

POLICY COMMITTEE MEETING
AGENDA

Date: Tuesday, September 10, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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| 1. Call to Order | |
| 1.1 Opening Prayer (B. Agnew) | |
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| 3. Declarations of Conflict of Interest | |
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|---------|--------------------------------------------------------------------------------------------------------------------------------|-----------|
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| 6.4.2 | Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano) | |
| 6.4.3 | Policy II-02 Educational Assistants (C. Cipriano) | |
| 6.4.4 | Policy II-28 Alcohol, Tobacco, Vaping and Drug Education and Abuse in Schools (J. Crowell) | |
| 6.4.5 | Policy II-39 Progressive Discipline and Safety in Schools (J. Crowell) | |
| 6.4.6 | Discussion Items | |
| 6.4.6.1 | Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic) | |
| 6.4.6.2 | Policy II-41 School Uniform Dress Code - School Dress Code (J. Crowell) | |
| 6.4.7 | Information Items | |
| 6.4.7.1 | Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano) | |
| 6.4.7.2 | ~New~ Administrative Procedure - Student Use of Service Animals in Schools (C. Cipriano, S. Balogh) | |
| 6.4.7.3 | Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (J. Crowell) | |
| 6.5 | 2019-2020 Work Plan (S. Balogh) | 129 - 130 |
| 6.6 | 2019-2020 Policy Working Group Committee Members (S. Balogh) | 131 - 131 |

7. Miscellaneous Information

8. In Camera

9. Motion to Excuse Absent Committee Members

10. Motion to Adjourn/ Closing Prayer (P. De Rosa)

POLICY COMMITTEE MEETING MINUTES

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

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

Staff Present

- P. Daly, Director of Education
- S. Balogh, Superintendent of Education, School Services
- C. Cipriano, Superintendent of Education, Special Education Services
- R. Merrick, Superintendent, Facilities Services
- A. Prkacin, Superintendent, Curriculum Services
- T. Durham, Curriculum Consultant
- S. Jayaraman, Senior Manager – Human Rights and Equity
- F. Thibeault, Senior Manager, Planning Services
- A. Swinden, Manager, Strategic Communications
- S. Vieira, Manager, Privacy and Records Information Mgmt.

Regrets

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (T. O'Brien)

The meeting began at 7:00 p.m. with a prayer led by T. O'Brien.

2. Approvals

2.1 Approval of Agenda

P#48/19

Moved by: B. Agnew

Seconded by: M. Duarte

That, the agenda be approved, as amended.

Information Item 6.1 will follow Action Item 4.2

Action Item 4.5 Policy V-01 Use of School Grounds and Community Use of School Facilities moved to Action Item 4.3

CARRIED

2.2 Approval of Minutes (May 14, 2019)**P#49/19**

That, the minutes of the Policy Committee Meeting held on May 14, 2019 be approved, as submitted.

Moved by: B. Agnew

Seconded by: P. Murphy

The chair called for a vote. **P#49/19 Carried.**

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

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared

4. Action Items**4.1 -New- Policy II-52 Service Animals in Schools (C. Cipriano, S. Balogh)****P#50/19**

Moved by: P. Murphy

Seconded by: B. Agnew

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.

Discussion ensued. Questions regarding a probation period; caretaker/handler of the animal; and animals used for detection of medical conditions were asked and answered. It was noted that the procedure will include information regarding application; gathering of data; reviewing service animal integration; and caretaker/handler responsibilities, etc.

The chair called for a vote. Recommended **P#50/19 Unanimously Carried.**

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

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

P#51/19

Moved by: B. Agnew

Seconded by: J. O’Hearn-Czarnota

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.

The Chair introduced S. Jayaraman & T. Durham. Discussion ensued. Questions regarding additions to the policy; denomination rights; legislation; and definitions were asked and answered. It was requested that the Policy be available to the SEAC Committee for review. It was noted that the document contains Catholic values in accordance with the Ontario Council of Bishops’ expectations and church teaching, and is based on a document provided by the Ontario Education Services Corporation (OESC).

P#52/19

Moved by: H. Karabela

Seconded by: T. O’Brien

That, the addition to Principal 2. Shared and Committed Leadership Preamble “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” include “from conception to natural death”.

Discussion ensued regarding validity of adding the phrase.

P. De Rosa arrived at 7:51 pm

The chair called for a vote. **P#52/19 was Defeated.**

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

Discussion ensued regarding another addition to the policy referring to diversity of education workers, teachers and school and system leaders. It was noted that the paragraph is taken directly from the Ontario’s Education Equity Action Plan (2017) document; and that the Charter of Rights referring to Denominational Rights addresses issue. The HCDSB hiring practice was noted.

P#53/19

Moved by: T. O’Brien

Seconded by: M. Duarte

That, the paragraph in Principal 2. Shared and Committed Leadership Preamble “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” be removed from the policy.

The chair called for a vote. **P#53/19 was Defeated.**

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

Discussion regarding overwriting the Board with HCDSB ensued.

P#53/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the discussion of this policy be deferred to the next policy meeting, until further information (OCSTA or ICE, etc.) is provided to Trustees.

The Chair called for a vote. **P#53/19 was Defeated.**

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

The Chair returned to the main motion. **P#51/19 Carried.**

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

Discussion Item 6.1 Procedure VI-60 Student Groups in Catholic Schools (T. Durham, A. Prkacin, S. Balogh)

Procedure VI-60 Student Groups in Catholic Schools was provided as information. It was noted that it was approved on June 3, 2019 by Senior Staff.

Questions regarding student groups in schools were asked and answered.

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

P#54/19

Moved by: P. Murphy

Seconded by: V. Iantomasi

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 June 18, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding verification of use; supervision; and property misuse were asked and answered.

P#55/19

Moved by: M. Duarte

Seconded by: H. Karabela

That, “verify facility is used as per permit” be added to the final bullet of the policy, following the phrase: “ensuring the security of the Board’s property”, and before “respond to emergency situations,“.

