

**Custody (of a record)** – means the keeping, care, watch, preservation or security of a records for a legitimate business purpose. While physical possession of a record may not always constitute custody, it is the best evidence of custody.

**Personal Information** - “recorded information about an identifiable individual,” which includes, but is not limited to, “information relating to the race, national or ethnic origin, colour, religion, age [or] sex gender

**Record** - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable/machine-readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine readable/machine-readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

**Retention Period** – is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

**Retention Schedule** - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

**Video Surveillance Systems** – video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals (this would usually include analog video, digital and closed-circuit camera systems).

**Halton Student Transportation Services (HSTS)** – joint transportation consortium that offers student transportation for eligible students in Halton.

## Principles

1. The Board/HCD SB recognizes that the promotion of a safe and secure learning environment is in the best interest of students, staff and the general public.
2. The Board/HCD SB recognizes that the utilization of video surveillance systems as a complement, not to replace, other means to create a safe and secure learning environment.



3. ~~The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities.~~
4. ~~The Board~~HCDSB recognizes that the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system.

~~The Board, in the development of this policy, referenced the Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance, released October 6, 2015.~~

~~The Board recognizes that the utilization of video surveillance systems as a complement, not to replace, other means to create a safe and secure learning environment.~~

5. The following personnel are authorized to implement video surveillance systems in the discharge of their duties:
  - a. Principals ~~and/or Vice Principals (hereafter "the Principal") (or a person designated by the Principal) or designate~~
  - b. Board Supervisory Officers
  - c. Director of Education
  - e.d. ~~Manager of Halton Student Transportation Services~~

~~The Superintendent of Facilities Services has the overall responsibility for the Board video surveillance program~~

~~Notice signs shall be installed at all properties with video surveillance systems, in accordance with the notification requirements of MFIPPA. Signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area.~~

6. ~~The closed circuit~~closed-circuit television (CCTV) system within ~~Board~~HCDSB facilities may operate continuously.

~~6.7.~~ All recorded images are the property of the ~~Board~~HCDSB.

~~7.8.~~ Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.

~~8.9.~~ Where applicable and appropriate, this procedure shall be incorporated into training and orientation programs of the ~~Board~~HCDSB.

### Responsibilities:

1. The Director of Education is responsible for the BoardHCDSB's overall video surveillance program.

- ~~2. The Senior Administrator, Facility Management Services, through the Superintendent of Facility Management Services is responsible for the life-cycle management of the authorized facility video surveillance systems including the specifications, equipment standards, installation, maintenance, replacement, disposal and signage and principal training at the Board HCDSB sites. The Senior Administrator Superintendent of, Facility Management Services, is also responsible for the technical aspects of the video surveillance systems.~~
- ~~3. The Manager, Privacy, Records and Information Management Services is responsible for the development and review of the operational policy and procedure, along with the coordination and performance of audits. The Manager, Privacy, Records and Information Management Services is also responsible for the Board HCDSB's responsibilities under the applicable Acts.~~
- ~~1-4. The Principal will have access to video surveillance systems at their designated school and assigned transportation vehicles. Access to the system, where appropriate and where escalation demands, is to support the Principal in their school administrative duties to provide a safe environment for students and staff. The Principal shall accomplish this in accordance to Board HCDSB policies and procedures.~~
- ~~1. The Principal or designate of school/sites having a video surveillance system is responsible for the day-to-day operation of the system in accordance with the policy, guidelines, and direction/guidance that may be issued from time to time.~~
- ~~5. Halton Student Transportation Services (HSTS) Manager is responsible for ensuring transportation providers are meeting their contractual obligation with respect to providing video surveillance systems on designated vehicles. Contractual obligations include the installation and maintaining of authorized transportation video surveillance system; entering and adhering to a data sharing agreement with the Board HCDSB; the storage of data a video footage; and training of employees to meet these obligations and adhering to Board HCDSB Policies. )Manager is responsible for ensuring contracted transportation providers have video surveillance equipment installed on selected transportation vehicles and for ensuring that data sharing agreements are in place with all Board contracted transportation vendors. The HSTS Manager may request an internal investigations through the Manager of Privacy and Records Management –in accordance with HCDSB Policies and Procedures, where there has been an observed or reported incident, where there is a known reported or observed incident, concern/issue in accordance with Board policies and procedures.~~
- ~~— The Board solicitor is responsible for the provision of legal advice related to the Board's obligations under the applicable Acts.~~
- ~~2-6. Information Technology Services provides technical support for setup and retrieval of surveillance footage as requested.~~

## Requirements

### 1. Planning Criteria for Video Surveillance Systems



1.1. To ensure the safety of individuals and the protection of their well-being and as a deterrent and detection mechanism against vandalism to building and property, video surveillance cameras may be used according to the following criteria:

~~1.1.1.~~

~~1.1.2.1.1.1.~~ To protect public security or reduce criminal and other illegal activity;

~~1.1.3.~~

~~1.1.4.1.1.2.~~ To deter and/ or assist in the identification of individuals that may put students, staff and public at risk at ~~Board~~ HCDSB schools and properties;

~~1.1.5.~~

~~1.1.6.1.1.3.~~ To respect the principles of the *Municipal Freedom of Information and Protection of Privacy Act*, the *Safe Schools Act*, and the *Education Act*;

~~1.1.7.1.1.4.~~ To provide surveillance without limiting general public activities;

~~1.1.8.1.1.5.~~ Video surveillance may be installed without notice as part of a specific investigation where criminal activity is suspected.

1.2. ~~The Halton Catholic District School Board~~ HCDSB will endeavor to ensure the proposed design and operation of video surveillance system minimizes privacy intrusion to that which is ~~absolutely necessary~~ necessary to achieve its required, lawful goals.

1.3. Any agreements between ~~the Halton Catholic District School Board~~ HCDSB and service providers must indicate all video surveillance programs are under ~~the Board~~ HCDSB's custody and control and are subject to this policy.

1.4. A service provider who ~~is considered to be~~ is in breach of this Policy and the applicable acts may lead to penalties and up to the termination of the contract. In addition, full legal action and an investigation may be required, depending on the nature of the breach of this policy.

1.5. An employee of a service provider must sign a written agreement regarding their duties and confidentiality under this Policy and the applicable acts.

#### ~~The Design, Installation and Operation of Video Surveillance Equipment~~

~~The Board shall maintain control of, and responsibility for, the video surveillance system at all times.~~

~~Reception equipment such as video cameras, audio or other devices should only be installed in identified public areas where video surveillance is a necessary and a viable detection or deterrence activity. Appropriate areas for video surveillance include entrances, exits, general purpose areas, corridors, classrooms, labs, and shops, offices, receiving areas, parking lots and exterior building perimeter. The equipment will operate~~



~~up to 24 hours/seven days a week and within the limitation of the system, for example digital or tape, power disruptions and serviceability/maintenance.~~

~~The equipment will be installed in such a way that it only monitors those spaces that have been identified as requiring video surveillance. Cameras should not be directed to look through the windows of adjacent properties.~~

~~If cameras are adjustable by operators, this should be restricted, if possible, so operators cannot adjust or manipulate them to overlook spaces that are not intended to be covered by the video surveillance program.~~

~~Equipment will not monitor the inside of areas where students, staff and the public have a higher expectation of privacy, such as in change rooms or washrooms.~~

~~Reception equipment should be kept in a strictly controlled access area. Only controlling personnel, or those authorized in writing, should have access to the controlled access area and reception equipment.~~

~~Video monitors should not be in the position that enables public viewing of the images displayed.~~

~~Video recorded material shall be stored in a controlled access location outside of public view. Only designated personnel will have access to this location and to video recorded material.~~

~~Periodic maintenance of video surveillance equipment shall be the responsibility of Facility Services, according to a schedule that will ensure efficient operation of the system.~~

2. The Design, Installation and Operation of Video Surveillance Equipment according to current HCDSB design standards.

~~1.6.2.1. The Board/HCDSB shall maintain control of, and responsibility for, the video surveillance footage/system at all times.~~

~~1.7.2.2. Video monitors should not be in the position that enables public viewing of the images displayed.~~

~~2.3. Video recorded material shall be stored in a controlled access location outside of public view.~~