Discussion ensued for clarification. It was noted the verification of facility use is included in the Terms and Conditions.

M. Duarte withdrew the motion.

The Chair returned to the main motion. Recommendation **P#54/19 Unanimously Carried.**

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

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

P#56/19

Moved by: T. O'Brien

Seconded by: V. Iantomasi

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.

Discussion ensued. Questions regarding viewing of recordings; authority to request the information; training of Principals and Vice Principals; video surveillance in elementary schools; and data encryption were asked and answered.

The Chair returned to the main motion. **P#56/19 Unanimously Carried.**

| In favour | Opposed | Abstain | Absent |
|--------------|---------|---------|--------|
| T. O'Brien | | | |
| V. Iantomasi | | | |
| H. Karabela | | | |

| | | | |
|-----------------------------|--|--|--|
| P. Murphy | | | |
| P. De Rosa | | | |
| M. Duarte | | | |
| B. Agnew | | | |
| J. O'Hearn-Czarnota | | | |
| W. Charlebois (non-binding) | | | |

4.5 -New- Policy II-51 Optional Programs - Early French Immersion - Extended French Immersion (A. Prkacin)

P#57/19

Moved by: P. Murphy

Seconded by: H. Karabela

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.

Discussion ensued. It was determined, for consistency, to replace Requirement 1.3 “If a change is to occur in a program location, parents will be given one academic year’s notice, if possible” with the wording from the new Community Engagement & Public Consultation policy to read: “Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.”

Questions regarding registration dates; transportation; relocation of programs; boundary review process were asked and answered.

P#58/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

That, the phrase “will be brought to the board of trustees for approval” be added to Requirement 1.5 “When optional French Programs are being relocated, phased in, phased out, split into multiple locations, and/or expanded into new locations,” and remove “the following shall apply,” and remove the subsequent sub bullets 1.5.1, 1.5.2; and 1.5.3.

Discussion ensued regarding trustee role and financial implications.

The chair called for a vote. **P#58/19 was Defeated.**

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

It was noted that the words “final approval” will be struck from Requirement 2.3.

Questions regarding the lottery process and sibling acceptance into the program were asked and answered.

The Chair returned to the main motion. **P#57/19 Unanimously Carried.**

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

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

P#59/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

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.

There was no discussion.

The Chair called for a vote. **P#59/19 Unanimously Carried.**

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

5. Discussion Items

5.1 Procedural By-Laws (P. Daly)

P. Daly shared information regarding the process for reviewing the procedural by-laws. Trustees requested that a parliamentarian be invited to assist with meeting processes and understanding of Robert's Rules of Order.

6. Information Items

6.1 Procedure VI-60 Student Groups in Catholic Schools (T. Durham, A. Prkacin, S. Balogh)

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

6.3 ~New~ Procedure VI-64 Community Use of School Facilities (R. Merrick)**6.4 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)****6.5 Procedure VI-58 Parent Notification System (A. Swinden)****6.6 2018-2019 Policy Committee Work Plan****6.7 Draft 2019-2020 Policy Committee Work Plan (S. Balogh)**

Procedures were reviewed. It was noted that VI-83 will be brought back as information in the fall. The suggestion that Procedure VI-64 include a clause regarding a reduction of rate for parish groups who require financial assistance was noted.

P#60/19

Moved by: P. De Rosa

Seconded by: B. Agnes

That, N. Guzzo be excused from the meeting

UNANIMOUSLY CARRIED

N. Guzzo left the meeting at 10:00 pm

Trustees agreed, by consensus that P. Murphy assume the position of chair, for the remainder of the meeting.

P#61/19

Moved by: P. De Rosa

Seconded by: M. Duarte

That, the meeting be extended by 30 minutes

UNANIMOUSLY CARRIED

The review of Items 6.4 to 6.7 continued.

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 (J. O'Hearn Czarnota)***P#52/19***

Moved by: P. De Rosa

Seconded by: M. Duarte

That the meeting adjourn.

UNANIMOUSLY CARRIED

J. O'Hearn Czarnota closed meeting with prayer at 10:12

| | |
|--------------------------------------------|-----------------|
| Policy 1-19 Occupational Health and Safety | Item 4.1 |
| Tuesday, September 10, 2019 | |

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy 1-19 Occupational Health and Safety* as recommended by staff.

Commentary

The Occupational Health and Safety Act Section 25 (j) states that School Boards are required to “prepare and review at least annually a written Occupational Health and Safety Policy” and Section 25 (k) requires the employer to post a copy of the policy in a conspicuous location in the workplace.

The Occupational Health and Safety Policy must include the employer’s commitment to preventing occupational illness and injury in the workplace as well as their responsibility to implement and maintain a safe and healthy work environment. The policy must also include supervisor and worker responsibility statements as they pertain to health and safety in the workplace. Supervisors have the responsibility to ensure that safe and healthy work conditions are maintained in their work areas. Workers have the responsibility to work safely and in accordance with both legislated and employer procedures.

As per legislated requirements, this policy will be reviewed, revised if necessary and dated within a twelve (12) month period. Copies will be provided to each site and supervisors will be responsible for posting the policy annually in a conspicuous location in the workplace.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommends that associated Policies and Procedures be added to the policy. There are also some minor housekeeping changes.

Policy 1-19 Occupational Health and Safety is attached for review and consideration by the Policy Committee.

Item 4.1 Policy I-19 Occupational Health and Safety

Recommendation

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

Moved by:

Seconded by:

That, the Policy Committee recommends that Policy I-19, Occupational Health and Safety be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

Report Prepared by:

J. O'Hara
Executive Officer, Human Resources

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Occupational Health & Safety | |
| Adopted: September 26, 1995 | Last Reviewed/Revised: September 18, 2018 |
| Next Scheduled Review: 2019-2020 | |
| Associated Policies & Procedures: VI-79 Indoor Air Quality Investigation Process VI-92 Roof Access Procedures II-12 Management of Aggressive Student Behaviours Within Our Schools III-15 Workplace Violence III-16 Workplace Harassment VI-04 Complaints Resolution Process: Workplace Discrimination/ Harassment/Violence | |

Purpose

The Halton Catholic District School Board is dedicated to providing a safe working environment for its workers/employees. All workers/employees of the Board must be committed to an objective of reducing the risk of injury and illness.