~~1.8.2.4. Only designated personnel will have access to this location and to video recorded material.~~

~~1.9.2.5. Periodic maintenance of video surveillance equipment shall be responsibility of Facility Services, according to a schedule that will ensure efficient operation of the system.~~





### **Elementary Schools**

~~Initially equipped with up to one camera as determined by Facility Services and the school, an optional 20" monitor, digital recorders and a system that can be expanded up to nine cameras.~~

~~The school shall have the flexibility to locate up to four cameras within the placement guidelines of this policy.~~

~~Facility Services shall have the flexibility to locate up three cameras within placement guidelines of this policy.~~

~~A static IP address is provided for remote network recording and monitoring capabilities.~~

### **Secondary Schools**

~~Initially equipped with up to sixty cameras as determined by Facility Services and the school, an optional 20" monitor, digital recorders and a system that can be expanded up to one hundred cameras.~~

~~The school shall have the flexibility to located up to eight cameras within the placement guidelines of this policy.~~

~~Facility Services shall have the flexibility to locate up eight cameras within placement guidelines of this policy.~~

~~A static IP address is provided for remote network recording and monitoring capabilities.~~

~~Equipment shall be digital with LAN network readiness.~~

~~Facility Services reserves the right to make and approve all changes deemed necessary to the design recommendations for the betterment of the safe school program measures and equipment design practice or enhancement.~~

### **2.3. Notice Requirement:**

~~2.1-3.1. In accordance with MFIPPA, signs providing notice shall be installed at all properties, and on transportation services vehicles, operated by the Board/HCDSB when video surveillance systems are in use. Signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is, or may be, in operation before entering the area.~~

~~2.2-3.2. Notification requirements of this sign must inform individuals of the legal authority for the collection of personal information, the principle purpose(s) for which the personal information is intended to be used, the title, business address, and telephone number of someone who can answer questions about the collection, see Appendix "A".~~

~~2.3-3.3. The Board/HCDSB will provide notice annually through the Family Information Consent Form and to the public on the Board's/HCDSB website as well as a link on each of the School~~



~~websites. The notice shall be clear, language neutral along with a graphic depiction of the use of video surveillance.~~

### **3.4. Confidentiality**

~~3.1.4.1. Access to the personal information collected under a video surveillance system on a given site is only afforded provided to Board HCDSB authorized employees and contracted service providers with specific duties pertaining to the supervision, operation and maintenance of the system and for the proper, secure storage and destruction of video recordings regardless of the software medium used to store images.~~

~~3.2.4.2. All video footage that is uploaded from the video surveillance software will be place on an encrypted storage device in the source, be it a USB key, DVD, CD and any other manner of storing the personal information captured by video surveillance.~~

~~3.3.4.3. Any aAgreements between the Board HCDSB and contracted HSTS service providers shall must state that the records dealt with or created while delivering a video surveillance program are under the Board HCDSB's control and are subject to the Municipal Freedom of Information and Protection of Privacy Act MFIPPA.~~

~~3.4.4.4. Board HCDSB employees and contracted service providers will comply with the requirements of this policy and the Municipal Freedom of Information and Protection of Privacy Act in performing any duties related to an Board HCDSB-approved video surveillance system.~~

~~3.5.4.5. Board HCDSB employees and contracted service providers will be subject to discipline, up to and including termination of employment or service to the site, for knowingly or deliberately breaching this policy or the provisions of the Municipal Freedom of Information and Protection of Privacy Act or other relevant statutes.~~

~~3.6.4.6. Where a service provider fails to comply with this policy or the provisions of the Municipal Freedom of Information and Protection of Privacy Act, such a failure will be considered to be a breach of contract leading to penalties that include but are not limited to contract termination.~~

~~3.7.4.7. Board HCDSB employees and the employees of service providers performing any duties related to the operation of an Board HCDSB approved video surveillance program are required to sign an undertaking of confidentiality. See Appendix D~~

#### **Notice:**

~~In accordance with MFIPPA the Board must In order to provide notice to individuals that video surveillance is in use:~~

~~The Board shall post Post signs, visible to student, staff and members of the public, at all entrances and/or prominently displayed on the perimeter of the grounds under surveillance regarding the use of Video Surveillance.~~

~~Notification requirements of this sign must inform individuals of the legal authority for the collection of personal information, the principle purpose(s) for which the personal~~



~~information is intended to be used, the title, business address, and telephone number of someone who can answer questions about the collection, see Appendix “A”.~~

~~The Board will provide notice to the public on the Board’s website as well as a link on each of the School websites. The notice shall be clear, language-neutral along with a graphic depiction of the use of video surveillance.~~

### **Access to Video Surveillance Footage**

#### **1. Principal Access to School Video Surveillance Footage**

- ~~1.1. Access to recorded material shall be limited to the Principal, for person designated by the Principal, or designate, an BoardHCDSB Supervisory Officer -and/or the Manager of Privacy, Records and Information Management.~~
- ~~1.2. Access to the digital video recorder (DVR) should be limited to the Principal for person designated by the Principal or designate, and/or an BoardHCDSB Supervisory Officer.~~
- ~~1.2. Appendix “AB”, Part A – Video information of the instance of Access Form should be completed when accessing the DVR to copy a video image to a portable device. This is to manage and track the lifecycle of the video surveillance footage and to ensure it is kept in accordance with the HCDSB records retention schedule.~~

#### ~~**Principal or Designate Access to Video Footage on BoardHCDSB Provided Transportation Vehicles**~~

#### ~~2.~~

- ~~1.3-2.1. Access to recorded material shall be limited to the Principal or designate, an BoardHCDSB Supervisory Officer, the Manager of Privacy, Records and Information Management and the Manager of Halton Student Transportation Services.~~
- ~~1.4-2.2. Access to the digital video recorder (DVR) should must be limited to the Manager of Student Transportation Services or Designate when the vehicle is being used for BoardHCDSB contracted transportation services.~~
- ~~1.5. Third Party Transportation providers must also have process in place to ensure that access to video surveillance footage recorded on Board provided Transportation services is limited, protected and only HSTS authorized employees of the Board contracted service provider have access to the footage.~~
- ~~1.6-2.3. When video footage is requested by a school principal, the request will be done through the Manager of HSTS or designate, and the Family of Schools Superintendent will be informed.;~~
- ~~1.7-2.4. The Manager of HSTS will ensure that the Access Form is completed prior to release of any footage to a school principal. Appendix “B2”, Part A – Video information of the~~



instance of Access Form should be completed when accessing the DVR to copy a video image to a portable device.

**All other access requests for footage from Board Transportation Services must be managed through the Manager of Halton Student Transportation Services in coordination with all affected parties.**

### **3. Access to Video Surveillance Footage: Law Enforcement**

3.1. If access to a video surveillance record is required for the purpose of a law enforcement investigation, the requesting Officer must complete a Law Enforcement Request Form, Appendix "C", and forward the form to the Manager, Privacy, Records and Information Management or their designate.

3.2. The Manager of Privacy, Records and Information Management will reach out to the Information Technology or HSTS for the required surveillance footage.

3.3. The Manager, Privacy, Records and Information Management or designate, will provide the recording for the specified date and time of the incident.

3.4. A copy of the request will be kept by the HCDSB according to the Records Retention Schedule.

1.8.3.5. The Manager of Privacy, Records and Information Management, or designate, will record the following information in the facility's video logbook:

1.8.1.3.5.1. The date and time of the original, recorded incident including the designated name/number of the applicable camera and DVR. For example, Name of Secondary School, main hallway, camera 1;

1.8.2.3.5.2. The time and date the record was copied and provided to the requesting Officer;

1.8.3.3.5.3. The name and title of the individual who made the copy for the requesting Officer;

1.8.4.3.5.4. If the record will be returned or destroyed after use by the Law Enforcement Agency.

### **Formal Access Request Process All other access requests for Video Surveillance Footage**

#### **2.4. Bus Operators, Parents, External Third Parties**

2.1.4.1. All external other requests for video records/records/surveillance footage should must be directed to the Manager, Privacy, Records and Information Management for processing.