Application and Scope

This policy applies to all workers/employees within the jurisdiction of the schools of the Halton Catholic District School Board.

Principles

It is in the best interest of all workers/employees to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Halton Catholic District School Board and its workers/employees.

Requirements

- The Halton Catholic District School Board is committed to taking every reasonable precaution for the protection of all workers/employees.

- The Halton Catholic District School Board is responsible for providing adequate training for workers/employees in their specific work tasks to protect their health and safety.
- Supervisors at all levels will be accountable for the health and safety of workers/employees under their supervision.
- Supervisors at all levels are responsible to ensure that machinery, equipment and work methods are safe and that workers/employees perform their duties in compliance with legislation and established safe work practices and procedures.
- Supervisors shall advise a worker/employee of the existence of any potential or actual danger to the health and safety of the worker/employee of which the supervisor is aware.
- Supervisors shall take every reasonable precaution for the protection of workers/employees.
- Workers/supervisors must receive adequate training in their specific work tasks to protect their health and safety.
- Every worker/employee must protect her or his own health and safety by working in compliance with the legislation and with safe work policies, procedures and practices ~~and procedures~~ established by the Board.
- Workers/employees are required to report, immediately, unsafe or unhealthy situations to their immediate supervisor or designate.
- This policy will be reviewed on an annual basis and posted in all Board locations in accordance with the Occupational Health and Safety Act.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

| | |
|--------------------------------------------------------------------------------|-----------------|
| Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel | Item 4.2 |
| Tuesday, September 10, 2019 | |

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* as recommended by staff.

Commentary

Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel was last reviewed in 2012. This policy was developed in order to ensure that the Halton Catholic District School Board provides equal opportunity for all qualified employees and applicants for employment. The Policy also highlights Rights of Catholic School Boards in Ontario with respect to employment under the *Human Rights Code*, the *Constitution Act, 1982* and the *Education Act*.

The Executive Officer of Human Resources, and Human Resources Services Management staff have reviewed the policy and recommend the changes which are highlighted.

The revised *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* is attached for review and consideration by the Policy Committee.

Recommendation

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

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>That, the Policy Committee recommends that <i>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</i> be forwarded to the September 17, 2019 Regular Board Meeting for approval.</p> |
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Report Prepared by: J. O'Hara
Executive Officer, Human Resources Services

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

Hiring and Promotion Policy, Academic and Non-Academic Personnel

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Adopted: February 14, 1985 | Last Reviewed/Revised: February 21, 2012 |
| Next Scheduled Review: 2018-2019 | |
| Associated Policies & Procedures: VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities I-02 Records and Management Information Policy VI-82 Records and Information Management Procedure | |

Purpose

To provide equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures ~~Manual~~ and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982 and the Education Act.

Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board.

References

- [Human Rights Code](#)
- [Constitution Act, 1982](#)
- [Education Act](#)

Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board believes that every person has a right to



employment without discrimination.

- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling or providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the sole employee of the elected Board of Trustees, and reports directly to the Board. All authority of the Board to hire staff is delegated through the Director of Education. All other hiring decisions, including appointments to positions of responsibility, are operational matters and therefore are the responsibility of the Director or designate.
- Trustees of the Board shall entrust the day to day management of the Board to its staff through the Board's Director of Education or designate.
- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- Criteria and qualifications for positions will be established in a fair and objective manner. Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. An individual may be hired, notwithstanding the applicant's relationship to current or former employees provided the following issues will be considered prior to selecting a candidate:
 - That the employee shall not be in a direct supervisory reporting relationship to a relative;



- That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
- That staff who are related do not partake in interviews or any part of the hiring process.
- That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board ~~Policy I-16~~, Policy I-02 Records and Management Information Policy.
- The Director of Education will report ~~annually~~ to the Board, on an ongoing basis, or as required, on the implementation of this policy.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

Commented [JN1]: Policy I-16 no longer exists – Records Management is now Policy I-02

Commented [JN2]: Reporting occurs more frequently.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

| | |
|----------------------------------|-----------------|
| Policy III-15 Workplace Violence | Item 4.3 |
| Tuesday, September 10, 2019 | |

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy III-15 Workplace Violence* as recommended by staff.

Commentary

The Occupational Health and Safety Act, 2010 states that school boards are required to review annually, and revise if necessary its policy on Workplace Violence.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy for the 2019-2020 school year.

The revised *Policy III-15 Workplace Violence* is attached for review and consideration by the Policy Committee.

Recommendation

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

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| <p><i>Moved by:</i></p> <p><i>Seconded by:</i></p> <p><i>That, the Policy Committee recommends that Policy III-15 Workplace Violence, be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.</i></p> |
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Report Prepared by: J. O'Hara
Executive Officer, Human Resources Services

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

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Workplace Violence | |
| Adopted: June 29, 2010 | Last Reviewed/Revised: September 18, 2018 |
| Next Scheduled Review: 2019-2020 | |
| Associated Policies & Procedures: VI-04 Complaints Resolution Process: Workplace Discrimination/ Harassment/Violence III-05 Employee Assault II-39 Progressive Discipline and Safety In Schools VI-44 Progressive Discipline and Safety in Schools | |

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free of workplace violence as defined ~~by Bill 168~~ under the *Occupational Health and Safety ~~Amendment Act~~ 2010*.

Commented [JN1]: "amendment" was mis-added and was not in original policy.

Application and Scope

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which are proven to have repercussions that adversely affect the Board's learning and working environment.

The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

References

~~Bill 168, Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace)~~
~~Occupational Health and Safety Amendment Act~~
[Education Act](#)
[Ontario Schools Code of Conduct](#)

Commented [JN2]: "amendment" was mis-added and was not in original policy.



Definitions

Definition Of Workplace Violence - Workplace Violence means:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and
- c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

2. Definition of Workplace - The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

Principles

The Halton Catholic District School Board is committed to providing a safe working environment in which all employees are treated with respect and dignity, safe from violence and harassment.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principles.

This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.

Requirements

1. Information and Instruction with Respect to Workplace Violence:

- a) The Board will provide an employee with,
 - i. information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace violence; and
 - ii. any other prescribed information or instruction.
- b) The information provided to an employee may include personal information related to a risk of workplace violence from a person with a history of violent behaviour if,
 - i. the employee can be expected to encounter that person in the course of his or her work; and



- ii. the risk of workplace violence is likely to expose the employee to physical injury.
- c) The Board will not disclose more personal information than is reasonably necessary to protect the employee from physical injury.

2. Domestic Violence:

- a) The Board will take every reasonable precaution to protect an employee from domestic violence, if aware, that is likely to expose an employee to physical injury that may occur in the workplace.

3. Assessment of the Risks of Workplace Violence:

- a) The Board will assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
- b) The Board will reassess the risks of workplace violence as often as necessary to ensure that the related policy and the related program continue to protect employees from workplace violence.
- c) The assessments and reassessments shall take into account:
 - i. circumstances that would be common to similar workplaces;
 - ii. circumstances specific to the workplace; and
 - iii. any other prescribed elements.
- d) Circumstances that would be common to schools of the Board are:
 - i. the existence of potential risks due to interactions with the public, students, parents and employees; and
 - ii. the existence of protocols between the Board and the police force on its territory.
- e) Circumstances specific to a school are:
 - i. the school safety plan;
 - ii. the provisions of the lockdown plan of the school;
 - iii. the relationship between the school and the local police.
- f) The Board shall advise the local committee or the local health and safety representative of the results of the assessment and reassessment, and provide a written copy to same.
- g) If there is no local committee or the local health and safety representative, the Board will advise the employees of the results of the assessment and reassessment and, if the assessment or reassessment is in writing, will provide written copies on request.

4. Program to Implement the Policy with Respect to Workplace Violence:

- a) The Board will develop and maintain a program to implement the policy with respect to workplace violence.
- b) Without limiting the generality of paragraph a) above, the program will;



- i. include measures to take and procedures to follow in order to control risks of workplace violence identified in the risk assessment that is required under section 3, as likely to expose an employee to physical injury;
- ii. include measures to take and procedures to follow in order to summon immediate assistance when workplace violence occurs or is likely to occur;
- iii. include measures that employees must take and procedures that they must follow to report incidents of workplace violence to the Board or their supervisor;
- iv. set out how the Board will investigate and deal with incidents or complaints of workplace violence, then subsequently act in a fair and timely manner; and
- v. include any prescribed elements.

5. Posting of the Policy:

- a) The policy and procedures concerning workplace violence will be posted in a conspicuous place at the workplace.

6. Review of the Policy:

- a) The Board will review the policy with respect to workplace violence as often as is necessary, but at least annually.

7. Duties of the Supervisor:

The supervisor will advise an employee of the existence of any potential or actual danger to the health and safety of the employee of which the supervisor is aware, or ought to be aware, including personal information, related to a risk of workplace violence from a person with a history of violence behaviour if,

- a) the employee can be expected to encounter that person in the course of his or her work; and
- b) the risk of workplace violence is likely to expose the employee to physical injury.

8. Duties of the Board:

The Board will inform and communicate with the appropriate Union leader should a threat or act of serious and/or violent nature be made towards one of its members.

9. Duties of the Employee:

The employee shall advise the Board or the supervisor of any incident or risk of workplace violence of which he or she is aware.

10. Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence. Reprisal is defined as any act of retaliation, either direct or indirect.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

| | |
|------------------------------------|-----------------|
| Policy III-16 Workplace Harassment | Item 4.4 |
| Tuesday, September 10, 2019 | |

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy III-16 Workplace Harassment* as recommended by staff.

Commentary

Policy III-16 Workplace Harassment is reviewed on an annual basis. The Ontario Occupational Health and Safety Act requires that employers implement specific workplace harassment policies and procedures, and ensure that incidents and complaints of workplace harassment are properly investigated. Similarly, the Ontario Human Rights Code requires employers to ensure the workplace is free from harassment on a number of prescribed and prohibited grounds. Staff have worked with the Board’s Legal Council to combine *Policy III-06 Harassment* with *Policy III-16 Workplace Harassment* into the revised *Policy III-16 Workplace Discrimination and Harassment*. All aspects of the Harassment Policy have been incorporated into the revised Workplace Discrimination and Harassment Policy so that we adhere to both pieces of Provincial Legislation.

In light of these changes, *Policy III-16 Workplace Harassment* should also reflect a name change to *Policy III-16 Workplace Discrimination and Harassment*. The Policy is attached for review and consideration by the Policy Committee.

Recommendation

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

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Moved by:</p> <p style="text-align: center;">Seconded by:</p> <p>That, the Policy Committee recommends that <i>Policy III-16 Workplace Harassment</i>, name be changed to <i>Policy III-16 Workplace Discrimination and Harassment</i> be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Item 4.4 | Policy III-16 Workplace Harassment

Report Prepared by: J. O'Hara
Executive Officer, Human Resources Services

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

Workplace Discrimination and Harassment

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Adopted: June 29, 2010 | Last Reviewed/Revised: October 18, 2016 |
| Next Scheduled Review: 2018-2019 | |
| Associated Policies & Procedures: VI-04 Complaints Resolution Process Workplace <u>Discrimination/Harassment/Violence</u> I-36 Trustee Code of Conduct I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools | |

Purpose

~~To uphold ensure that the environment of the Halton Catholic District School Board's commitment to providing an environment free of discrimination and harassment for all its employees, stakeholders and students, where all individuals are treated with respect and dignity, can contribute fully and have equal opportunities, in which its employees work and its students learn is free from all types of workplace harassment including, but not limited to, sexual, racial, ethnocultural or other harassment related to any grounds identified within the Human Rights Code, such as harassment related to a physical or mental disability.~~

Commented [JS1]: Language taken from Ontario Human Rights Commission's guide to developing related policies

~~The Workplace Discrimination and Harassment Policy is guided by the Ontario Human Rights Code and the Occupational Health and Safety Act.~~

Application and Scope

~~This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy addresses workplace harassment and discrimination from all sources including third parties, supervisors, employees, students, parents and members of the public. This policy also covers workplace harassment by such persons which is proven to have repercussions that adversely affect the Board's learning and working environment.~~

Commented [JS2]: Sentence taken out as meaning was unclear and has been covered extensively in last paragraph by legal counsel

The rights of students to a respectful working and learning environment, free from discrimination and harassment, are ~~dealt protected with~~ under other appropriate policy, legislation or regulations



including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

This policy applies to the workplace. The Board's workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

Commented [JN3]: Moved here from page 4 of 8 below

References

[Human Rights Code](#)

[Bill 168, Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\)](#)

[Occupational Health and Safety Amendment Act](#)

[Education Act](#)

[Ontario Schools Code of Conduct](#)

Definitions

Protected Grounds of Discrimination - Protected grounds as set out in applicable human rights legislation ([Human Rights Code Part I Section 5 \(1\)](#)).

Commented [JS4]: Added by lawyers

Discrimination - Discrimination includes, but is not limited to, a differential act, system or behaviour which differentiates between individual or groups, imposes a disadvantage or withholds an advantage on the basis of any protected ground in the [Ontario Human Rights Code \(The Code\)](#). It may involve direct actions, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people.

Commented [JS5]: Added by lawyers

3. Definition of Workplace Harassment

Commented [JS6]: Edited by lawyers

- engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- workplace sexual harassment.

Harassment typically involves a pattern of comment or conduct that occurs over time. However, a single incident or a serious nature may be sufficient to constitute harassment.

Harassment may include slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing. Harassment can be verbal, visual, by conduct, or in the written word.

The normal proper exercise of supervisory responsibilities, including training, evaluation, counseling, and discipline when warranted, does not constitute workplace harassment.

4.2. Definition of Workplace Sexual Harassment



- engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Examples of discrimination or harassment or sexual harassment include (but are not limited to):

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground
- Display or distribution of offensive or racist pictures, graffiti or other derogatory material.
- Singling out a person for humiliating or demeaning "teasing" or jokes because they are a member of a Code-protected group
- comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed.
- Sexual advances or requests for sexual favours which are known or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours which are known or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.

However, the standard exercise of supervisory responsibilities, including training, evaluation, counseling, and discipline when warranted, does not constitute workplace discrimination or harassment.

5.3. DEFINITION OF WORKPLACE

~~The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.~~

Commented [JN7]: Moved to page 2 of 8 above.

Principles

~~The Halton Catholic District School Board is committed to providing a working environment in which all employees are treated with respect and dignity, free from any form of harassment.~~

~~The Halton Catholic District School Board expects that it is the policy of the Board to ensure conduct in its workplaces is inshall be in accordance with the gospel values of Jesus Christ, the Goals of Education and the Board's Mission and Vision Statement, and Guiding Principles.~~



~~This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace.~~

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, ~~harmonious and sensitive to~~ and inclusive of the needs and well-being of the individual employee and student.

The Board will not tolerate, ~~condone or ignore~~ any workplace discrimination or harassment, ~~contrary to the Human Rights Code against any employee, student or visitor in the course of any of the Board's operations.~~

Where any employee of the Board is found to have violated this Policy, they may be disciplined, up to and including termination of employment.

Commented [JS8]: Language reflects equity and is proactive

Requirements

1. Information and Instruction with Respect to Workplace Discrimination and Harassment:

- a) The Board will provide ~~an~~ employees ~~with~~,
 - i. Information and training ~~and instruction~~ that is appropriate for ~~the employees~~ on the contents of the policy and program with respect to workplace discrimination and harassment; and
 - ii. any other prescribed information.

Commented [JS9]: The word training is appropriate to ensure that all employees are informed of their rights and responsibilities

2. PROGRAM Procedure to Implement the Policy with Respect to Workplace Discrimination and Harassment:

- a) The Board ~~will has developed a and maintain a program procedure~~ to implement the policy with respect to workplace harassment. Refer to Administrative Procedure VI-04 Complaints Resolution Process for more information.
- b) Without limiting the generality of paragraph a) above, the ~~program procedure includes~~:
 - i. measures and procedures for employees to report incidents of workplace discrimination or harassment to a person other than the employer or supervisor, if the employer or supervisor is the alleged harasser;
 - ii. how incidents or complaints of workplace discrimination or harassment will be investigated and dealt with;
 - iii. how information obtained about an incident or complaint of workplace discrimination or harassment, including identifying information about any individuals involved, will not be disclosed unless the disclosure is necessary for investigating, taking corrective action, or by law; and
 - iv. how an employee who has allegedly experienced workplace discrimination or harassment and the alleged harasser (if ~~s/he is~~ an employee of the Board) will be



informed of the results of the investigation and of corrective action that has been, or will be taken.

3. ~~Posting-Dissemination~~ of the Policy:

The policy and procedures concerning workplace discrimination and harassment will be posted at a ~~conspicuous-visible~~ place in the workplace.

~~The Director of Education, through Human Resources will ensure that new employees receive a copy of this policy and ensure that it will be highlighted at orientations for new principals and supervisors and at parent meetings.~~

~~All principals must review this policy and association Administrative Procedure VI-4 Complaints Resolution Process on an annual basis with all staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may be absent on the day of the review of the policy, review the policy and procedure as soon as possible.~~

4. Review of the Policy:

a) The Board will review the policy with respect to workplace harassment as often as is necessary, but at least annually.