2.2.4.2. A person requesting access to a records/video surveillance footagerecords should make a formal Freedom of Information request in writing either in the form of a letter or the prescribed form, (insert a video surveillance request form) and submit it to the Manager, Privacy, Records, and Information Management. The individual requesting the information must:

- ~~2.3.4.3. Provide sufficient detail, such as the approximate time and date, the location – if known – of the incident, to enable an experienced employee of the Halton Catholic District School Board HCDSB, upon reasonable effort, to identify the record; and,~~
- ~~2.4. At the time of making the request, pay the prescribed fees as provided for under the Municipal Freedom of Information and Protection of Privacy Act.~~
- ~~2.5. The Board HCDSB may levy charge additional fees to prepare and redact, as per MFIPPA, MFIPPA, to redact or blur images as may be required; That cost of redacting video images will be forwarded directly to the requestor. any information that is outside of the scope of the request.~~
- ~~2.6.4.4. The Board HCDSB has the ability to may redact or remove personal information of individuals that may have been captured on the video surveillance and would be considered exempted information by using tools and techniques such as~~
- ~~2.7.4.5. Digitizing analogue footage to enable the use of more powerful editing tools;~~
- ~~2.8.4.6. Blacking out or blurring images of individuals that are not subject to the request; and~~
- ~~4.7. Removing the sound of voices~~

~~Access: Law Enforcement~~

~~If access to a video surveillance record is required for the purpose of a law enforcement investigation, the requesting Officer must complete a Law Enforcement Request Form, Appendix “C”, and forward the form to the Manager, Privacy, Records and Information Management or their designate. The Manager, Privacy, Records and Information Management or designate, will provide the recording for the specified date and time of the incident. A copy of the request will be kept by the Halton Catholic District School Board according to the Records Retention Schedule.~~

~~The Manager of Privacy, Records and Information Management, or designate, will record the following information in the facility’s video logbook:~~

~~The date and time of the original, recorded incident including the designated name/number of the applicable camera and DVR. For example, Assumption Secondary School, main hallway, camera 1;~~

~~The time and date the record was copied and provided to the requesting Officer;~~

~~The name and title of the individual who made the copy for the requesting Officer;~~

~~If the record will be returned or destroyed after use by the Law Enforcement Agency.~~

~~Viewing Images~~

~~When recorded images from the cameras must be viewed by law enforcement or for investigative reasons, this must only be completed by an individual(s) authorized by the Halton Catholic District School Board in a private, controlled area that is not accessible to other staff and/or visitors as outlined in Principles #5.~~

**Commented [JN1]:** Information reworded and included in Sect. 3, above



**Retention, Secure Storage, Access to, And Disposal of Video Records:**

~~Video recorded material on a portable device, that is encrypted, which may contain elements of proof shall be stored in a locked, secure location to ensure integrity of information, and to be available should law enforcement request them.~~

~~Access to recorded material shall be limited to the Principal (or person designated by the Principal), a Board Supervisory Officer and/or the Manager of Privacy, Records and Information Management.~~

~~Access to the digital video recorder (DVR) should be limited to the Principal (or person designated by the Principal) and/or a Board Supervisory Officer. Appendix "A", Part A— Video information of the instance of Access Form should be completed when access the DVR to copy a video image to a portable device.~~

~~Recorded data on the DVR shall be maintained for a maximum of thirty (30) days.~~

~~A portable device on which video recorded material is stored and encrypted (including a computer drive, CD-ROM, USB drive, or any other device used to store video recorded material) must be labeled and securely stored and, in accordance with the Record Retention Schedule, be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved. Appendix "A", Part B— Destruction of Video Recorded Data of the Instance of Access Form must be completed.~~

~~If video recorded material on a portable device is required as part of an ongoing school investigation, it shall be retained for a least one year and in accordance with the records retention schedule.~~

~~The Manager, Privacy, Records and Information Management, shall approve the release of records when law enforcement request to view, or to take a copy of, video images. In all cases when video images are released as part of a police investigation (see video release form to law enforcement) must be completed.~~

~~Whenever video recorded material is used as part of an investigation or disciplinary action involving a student, the student and his/her parent/guardian shall be permitted to view the recorded material in question with school personnel. However, the confidentiality of others must be protected.~~

~~Any student, staff member or member of the public who has been recorded by video surveillance equipment has a general right of access to his or her personal information under section 36 of MFIPPA. This right is recognized. However, Section 38(b) of MFIPPA, unjustified invasion of another individual's privacy, may apply.~~

~~Access to an individual's own personal information in these circumstances may depend upon whether affected third parties consent to the disclosure, or whether any exempt information may be severed from the record.~~

~~Redacted or blurring images may be required, however, the process can be costly. That cost of redacting video images will be forwarded directly to the requestor.~~

Commented [JN2]: Reworded and included in Sections 5 & 6 below



~~This procedure will be reviewed every three years. This procedure will be reviewed every three years.~~

~~Principals shall respond to any inadvertent disclosures of personal information based on direction provided by the Director of Education for the Halton Catholic District School Board. Any breach of this policy shall be reported to the appropriate Superintendent and the Manager, Privacy, Records and Information Management.~~

~~3.5. Retention and Secure Disposal of Video Surveillance Footage~~

~~3.1.5.1. Unviewed recorded~~~~Recorded~~ footage – retained for 30 days

~~3.2. Footage viewed for review – one year from review~~

~~5.2. Footage used in disciplinary investigation – retained for one year from date of incident~~

~~6. Disposal~~

~~6.1. Video Surveillance footage must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved. Appendix “A”, Part B – Destruction of Video Recorded Data of the Instance of Access Form must be completed and Appendix E Storage Device Disposal Record.~~

~~4.7. Training:~~

~~4.1.7.1. All staff who have access to video surveillance will receive training in accordance with the roles and responsibilities under this policy.~~

~~4.2.7.2. All staff in the schools and/or at Board HCDSB sites will receive training on video surveillance, the Board HCDSB’s obligations, their responsibilities under MFIPPA, and how and if they may access video footage.~~

~~5.8. Audits~~

~~5.1.8.1. Although developing policies, procedures and providing training to all staff is a requirement under this procedure, it is also a requirement to ensure staff are complying to and have an understanding of their role(s).~~

~~5.2.8.2. To accomplish the above the Board HCDSB commits to verifying our compliance to the video surveillance policy and procedures through audits. The Manager, Privacy, Records and Information Management will perform regular audits of the access the Video Surveillance system.~~

~~5.2.1.8.2.1. These audits will be forwarded by Information Technology (IT) Services to the Manager, Privacy, Records and Information Management Services on a regular basis for review by the Manager.~~

~~5.2.2.8.2.2. The Manager, Privacy, Records and Information Management Services will also complete spot audits, on an unscheduled basis, at all Board HCDSB facilities, including schools. These spot audits will review:~~

~~5.2.2.1.8.2.2.1. Position of the Video Surveillance viewing station and camera views,~~



~~5.2.2.2.8.2.2.2.~~ Records kept at the School or facility regarding viewing and downloading of information,

~~5.2.2.3.8.2.2.3.~~ Signage at the site,

~~5.2.2.4.8.2.2.4.~~ Access to the video system, etc.

**Responsibilities:**

- ~~2. The Director of Education is responsible for the Board's overall video surveillance program.~~
- ~~3. The Senior Administrator, Facility Management Services, through the Superintendent of Facility Management Services is responsible for the lifecycle management of the authorized facility video surveillance systems including the specifications, equipment standards, installation, maintenance, replacement, disposal and signage and principal training at the Board sites. The Senior Administrator, Facility Management Services, is also responsible for the technical aspects of the video surveillance systems.~~
- ~~4. The Manager, Privacy, Records and Information Management Services is responsible for the development and review of the operational policy and procedure, along with the coordination and performance of audits. The Manager, Privacy, Records and Information Management Services is also responsible for the Board's responsibilities under the applicable Acts.~~
- ~~5. The Principal of school/sites having a video surveillance system is responsible for the day-to-day operation of the system in accordance with the policy, guidelines, and direction/guidance that may be issued from time-to-time.~~
- ~~6. The Board solicitor is responsible for the provision of legal advice related to the Board's obligations under the applicable Acts.~~

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:  
Director of Education and Secretary of the Board





**APPENDIX “A”**

Notice to Students, Parents and Guardians \_\_\_\_\_

To: All Students, Parents and Guardians

From: School Administrator

Date:

Re: Video Surveillance

The Halton Catholic District School Board is equipped with a video surveillance system. The video surveillance system is in all Elementary and Secondary schools, as well as in all other Board properties.