5. Duties of the Supervisor:

~~An educational community is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All persons in its learning/working environment will:~~

- ~~• respect differences in people, their ideas and opinions;~~
- ~~• treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- ~~• respect the rights of others;~~
- ~~• show proper care and regard for Board property and for the property of others;~~
- ~~• demonstrate honesty and integrity; and~~
- ~~• respect the need of others to work in an environment of learning and teaching.~~

The Board strives to maintain an environment respectful of human rights and free of objectionable behaviour for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. The Board expects that all persons in its learning/working environment will:

- be aware and sensitive to issues of harassment;
- support individuals who are, or have been targets of harassment;
- prevent harassment through training;
- take all allegations of harassment seriously and respond promptly;
- provide positive role models; and

Commented [JS10]: This section was removed as it is very broad and repetitive and better suited for complaint resolution



- not demonstrate, allow or condone behaviour contrary to the policy, including reprisals.

~~The Director of Education through Human Resources Services has the responsibility to designate resources for ensuring the implementation of and compliance with this policy.~~

~~The Director of Education through Human Resources Services will ensure that new employees receive a copy of this policy and ensure that it will be highlighted at orientations for new principals and supervisors and at parent meetings.~~

Commented [JS11]: Moved to different section – under Dissemination

6. DUTY TO COMMUNICATE:

~~All principals must review this policy and associated Administrative Procedure VI-4 Complaint Resolution Process on an annual basis with staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may have been absent on the day of the review of the policy, review the policy and procedure at a later date.~~

Commented [JS12]: Moved to section under Dissemination

7. SPECIFIC TYPES OF WORKPLACE HARASSMENT:

A) EXAMPLES OF SEXUAL HARASSMENT MAY INCLUDE THE FOLLOWING:

- ~~Sexual advances or requests for sexual favours which are known or ought reasonably to have been known by the person making the advances to be unwelcome.~~
- ~~Sexually oriented remarks or behaviours which are known or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.~~
- ~~The display of sexually explicit or exploitative pictures, cartoons or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.~~
- ~~Conduct involving unwanted or unnecessary physical contact or comment with a sexual innuendo that might be expected to cause discomfort, offence or humiliation.~~
- ~~A reprisal for the rejection of a sexual advance or a request for sexual favours where the reprisal is made or threatened by a person in a position to grant, confer or deny a benefit, privilege or advancement.~~

Commented [JS13]: Moved to section under Definitions.

SEXUAL HARASSMENT DOES NOT INCLUDE:

- ~~An occasional or appropriate comment which a reasonable person in the circumstance, would not take to have an unwelcome sexual connotation.~~
- ~~Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.~~
- ~~Conduct which both parties find acceptable such as: an occasional compliment or remark of a non-sexual nature, voluntary relationships to which neither party objects.~~

Commented [JS14]: Deleted, as this was deemed not reflective of board's commitment to upholding a safe and inclusive working environment.

B) RACIAL/ETHNOCULTURAL HARASSMENT:

~~Written, verbal and/or physical actions which express negative attitude, derogation and/or hatred for a person or group of persons based on their race, ancestry, place of origin, colour, ethnic~~



~~origin, citizenship or creed. Racial/ethnocultural harassment can be overt or subtle, intentional or unintentional, and may include but is not limited to, the following behaviours:~~

- ~~• Physical or verbal abuse or threat.~~
- ~~• Demeaning comments, jokes, remarks, innuendoes or taunting about a person or group of persons' race ancestry, place of origin, citizenship or creed which are known or ought reasonably to be known, to be unwelcome.~~
- ~~• Display or distribution of racist pictures, graffiti or other derogatory material.~~
- ~~• Practical jokes or insulting gestures based on racial or ethnic grounds which are known or ought reasonably to be known to be unwelcome.~~
- ~~• Exclusion, avoidance or condescension because of race or ethnocultural background.~~
- ~~• Negative remarks about a racial/ethnocultural group in the presence of any individual, whether a member of a group or not, which creates a poisoned environment, or a series of individual incidents which, when viewed in totality, can be seen to have a negative impact upon an individual or group.~~

Commented [JS15]: Language updated and moved to DEFINITIONS section

Roles and Responsibilities

~~All employees of the Board are expected to uphold and abide by this policy and maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it.~~

~~The Board will investigate and deal with all complaints or incidents under this policy in a fair and timely manner. Information about a complaint or incident will not be disclosed except to the extent necessary to protect workers, to investigate the complaint or incident, to take corrective action or as otherwise required by law.~~

~~All employees, and in particular, principals, managers and supervisors have the additional responsibility to act immediately on observations or allegations of discrimination or harassment and should address potential problems before they become serious. All employees are encouraged to report workplace harassment and discrimination to the appropriate person.~~

8.6. Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace ~~discrimination or harassment, participate in an investigation and~~-or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

9.7. Complaints:

All employees have a right to ~~claim and enforce their right to a workplace free of discrimination and harassment~~-complain about harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an information resolution. ~~The first step is to inform the individual that his/her behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach.~~In



order to stop/resolve workplace harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this policy and procedure in a timely fashion and keep records of complaints and any subsequent response or action taken. Refer to Administrative Procedure No. VI04 Complaints Resolution Process for more information.

10.8. Attendant Procedures:

The Director of Education shall establish administrative procedures relative to the complaint process in collaboration with Human Resources Services.

The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

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| Policy III-06 Harassment | Item 4.5 |
| Tuesday, September 10, 2019 | |

Purpose

To rescind *Policy III-06 Harassment*.

Commentary

Policy III-06 Harassment was initially adopted in June 1991, and was last reviewed in September 2017.

Upon review of the policy, it is evident that *Policy III-06 Harassment* duplicates much of the content of the *Policy III-16 Workplace Harassment*. The Ontario Occupational Health and Safety Act that require employers to implement specific workplace harassment policies and procedures, and ensure that incidents and complaints of workplace harassment are properly investigated. Similarly, the Ontario Human Rights Code requires Employers to ensure the workplace is free from harassment on a number of prescribed and prohibited grounds. Staff have worked with the Board’s Legal Council to ensure all aspects of aspects of the Harassment Policy have been incorporated into the revised Workplace Harassment Policy so that our requirements under both pieces of Provincial Legislation is adhered to.

Therefore, it is recommended that *Policy III-06 Harassment* be rescinded and *Policy III-16 Workplace Discrimination and Harassment* be used in its place.

Policy III-06 Harassment is attached for information.

Recommendation

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

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| <p>Moved by:</p> <p>Seconded by:</p> <p>That, the Policy Committee recommends that <i>Policy III-06 Harassment</i> be forwarded to the September 17, 2019, Regular Meeting of the Board to be rescinded.</p> |
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Report Prepared by: J. O’Hara
Executive Officer, Human Resources Services

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

| | |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Harassment | |
| Adopted: June 25, 1991 | Last Reviewed/Revised: September 19, 2017 |
| Next Scheduled Review: 2018-2019 | |
| Associated Policies & Procedures: VI-04 Complaints Resolution Process Workplace Harassment/Violence | |

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free from harassment related to any grounds identified in the Human Rights Code that include, but are not limited to, workplace sexual, racial, and/or ethno-cultural harassment.

Application and Scope

This policy applies to all personnel working within the jurisdiction of the Halton Catholic District School Board, to all students in attendance in Board schools, and to all visitors, guests and volunteers to our schools.

References

Human Rights Code

Principles

- The Halton Catholic District School Board expects that conduct within our schools shall be in accordance with the gospel values of Jesus Christ, the Goals of Education and Board's Mission Statement.
- The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and wellbeing of the individual employee and student.
- The Board will not tolerate any discrimination or harassment contrary to the Human Rights Code against any employee, student or visitor in the course of any of the Board's operations.
The normal proper exercise of supervisory responsibilities including training, evaluation,

Commented [JN1]: Information in Policy III-16 Workplace Harassment pg 4 of 8

Commented [JN2]: Information in Policy III-16 Workplace Harassment pg 4 of 8

Commented [JN3]: Information in Policy III-16 Workplace Harassment pg 4 of 8



counselling and discipline when warranted, does not constitute harassment.

- Workplace Harassment is defined as a course of vexatious comment or conduct, which is known or ought to reasonably be known by the perpetrator to be unwelcome and includes Workplace Sexual Harassment. Harassment may, dependent on the circumstances, consist of a single action or a series of incidents.

EXAMPLES OF SEXUAL HARASSMENT MAY INCLUDE THE FOLLOWING:

- Sexual advances or requests for sexual favours, which are known, or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours, which are known, or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons, or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.
- Conduct involving unwanted or unnecessary physical contact or comment with a sexual innuendo that might be expected to cause discomfort, offence or humiliation.
- A reprisal for the rejection of a sexual advance or a request for sexual favours where the reprisal is made or threatened by a person in a position to grant, confer or deny a benefit, privilege or advancement.

Commented [JN4]: Information in Policy III-16 Workplace Harassment pg 6 of 8

SEXUAL HARASSMENT DOES NOT INCLUDE:

- An occasional or appropriate comment, which a reasonable person in the circumstance, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults, which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.
- Conduct, which both parties find acceptable such as: an occasional compliment or remark of a non-sexual nature, voluntary relationships to which neither party objects.

Commented [JN5]: Information in Policy III-16 Workplace Harassment pg 7 of 8

RACIAL/ETHNO-CULTURAL HARASSMENT USUALLY INVOLVES:

Written, verbal and/or physical actions which express negative attitude, derogation and/or hatred for a person or group of persons based on their race, ancestry, place of origin, colour, ethnic origin, citizenship or creed. Racial/ethno-cultural harassment can be overt or subtle, intentional or unintentional, and may include but is not limited to, the following behaviours:

- Physical or verbal abuse or threat.
- Demeaning comments, jokes, remarks, innuendoes or taunting about a person or group of persons race ancestry, place of origin, citizenship or creed, which are known or ought reasonably to be known, to be unwelcome.
- Display or distribution of racist pictures, graffiti or other derogatory material.
- Practical jokes or insulting gestures based on racial or ethnic grounds, which are known or

Commented [JN6]: Information in Policy III-16 Workplace Harassment pg 7 of 8



ought reasonably to be known to be unwelcome.

- Exclusion, avoidance or condescension because of race or ethno-cultural background.
- Negative remarks about a racial/ethno-cultural group in the presence of any individual, whether a member of a group or not, which creates a poisoned environment, or a series of individual incidents which, when viewed in totality, can be seen to have a negative impact upon an individual or group.

DUTY TO COMMUNICATE:

All principals must review this policy and associated Administrative Procedure VI04 Complaint Resolution Process on an annual basis with staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may have been absent on the day of the review of the policy, review the policy and procedure at a later date.

Commented [JN7]: Information in Policy III-16 Workplace Harassment pg 5 of 8

Requirements

- The Director of Education shall establish administrative procedures relative to the complaint process.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.

Commented [JN8]: Information in Policy III-16 Workplace Harassment pg 8 of 8

Rescind

| | |
|----------------------------------------------------------------------------------------------|------------------------|
| <p>Policy II-51 Optional French Programming (Early French Immersion and Extended French)</p> | <p>Item 4.6</p> |
| <p>Tuesday, September 10, 2019</p> | |

Purpose

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

Commentary

At the April 9, 2019 Policy Committee Meeting Trustees presented a draft policy regarding Optional French Programming at the Halton Catholic District School Board as an information item.

Policy II-51 Optional French Programming (Early French Immersion and Extended French) was revised by staff and presented at the May 14, 2019 Policy Committee meeting as a discussion item.

Following further input and suggested revisions by Trustees *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* was returned to the June 11, 2019 Policy Committee meeting as an action item and forwarded to the June 18, 2019 Board Meeting for approval at first reading.