The purpose of the video surveillance system is to protect the well-being and security of students, staff and visitors. It is also a deterrent and identification tool for vandalism, criminal or other illegal activities. The use of video surveillance is part of an overall plan to create a safe and nurturing learning environment for all of our students.

All information obtained by video surveillance is confidential and will only be provided to law enforcement authorities when criminal or other illegal acts are suspected. All video recorded material will be destroyed within thirty (30) days of being recorded unless it is used as part of an investigation.

All information is managed in accordance with the Halton Catholic District School Board policy for Video Surveillance, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Safe Schools Act* and the *Education Act*. All Board policies are available on the Board's website.

For more information, please contact the Principal of your child's school or the Director of Education at 905.632.6300.



Appendix "A"

**School Video Surveillance Cameras**

**Instance of Access Form – School Cameras – Principal Use**

Part A – Video Information
School: _____
<b>Name of Principal:</b> _____
Copy Date: _____
Location of Camera: _____
Date of Incident: _____
Surveillance Period: _____

Part B: Destruction of Video Recorded Data Log
Date: _____
Date of Destruction: _____
Destruction by: _____

\*NB: If video recorded material is on a portable device as required as part of an on-going investigation, is it shall be retained for at least one year

\*If video images are released as part of a law enforcement investigation, the Board shall maintain a copy of the released material in accordance with the Records Retention Schedule.



**Appendix B**

Transportation Services Video Surveillance Cameras Request for Release Form

Instance of Access Form

**PART A – For use by Principal ~~Transportation Service's~~**

School: \_\_\_\_\_

Name of Principal Requesting Footage: \_\_\_\_\_

Bus #: \_\_\_\_\_

Route#: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time of Incident: \_\_\_\_\_

**PART B - For use by Halton Student Transportation Services**

Bus Company: \_\_\_\_\_

Footage recovered by: \_\_\_\_\_

Footage sent to Principal: \_\_\_\_\_

Date Footage Sent: \_\_\_\_\_

**PART C – Destruction – For use by Principal**

Reason for Destruction: \_\_\_\_\_

Date of Destruction: \_\_\_\_\_

Destruction by: \_\_\_\_\_

**Cc: Manager of Privacy and Records Information Management**

\*NB: If video-recorded material is on a portable device as required as part of an on-going investigation, it shall be retained for at least one year

\*If video images are released as part of a law enforcement investigation, HCDSB shall maintain a copy of the released material in accordance with the Records Retention Schedule.



Appendix “C”

**VIDEO REQUEST  
Halton Regional Police Service**

The following information must be forwarded at the time of each video request that is forwarded to the Halton Catholic District School Board. **Note: Camera footage is only kept for 20-30 days**

This information may be sent to the Board [Office](#) in an email, voicemail or on in the form below:

**Mandatory Information for Video Requests**

<b>Name of officer and rank requesting information</b>	
<b>Date of request</b>	
<b>Badge number</b>	
<b>Incident/occurrence number</b>	
<b>Location of incident</b>	
<b>Date and Time of incident</b>	
<b>Time range for video capture</b>	
<b>Reason for request (i.e. investigation)</b>	
<b>Description of what you are looking for (i.e. assault at in school parking lot)</b>	
<b>Describe which camera(s) you would like (i.e. name of school and area(s), school gym, front entrance, etc.)</b>	
<b>Additional information that may assist the Board in fulfilling the request</b>	
<b>Number of copies made at time of request</b>	



<b>Name of Person contacted by HRPS (i.e. Principal, V.P.)</b>	
<b>Name of responsible Superintendent contacted at time of request (please print)</b>	
<b>Name of Technician who made the true copy (please print)</b>	
<b>Technician signature</b>	
<b>Contact information of Technician (please print)</b>	
<b>Date copy made</b>	
<b>Date copy picked up</b>	
<b>Name and badge number of HRPS officer (picking up record &amp; please print)</b>	
<b>Signature of HRPS officer</b>	
<b>For additional information and assistance please contact <a href="mailto:privacy@hcdsb.org">privacy@hcdsb.org</a></b>	



## Appendix “D”

### Confidentiality Undertaking

I (~~Insert Name~~) am a member or representative of the Halton Catholic School Board, (called “my organization”).

I will be meeting with the Halton Catholic School Board (called the “Board”) for the purpose of providing advice and recommendations to the Board in respect of (~~Insert Role of Individual~~).

I acknowledge that:

- (1) I will acquire certain knowledge or receive written or oral information (called “the Information”) which is either non-public, confidential or proprietary to the Board; and
- (2) The interests of the Board may be irreparably harmed if unauthorized parties obtain the Information.

Except as provided in the following two paragraphs of this Undertaking or as may be required by law, I undertake to keep all information confidential.

I will not, without the written consent of the Board reveal or disclose the Information to anyone or use the Information either directly or indirectly for any purpose other than to provide advice and recommendations to the Board in connection with my portfolio and/or area of expertise with the Board.

I undertake not to copy or circulate the Information except in accordance with the written direction of the Board. I will maintain all Information in a secure place and in accordance with the *Education Act*, and the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and return it to the Board upon written request to do so. I will not initiate or respond to any external inquiry relating to my portfolio (~~insert name of Division(s)/Department(s) under supervision~~).

Unless otherwise required by law or following receipt of the Board’s written consent, I will not disclose to any person (other than to appropriate persons within my organization or other persons authorized by the Board) any information about the Board, and their partners. This includes any and all matters discussed during meetings with the Board.

I acknowledge:

- (1) any delay or failure by the Board in exercising its rights, powers or privileges under this Undertaking does not free me from the obligations in this Undertaking; and
- (2) should the Board only partially exercise its rights, powers and privileges, the partial exercise of such rights, powers or privileges does not preclude the Board from exercising any other rights, powers or privileges.

I undertake to abide by the terms of this Undertaking and I declare that there is no actual or potential conflict of interest arising out of my participation in the meetings with the Board.

### Acknowledgement of Confidentiality

I, \_\_\_\_\_ understand that as part of my position, I may be required to handle personal information provided to my employer by the District School Board (the “Board”) or collected by my Employer on behalf of the Board. I understand that this information is subject to regulation under the *Municipal Freedom of Information and Protection of Privacy Act* (“MFIPPA”). I understand and agree that I will limit my use and/or disclosure of such information to those



purposes expressly authorized by the Board. Further, I understand and acknowledge the obligations upon my employer under its agreement with the Board and pursuant to the provisions of MFIPPA with respect to access, security, confidentiality, retention, and disposal of personal information and shall comply with such obligations.

Signature:

Witness Signature:

Name (please print):

Name (please print):

Date:

Date:

DRAFT



**Appendix "E"**

Storage Device Disposal Record

Storage Device			Disposal		
ID #	Type of Device	Location In-use or Used	Method of Disposal and reason	Date and Time of Disposal	Print Name and Signature



<b>Community Use of School Facilities</b>	
<b>Adopted:</b> April 1, 2019	<b>Last Reviewed/Revised:</b>
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a> <a href="#">VI-49 Use of School Facilities Election Day</a> <a href="#">I-14 Smoking – Vaping Ban</a> <a href="#">II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools</a>	

## Purpose

To outline the procedures and practices exercised by the Halton Catholic District School Board for community use of school facilities permits, in accordance with Board policies and procedures, and school use requirements.

## Application and Scope

This administrative procedure applies to:

- All school sites, buildings, facilities, playfields, playgrounds, parking lots, furniture and equipment under the jurisdiction of the Board;
- All eligible community members, groups, organizations, institutions and agencies making application for use of Board property;
- Eligible users who complete and gain approval for a community use of school facilities permit issued under this policy and associated procedures.

## Definitions

**Permit Applicant** – an individual submitting the request for the use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

**Permit Holder** – an individual that has been granted a community use of school facilities permit for the use of a Halton Catholic District School Board facility or property, for a specific date, time and use. The Permit Holder is identified on the community use of school facilities permit.

**Community Use of School Facilities Permit** – a document granting the Permit Holder use of a Halton Catholic District School Board facility or property, for a specific date, time and use.



## Principles

Commented [MR1]: Includes policy Principles

- Use of school grounds and community use of school facilities will be in accordance with the Board's policies and procedures, including Board Policy II45 on Equity and Inclusive Education. The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.
- Use of school grounds and community use of school facilities will be in accordance with the Education Act, subsection 301(2) of Part XIII and the Provincial Code of Conduct 301(3.1); whereby the Halton Catholic District School Board entering into agreement with another person or entity, other than the Board, respecting the use of a school operated by the Board, the Board shall include in the agreement a requirement that the person or entity follow standards that are consistent with the code of conduct. 2012, c.5, s.10 (2).
- The Halton Catholic District School Board recognizes the importance of fostering cooperation with community organizations and endorses the concept of "Community Use of School Facilities" and therefore maintains appropriate procedures, rules and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.
- It is understood that a priority will be accorded to the educational program of the school and to the protection of buildings, facilities, playfields, parking lots, grounds, furniture and equipment.
- The Board recognizes that as a publicly funded body and responsible community member, school buildings, facilities, playfields, parking lots, grounds, furniture and equipment should reasonably be made available to eligible Permit Applicants for community use where such use does not impede or compromise the educational programs offered in the Board's schools or interfere with custodial and maintenance work programs, or violate the Board's Governing Values or the core values of the Catholic Church.
- The Board recognizes while making its buildings, facilities, playfields, parking lots, grounds, furniture and equipment available for community use, there is a need to recover certain costs associated with such usage by community groups, organizations, agencies or individuals.
- The Board recognizes that a schedule of fees and cost recoveries should reflect the varying nature and purpose of community use of its school facilities and property.
- Formal agreements based on mutual benefit may be established with organizations, such as the Diocese of Hamilton, the municipalities of Halton Region, local community colleges and universities.
- The issuance of permits under this policy shall not establish a rental contract or otherwise between the Halton Catholic District School Board and any individual, group or organization. Board staff may at any time, regardless of whether a fee has been paid, withdraw the use of any school building, facility, playfield, parking lot, grounds, furniture or equipment, if in the



opinion of the Board, in its unfettered discretion, the use to which Board property is to be or is being put is incompatible with the Board's mandate or not in the best interests of the Board or the community.

- Community use of school facilities permits are not granted to individuals or groups unless liability insurance coverage acceptable to the Board is provided through a recognized organization, by a third-party insurance carrier or purchased through the Board.
- Community use of school facilities permits are not granted to individuals or groups unless a Board representative, or a responsible person acceptable to the Superintendent of Facility Management Services, is on duty at the school site during the permitted event to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board's property, respond to any emergency situations and secure the school at the completion of the program. Any and all costs associated with additional custodial staff time required to accommodate a Permit Applicant shall be charged to the Permit Applicant at a rate determined by the community use of school facilities office.

## Requirements

Commented [MR2]: requirements from the policy.

The Board has many longstanding partnerships and agreements with various community partners and groups. As such, access to school grounds and the community use of school facilities shall be in accordance with existing agreements in place with the municipal parks and recreation departments and other community groups.

Refer to Board Permit Conditions for Community Use of School Facilities Permits ( Appendix A)

The following principles are to be observed, pertaining to the logistics of community use of school facilities permits:

- School grounds are typically available for public use during the following hours:
  - a) school days: 6:00 p.m. – 10:00 p.m.;
  - b) non-school days: 8:00 a.m. – 10:00 p.m.;
  - c) alternate arrangements may be granted upon request, subject to approval by the Superintendent of Facility Management Services.
- A Board Custodian(s) shall be on duty and will have the authority to demand corrective action by the Permit Holder and/or shut down the event. The Permit Holder will pay all applicable custodial costs. No exceptions.
- Facilities shall not be altered in any way to suit the users.
- All necessary equipment shall be provided by the users.
- Parking shall be restricted to designated areas. It shall be the responsibility of the users to control parking.

All community use of school facilities permits shall be issued based on the following principles:



- A community use of school facilities permit application is required for all bookings. The Superintendent of Facility Management Services or designate will review all applications and may issue a permit for the use of appropriate areas of Board premises.
- Community use of school facilities permits change from time to time as users and the Board make modifications to bookings. Permit Holders shall have a printed copy of the latest community use of school facilities permit on-site during their use of a Board facility or property to show to Board staff. In the event of a discrepancy between the Permit Holder's community use of school facilities permit and the Board's copy, the Board's copy shall prevail. Up to date community use of school facilities permits can be printed by Permit Holder's through the Board's electronic permitting portal.
- Community use of school facilities permit applications and approval procedures, partnerships and reciprocal agreements are established such that Board programs, Board or school sponsored activities, continuing education, adult learning programs, custodial and maintenance work programs and facility repairs are given first priority.
- Board and school sponsored events such as Catholic School Council meetings, parent interviews, celebrations, sporting events, concerts, school fundraisers, etc., receive first priority. Therefore, Principals must submit their school use requests by April 30<sup>th</sup> for the following school year to assist the community use of school facilities office in scheduling the use of school facilities.
- School staff shall plan their after regular school hours facility needs in advance of the school year, so as not to cause unnecessary cancellation of community use of school facilities permits after they have been issued.
- Parish sponsored events shall receive priority after Board or school sponsored events and before other community groups.
- The Board reserves the right to cancel a community use of school facilities permit at any time without cause or sufficient notice, and in the event of such cancellation, there shall be no claim or right to damage or reimbursement on account of any loss, damage or expense incurred by the Permit Applicant.
- All Permit Holders must provide evidence of the following, where applicable:
  - Sponsorship by a recognized organization and the name, mailing address, telephone number and/or fax number and e-mail address of a contact person;
  - Certificate of appropriate liability insurance coverage or purchased liability insurance through the Board;
  - Any licence or permit required by a government authority.
- All time limits as defined on the permit issued shall be observed.
- The Permit Holder must provide appropriate notice for the postponement and/or cancellation of a permit, in accordance with the Board's permit conditions, which are provided to the Permit Applicant at the time of application.



- The determination of user group classification categories, rental rates, insurance rates, processing fees, custodial rates and other applicable costing shall be as determined by Board staff.

In order to protect the Board's property and to reduce unnecessary hazards to individuals or groups within the neighbourhood who may be using the grounds, the following principles have been adopted:

- The unauthorized use of school grounds by any type of motorized vehicle is strictly prohibited
- The issuance of a community use of school facilities permit is subject to the terms and conditions approved by the Board. Any individual or group that cannot agree to the terms and conditions for the use of school facilities shall not be issued a permit.
- If a community use of school facilities permit has been issued and the terms and conditions of the agreement have been breached, the permit will be cancelled immediately.
- Permit Holders will be held responsible to the Board for costs associated with any and all damage to the buildings, facilities, playgrounds, parking lots, grounds, furniture or equipment.
- Permit Holders must comply with all Board Policies on "Smoking Ban", "Safe Schools", "Substance Abuse", "Harassment/Abuse & Neglect" and other applicable policies.
- Permit Holders must comply with all provincial and municipal fire safety standards and regulations.
- The Permit Holder shall be 18 years of age or older, accepts full and personal responsibility for the conduct and supervision of all persons admitted to school buildings and grounds, and is accountable for any and all damages as a result of the use of school property.
- The Permit Holder must be in attendance on the school property during the times and uses to which the permit applies, unless alternate satisfactory arrangements have been made with the Superintendent of Facility Management Services or designate.
- Proof of appropriate insurance coverage as determined by and satisfactory to the Board shall be provided to the Board before a community use of school facilities permit is issued.
- No alcohol use shall be allowed on Board property except for school mass or events that are approved in writing by the Director of Education.
- The Permit Applicant is responsible for decision-making during the event and must be able to assume the lead role in facilitating and controlling all aspects of the event. All event workers must also be available to assist in maintaining control at the event.
- The Board will not be responsible for any costs or losses incurred by the Permit Holder or their patrons or guests if Board staff deems it necessary to close down an event prematurely due to a violation of the Board Policy or Procedures while on Board premises.



**Procedure No. VI-64** | Community Use of School Facilities

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APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*

**BOARD PERMIT CONDITIONS  
for Community Use of School Facilities Permits**

1. Adult supervision for youth organizations shall be provided **at all times**.
2. Permit Applicants shall be responsible for the conduct and supervision of all persons admitted to the school premises.
3. The Permit Applicant agrees to ensure that all groups from their organization using the boards facilities, follows the Halton Catholic District School Boards Medical Conditions Policy II-42 and the following protocols: anaphylaxis, asthma, diabetes and concussions. Copies of these policies and respective procedure can be found on the HCDSB website.
4. Custodians are to be on duty to supervise all permits, in accordance with the Board's Community Use policy. Applicable custodian supervision charges determined by Board must be paid by the Permit Applicant.
5. The Permit Applicants' failure to take proper security measures when leaving school premises shall result in the cancellation of this Agreement.
6. Use of the facilities is restricted to the purposes expressly stated on this form and to the areas, dates and times as approved by the Board staff.
7. Use of the school equipment is not permitted and storage of Permit Applicants' equipment on school premises is prohibited, unless such use of storage has been approved by authorized Board staff.
8. Use of any narcotics as defined in the Narcotic Control Act is strictly prohibited. Use of alcoholic beverages is strictly prohibited.
9. Games of chance, lotteries or gambling in any form, other than to raise charitable funds, are prohibited. All uses must comply with applicable statutes.
10. Issuance of keys to Permit Applicants is prohibited.
11. The Permit Applicant shall be liable for, and shall be charged with, the full costs of repairs resulting from damage caused through use. All damages are to be reported immediately to Board staff.
12. The Board shall not be responsible for personal injury, damage, loss, or theft of clothing or equipment owned by the Permit Applicant or persons associated with the Permit Applicant or anyone attending at the invitation of the Permit Applicant. The Board shall further be held free from all liability resulting from use of school facilities by the Permit Applicant.
13. The Permit Applicant must be 18 years of age or older.
14. The Permit Applicant shall ensure:
  - a. That this group should not infringe on the time booked by any other group and that the school shall be vacated by the time indicated on the permit.
  - b. ~~That there is a no smoking permitted anywhere on school property. That there is no smoking or vaping permitted anywhere on school property, in accordance with Policy I-14 Smoking - Vaping Ban. This includes the use of cannabis products on school property.~~

- c. That the type of program or entertainment to be provided during the term of the license by the Permit Applicant shall, at all times, confirm with the law and the rules and regulations of the Halton Catholic District School Board.
  - d. That vehicles will be parked on school grounds in designated parking areas only.
  - e. That no changes or alterations shall be made to any facilities unless expressly permitted and provided for in this Agreement.
  - f. That this group has an Emergency Action Plan in place to deal with emergencies while on School Property.
    - i. Posted near each classroom door exit is an emergency response plan. The school board has listed what to do in instances of emergency including evacuation, lockdown, hold and secure, shelter in place, and accidents/injuries.
    - ii. A bright yellow sign with the fire exit and alternate exit route plan is also located in every room in the school (classrooms, gymnasium, libraries) and posted next to each exit door.
15. The Permit Applicant agrees to indemnify and save harmless the School Board from all losses, claims, demands, costs, damages, suits of whatever nature or kind which may arise as a result of the Permit Applicant, its servants or agents, of the facilities licensed. The Permit Applicant shall provide proof of comprehensive liability insurance in the amount of at least Two Million Dollars (\$2,000,000.00). The insurance policy will name the Halton Catholic District School Board as an Additional Insured.
16. Notwithstanding the use granted by this license, facilities shall not be available on days during which schools have been closed by the Administration/Board because of inclement weather or other reasons. The Board does not undertake to provide snow plowing for Permit Applicants. School grounds shall be snow plowed according to the regular schedule established by the Maintenance Department of the board.
17. The Halton Catholic District School Board reserves the right to maintain supervision, care, custody and control of the facilities during the term of the permit through its employees or agents and the Board further reserves the right to revoke this permit at any time for any cause or causes which in its sole discretion may be deemed advisable through its employees or agents.
18. The term of yearly agreements shall be as negotiated with the Board and shall not exceed one school year in length.
19. New or renewal agreements shall be as negotiated with the Board each year.
20. Schools are closed during Christmas, March Break and Summer holidays and are not be used for any activity during this time unless such use is approved by authorized Board staff.
21. School activities take priority at all times.
22. The Board, through the Director of Education or designate, reserves the right to withdraw the permission for school use at any time and change or cancel these regulations.
23. Maximum attendance at any facility shall be governed by Fire Regulations and all exits must be kept free from obstruction at all times.



24. Payments must be paid in advance for all Permits, unless alternate arrangements have been approved by authorized Board staff or a credit card is stored within your online account to which your permit charges will be at the end of every month.
25. When Permit Applicants are to be accepted under the sponsorship of a Department of Recreation, the permit must be signed by an official of that Department of Recreation.
26. All after hours use of schools during the school year Monday to Friday must end at 10:00pm and all persons must vacate the school premises, unless such use is approved by authorized Board staff.

#### **Refund Policy**

1. Issued rental contracts may be cancelled through the online system with at least 10 working days notice prior to the booking date. Associated administrative fees will be applied.
2. A credit will be applied to your account to offset any future purchases.
3. Accounts that do not have a purchase balance will be refunded to the original credit card.
4. Cancellations with less than 10 working days' notice prior to the booking date will not be refunded or rescheduled.

#### **Privacy Statement for the Rentals application**

1. This site was designed to manage aspects of booking Halton Catholic District School Board facilities and associated services. In order to meet this objective, you must voluntarily provide personal or confidential information. The Halton Catholic District School Board along with the third party providers who manage this website and handle monetary transactions will hold in confidence and appropriately use personal and financial information collected and not share this information with other unauthorized parties.
2. Upon termination of the business relationship, third parties will return information to the Halton Catholic District School Board and destroy information collected.
3. Any personal information you do provide is managed according to the Municipal Freedom of Information and Protection of Privacy Act and/or the Education Act. The third-party provider will promptly notify the Halton Catholic District School Board of any unauthorized release of this collected information.

<b>Use of School Facilities – Election Day</b>	
<b>Adopted:</b> September 27, 2010	<b>Last Reviewed/Revised:</b> April 1, 2019
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a> <a href="#">VI-64 Community Use of School Facilities</a>	

## Purpose

To provide guidelines for all schools designated to accommodate electoral polling stations on Election Days.

## Application and Scope

This procedure will be in effect for all schools to accommodate electoral polling stations for any federal, provincial, or municipal elections.

## Requirements

- In the event that appropriate security is not assigned to the school by the election Returning Officer, the Superintendent of Facility Management Services will assign additional custodial or security staff to assist schools with election polling stations during school hours on Election Days.
- The assigned additional custodial or security personnel will be stationed outside of the polling station room to greet and direct visitors to the polling station and ensure that no voters or visitors go in the out of bounds areas of the school.
- The Election Day **pPlan** is to be developed for each school designated to accommodate an election polling station(s) in consultation with the School Administrator, the Superintendent of Facility Management Services or designate, or the Family of School's Superintendent as appropriate and the **eElection** Returning Officer or designate.
- An Election Day **pPlan** is to be developed to accommodate polling station needs such that the disruption to normal school operations is mitigated as reasonable as possible. In addition, potential student interaction with the general public is to be prevented to the extent possible.

- The Election Day **pPlan** is to include a school site plan and school floor plan(s) that identify the following:
  - Convenient designated parking area for election staff and voters;
  - Voter entry/exit door location;
  - Election Day greeter location;
  - Polling station location(s);
  - Designated washroom facilities for election staff and voter use to mitigate visitors walking through the school building;
  - School **oOut of bBounds** areas and;
  - Other school strategies as determined by the School Administrator.
- The School Administrator and the **eElection Returning Officer** or designate should meet at least three (3) weeks prior to Election Day to review and confirm safety/security concerns and the Election Day **sSafe sSchool pProcedures** for the school.
- The **eElection Returning Officer** or designate is to provide and review the **sSafe sSchool Election Day Plan Administrative Procedures** with all on-site election personnel prior to their arrival at the school on Election Day.
- The School Administrator is to inform their school community that their school will be used as an **eElection pPolling sStation** and is to advise staff, students and parents of the Election Day **pPlan** procedures.
- The School Administrator is to review with school staff the **eEmergency pPlans** for lockdowns, evacuations, and related guidelines prior to Election Day and is to modify the school's **eEmergency pPlan** to accommodate the presence of the election polling operations.
- The day before the Election Day, the School Administrator is to brief school staff on the security procedures and the need for staff to be extra vigilant and highly visible on Election Day.
- On Election Day, the School Administrator should meet with the custodial/security staff and the onsite **eElection Poll Supervisor** to review and confirm the Election Day **pPlan** for the school.
- The School Administrator **is and polling station staff are** to ensure that signage is clearly posted to direct voters to the appropriate voting areas at the school, per the **sSafe sSchool Election Day pPlan**. Signage will be provided by the ~~Board and/or the~~ **eElection Returning Officer**.
- All doors in elementary schools are to be locked at all times on Election Day except for the doors designated to allow voter access. Any doors which are kept open for student entry or dismissal must be supervised by a school staff member.
- In the event of inquiries from the public regarding poll open hours, etc., the School Administrator is to direct the individual to the **eElection Returning Officer**.



APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
*Director of Education and Secretary of the Board*

## Parent Notification System

<b>Adopted:</b> December 1, 2014	<b>Last Reviewed/Revised:</b> June 10, 2019
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

### Purpose

~~To provide the requirements and share best practices for sending electronic messages to parents and guardians through the automated Parent Notification System. The Halton Catholic District School Board is committed to providing timely, effective communication to parents, guardians, students and staff.~~

**Commented [SA1]:** moved under Principles

### Application and Scope

~~This procedure applies to all school and board communications to parents and guardians through the Parent Notification System.~~

#### ~~Use of the Parent Notification System~~

~~This is an automated system that sends an electronic message to parents and guardians or staff members, and is one method used by the Halton Catholic District School Board to support effective communication.~~

**Commented [SA2]:** section moved under Requirements

~~The Parent Notification System is available to elementary and secondary schools, as well as central offices of the Halton Catholic District School Board.~~

**Commented [SA3]:** Moved to definitions

~~Parent Notification System messages can be sent by individual schools or centrally through the Strategic Communications or IT departments.~~

**Commented [SA4]:** section moved under Requirements

### References

[Education Act](#)

[Canada's Anti-Spam Legislation](#)

[Age of Majority and Accountability Act](#)



## Definitions

**Parent Notification System** - an automated system that sends electronic messages to parents and guardians.

**Electronic message** – for the purposes of this procedure, an electronic message may include emails, phone messages and/or text messages.

## Principles

- At HCDSB, we value relationships, recognizing that student success and well-being are reflective of the partnership between home and school.
- At HCDSB, we are committed to relaying timely, accurate information to parents and guardians on matters pertaining to their child(ren)'s education.

## Requirements

### Use of the Parent Notification System

- The Parent Notification System is available to elementary and secondary schools, as well as central offices of the Halton Catholic District School Board.
- Parent Notification System messages may be sent by individual schools to their communities or centrally through the Strategic Communications or IT departments.
- Sending a school-based message by both email and phone message should only be done in emergency situations (e.g. prolonged lockdown, school closures during the school day, etc.).
- Prior to sending an emergency message through the Parent Notification System, schools must contact Strategic Communications Services.
- 

Commented [SA5]: section moved under Requirements

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### Guidelines for Use of the Parent Notification System

In order to use this messaging system effectively, the following guidelines have been established:

#### 1. School-based messages: (messages sent by individual schools)

**Elementary school principals** are authorized to send out messages to their school community only. Should an elementary school principal wish to send out a message beyond his/her own school community, approval to do so must be obtained from the School Superintendent.

**Secondary school principals** are authorized to send out messages to their own school community, as well as to their secondary school's family of elementary schools. Should a



secondary school principal wish to send out a message to his/her family of schools (e.g. invitations to Grade 8 parent information sessions), he/she must inform the School Superintendent and each elementary school principal prior to the message being sent, as well as provide a copy of the message.

**Nature of school-based messages:**

Messages relevant to the entire school community, family of schools, or targeted to a specific audience, as determined by the school administrator.

**Best practices for school-based messages:**

~~• Be selective when choosing how to send messages. Email is the preferred method in most school communities. If appropriate, schools may use the “if no email, then telephone” function, since not all parents provide email addresses.~~

~~• Sending a school-based message by both email and telephone is only done in the most urgent of situations. Prior to sending an emergency message, please contact Strategic Communications Services.~~

Target the message to the specific audience (i.e.g. send the message to Grade 5 parents only if the message concerns a Grade 5 field trip).

• Telephone-Phone messages sent in emergency situations should be brief and to the point (approximately 20-30 seconds). Provide only the most essential information, and direct parents to the school’s website for additional details.

~~• Email messages can provide more detailed information than telephone messages. Attachments can also be included, but take into consideration that a message will take longer to send with an attachment. A limit of 2 MB is required, and all documents should be converted to PDF files.~~

• Establish a schedule for sending messages, so that parents become accustomed to receiving the information in a set way. It is best to establish a specific day of the week so parents expect the message.

~~• For telephone messages, the familiar voice of the principal or school secretary is much preferred over the automated voice.~~

**2. System-wide or multiple school messages:** (messages from the Board are sent in conjunction with the appropriate Superintendent and/or the Director’s Office and/or the Strategic Communications Department and/or the IT Department.)

**Nature of message:**

Use of the Parent Notification System for system-wide messages is carefully considered for messages of relevance to the entire Board community or targeted to a specific audience, as determined by the appropriate Superintendent and/or the Director’s Office, in consultation with the Strategic Communications Department.

**Best practices for system-wide messages:**

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- Sending a message by both email and ~~telephone~~ phone message shall be reserved for communicating during emergency situations. is carefully evaluated, with the option to use the "If no email, then telephone" function when appropriate, since not all parents provide email addresses.
- Target message to the specific audience (~~i.e.g.-~~ all Kindergarten parents for Kindergarten Registrations or all Grade 8 parents in the Board for Grade 8 Parent Information Evenings)
- The Strategic Communications Department, in conjunction with the Director of Education, and/or the appropriate Superintendent of Education must approve the use of the Parent Notification System for promotion of systemwide learning events, activities or information.
- ~~Advise~~ School administrators, school office staff and appropriate Board office staff shall be advised of all system-wide messages and provided a copy of the message.
- ~~Trustees are to receive a copy~~ shall be copied on of all school-wide, and Board-wide messages.

### **Adult Students – Information Sharing and Parental Access**

In accordance with the Age of Majority and Accountability Act and the Education Act, a student attains adult status when he or she reaches the age of 18.

- When a student turns 18 years of age, information about their academic progress, attendance, and access to their records can no longer be provided to their parents and/or guardians.

Unless permission is granted by the adult student, the parent(s) and/or guardian(s) will be automatically removed as contacts from the student data base, and from the Parent Notification System distribution list and will no longer receive school-based or system-wide messages for the adult student.

### **Canada's Anti-Spam Legislation**

***NB:***—*Effective September, 2014, all messages sent through the Parent Notification System must be compliant with Canada's Anti-Spam Legislation (CASL).*

- Expressed consent is required to send commercial electronic messages. For the purposes of school and Board communications, commercial electronic messages may include, but are not limited to, sharing information regarding school photograph providers, lunch providers, yearbook providers, etc.
- The Parent Notification System will include only the recipients who have provided consent in the distribution lists for general communications. All recipients will receive emergency messages.
- The Parent Notification System will automatically provide the required 'opt-out' message at the end of every email.





- In accordance with CASL, school and Board personnel must include identification information at the end of each message: school and/or Board name, mailing address, phone number and/or email address.

~~Trustees are to receive a copy of all schoolwide, and Boardwide messages.~~

**Training & Support:**

Training and support for the technical use of the Parent Notification System is available for school staff ~~so schools may become self-sufficient. Training information is available~~ by contacting the IT Help Desk at: [HelpdeskH@hcdsb.org](mailto:HelpdeskH@hcdsb.org) or at 905-632-6314, ext. 500.

Messaging support is available for school staff by contacting Strategic Communications at: [communications@hcdsb.org](mailto:communications@hcdsb.org).

~~Prior to sending an emergency message, please contact Strategic Communications Services.~~

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APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: \_\_\_\_\_  
Director of Education and Secretary of the Board

## Policy Committee Work Plan 2018 -2019

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 <sup>st</sup> Reading	Approved/ Approved as Amended	Rescinded						
<b>September 11, 2018</b>													
I-19 Occupational Health and Safety		✓				2018/09/18						2018/09/19	annually
II-42 Medical Conditions		✓	✓			2018/09/18						2018/09/19	2021-2022
III-15 Workplace Violence		✓				2018/09/18						2018/09/19	annually
~NEW POLICY~ I-45 Transparency & Accountability in Executive Compensation	✓				2018/09/18			2018/09/19	2018/10/10	2018/10/11			
<b>October 9, 2018</b>													
I-24 Fraud Management		✓	✓			2018/10/16						2018/10/17	2021-2022
I-35 Trustee Honoraria		✓	✓			2018/10/16						2018/10/17	2021-2022
II-49 English as a Second Language & English Literacy Development Programs and Services		✓	✓			2018/10/16						2018/10/17	2021-2022
II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students		✓	✓			2018/10/16						2018/10/17	2021-2022
V-04 School Fundraising Activities		✓ (DEFEATED)											2019-2020
<b>October 11, 2018</b>													
I-45 Transparency & Accountability in Executive Compensation		✓									2 <sup>nd</sup> Reading 2018/10/16		
<b>October 30, 2018</b>													
I-45 Transparency & Accountability in Executive Compensation		✓	✓								3 <sup>rd</sup> Reading 2018/11/06	2018/11/07	2021-2022
<b>November 13, 2018</b>													
II-11 Daily Teacher Plans		✓	✓			2018/11/20						2018/11/21	2021-2022
II-23 Child Care Facilities		✓	✓			2018/11/20						2018/11/21	2021-2022
II-37 Volunteers in Catholic Schools		✓	✓			2018/11/20						2018/11/21	2021-2022
II-44 Student Mental Health and Well-Being		✓	✓ (+name change)			2018/11/20						2018/11/21	2021-2022
II-46 Assessment and Evaluation		✓	✓			2018/11/20						2018/11/21	2021-2022
<b>December 11, 2018 (Inaugural Policy Committee Meeting)</b>													
I-14 Smoking Ban		✓	✓			2018/12/18						2018/12/20	2021-2022
I-26 Student Trustees on the Halton Catholic District School Board		✓	✓			2018/12/18						2018/12/20	2021-2022
II-20 Child Abuse and Protection of Students		✓	✓			2018/12/18						2018/12/20	2021-2022
II-28 Alcohol Tobacco and Drug Education and Abuse in Schools		✓	✓			2018/12/18						2018/12/20	2021-2022

## Policy Committee Work Plan 2018 -2019

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 <sup>st</sup> Reading	Approved/ Approved as Amended	Rescinded						
<b>January 8, 2019</b>													
I Governance of Policy		✓ (DEFEATED)											2021-2022
I-07 Protection of Privacy		✓	✓			2019/01/15						2019/01/16	2021-2022
II-39 Progressive Discipline and Safety in Schools		✓	✓			2019/01/15						2019/01/16	2021-2022
V-17 Request for Promotion and Distribution of Program/Activity Related to Materials through Board Schools		✓	✓			2019/01/15						2019/01/16	2021-2022
<b>February 26, 2019</b>													
IV-06 School Sites and Facilities Criteria		✓	✓			2019/03/05						2019/03/06	2021-2022
IV-07 Alternative Arrangements for School Facilities		✓				2019/03/05						2019/03/06	2021-2022
IV-08 School Sites and Operating Budget		✓				2019/03/05						2019/03/06	2021-2022
V-03 Photography, Advertising and Sales Representatives		✓	✓			2019/03/05						2019/03/06	2021-2022
V-09 Public Concerns/Complaints Process		✓	✓			2019/03/05						2019/03/06	2021-2022
<b>April 9, 2019</b>													
I-13 Appointment of Architect		✓		✓			2019/05/07					2019/05/13	2021-2022
I-43 Use of Technology and Digital Citizenship		✓	✓			2019/05/07						2019/05/13	2021-2022
II-07 The School Day - Teaching Day - Elementary & Secondary		✓	✓			2019/05/07						2019/05/13	2021-2022
<b>May 14, 2019</b>													
I-30 Video Surveillance		✓	✓					2019/05/15	2019/06/05	2019/06/11			2021-2022
V-01 Use of School Grounds and Community Use of School Facilities		✓	✓							2018/06/11			2021-2022
V-15 Environmental Stewardship		✓	✓			2019/05/21						2019/05/22	2021-2022
~NEW POLICY~ V-18 Community Engagement and Public Consultation	✓				2019/05/21			2019/05/22	2019/06/05	2019/06/11			2021-2022
<b>June 11, 2019</b>													
I-30 Video Surveillance		✓	✓										2021-2022
II-45 Equity and Inclusive Education		✓	✓										2021-2022
~NEW POLICY~ II-51 Optional Programs – Early French Immersion-Extended French Immersion	✓												2021-2022
~NEW POLICY~ II-52 Service Animals in Schools	✓												Annual?
V-01 Use of School Grounds and Community Use of School Facilities		✓	✓										2021-2022
V-18 Community Engagement and Public Consultation		✓											2021-2022

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 <sup>st</sup> Reading	Approved/ Approved as Amended	Rescinded						
<b>September 2019</b>													
I-19 Occupational Health and Safety													
II-53 Student Use of Service Animals in Schools													
III-05 Employee Assault													
III-06 Harassment													
III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel													
III-14 Employee Code of Conduct													
III-15 Workplace Violence													
III-16 Workplace Harassment													
<b>October 2019</b>													
I-31 Apparel Purchases and Fair Labour Practices													
I-33 Classroom Observations by External Third Party Professionals													
II-02 Educational Assistants													
II-12 Management of Aggressive Student Behaviour Within Our Schools													
II-41 School Uniform Dress Code-School Dress Code													
<b>November 2019</b>													
II-10 Releasing Pupils from School													
II-19 Educational Field Trips													
II-34 Participation in Programs and Courses of Study in Catholic Religious Education													
II-38 Educational Research													
<b>December 2019 (Inaugural Policy Committee Meeting)</b>													
I-02 Records and Management Information Policy													
I-12 Emergency Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response													
II-35 Access to School Premises													
III-17 Attendance Support Program													
V-16 Copyright, Visual Identity, and Intellectual Property Protection													

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 <sup>nd</sup> & 3 <sup>rd</sup> Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 <sup>st</sup> Reading	Approved/ Approved as Amended	Rescinded						
<b>January 2020</b>													
I-01 Catholic School Support													
I-21 Corporate and Community Investment in Education													
II-24 Home to School Transportation													
II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities													
V-07 Cash Donations Requests to a School or to the Board													
<b>February 2020</b>													
I-10 Banking, Investment and Borrowing													
I-25 Purchasing													
I-34 (A) Reimbursement of Board Business Expenses													
III-13 Corporate Purchasing Card Distribution Usage													
V-14 Alcohol at Board School Sanctioned Events-Off Premises													
<b>March/April 2020</b>													
I-23 Catholic School Councils and Catholic Parent Involvement Committee													
I-44 Strategic Planning Process													
II-03 Principal Designate in Schools													
II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety													
<b>May 2020</b>													
I-42 Out of Province Staff Travel													
II-13 Psycho-Education/Psychological Assessment of Individual Students													
II-17 Pastoral Reference													
III-12 Academic Promotion													
<b>June 2020</b>													
Procedural By-Laws													
I-06 Delegations to the Board													
I-15 School Name Selection													
II-25 Selection of Learning and Library Materials													
IV-02 Outdoor Facility Maintenance and Security													