Policy II-51 Optional French Programming (Early French Immersion and Extended French) was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019. The results are attached as appendix A.

Revisions to *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* have been made to remove the word “early” from the title and body of the policy, as well the acronyms have been adjusted accordingly. The word “early” was used as a designation intended to indicate that the Immersion program began in an earlier grade than Extended French. This was an important term throughout the pilot process; however, this designation is no longer relevant, as French Immersion is currently being offered from Grades 1 through 7. These programs are described on the HCDSB website, which explain the differences between French Immersion and Extended French.

In light of these changes, *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* should also reflect a name change to *Policy II-51 Optional French Programming (French Immersion and Extended French)*. The Policy 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-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second and third reading.

Report Prepared by:

A. Prkacin
Superintendent of Education, Curriculum Services

Report Submitted by:

P. Daly
Director of Education and Secretary of the Board



Policy II-51 Optional French Programming (Early French Immersion and Extended French)

Summary of Stakeholder Feedback

Prepared by:
Research and Development Services

August 15, 2019

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Introduction

This report summarizes feedback from Halton Catholic District School Board (HCDSB) stakeholders about the amendments to Policy II-51 Optional French Programming (Early French Immersion and Extended French). At the June 18th, 2019 Board Meeting the Board of Trustees approved the policy at first reading. Staff sought feedback on the policy from HCDSB stakeholders, between June 19th and August 9th, 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 June 19th, 2019, the Director of Education invited all HCDSB stakeholders to provide input about the amendments to the Optional French Programming (Early French Immersion and Extended French) policy, via an online form on the HCDSB website. Parents were also directly invited via email on June 21st, 2019 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, 161 responses were submitted using the online form on the HCDSB website. All responses can be found in Appendix A, below. Thirteen comments were removed due to duplication, resulting in a total response count of 148.

B) Position on the Policy Changes

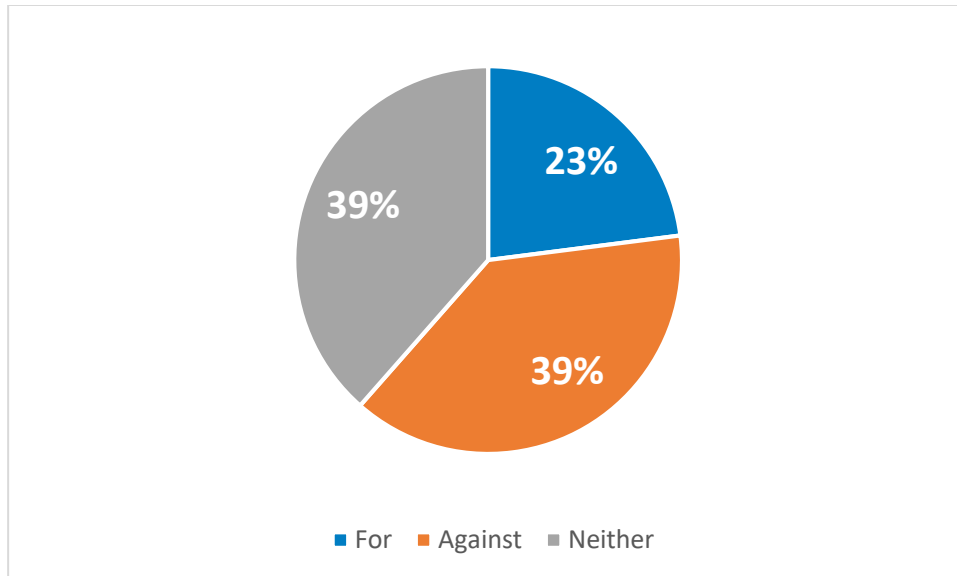
There were 148 responses included in the thematic analysis of the stakeholder data; as noted above, all duplicate comments or names were deleted and therefore excluded from the analysis. Of the ten different

stakeholder groups identified on the online feedback form, five were represented in the thematic analysis. Of the roles selected on the form, the majority were HCDSB parents (93%, n = 137). One respondent selected 'Other'.

| Role | Count |
|---------------------------|--------------|
| HCDSB Parent | 137 |
| HCDSB Staff | 5 |
| Catholic School Council | 2 |
| Halton Catholic Ratepayer | 2 |
| HCDSB Union | 1 |
| Other | 1 |
| TOTAL | 148 |

The data from the online form were reviewed and coded based on whether the respondent’s comments indicated that they were ‘For’ or ‘Against’ the amendments to the policy. Comments coded as ‘For’ include those that specifically stated that they agree with the policy. Comments coded as ‘Against’ include those that do not agree with the policy and expressed concerns with the proposed components of the policy, such as the entry process, community communication/consultation, etc. Thus, comments were not coded based on respondents’ views on Optional French Programing, but their views on the policy specifically. For example, if a respondent indicated that they support optional French programming, but do not agree with the certain aspects of Policy II-51, then their comment was coded as ‘Against’. If the respondent’s position on the proposed changes to the policy was unclear or not explicitly stated, this was coded as ‘Neither’. Note that one comment may only be coded once.

Coding Breakdown (n = 148):



As shown in the chart above, 23% of comments (n = 34) were *for* the policy and 39% of comments (n = 57) were *against* the policy. Thirty-nine percent of comments (n = 57) were coded as neither. Such comments may have discussed their views on optional French programming rather than the policy, or may have been unclear in their position on the policy.

C) Common Themes Found within the ‘Against’ Comments¹

The responses submitted that were coded as *against* the proposed changes (n = 57) were analyzed to uncover themes related to their disagreement. The comments can be aggregated into the following themes.

Note: The percentage provided with each theme refers to the proportion of stakeholders who were coded as having concerns with the policy. 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: Increased availability. Respondents expressed the need for increased availability and enrollment in the optional French programming, specifically by increasing the number of schools that offer such programs (51%, n = 29). Examples:

“As a parent I see the need for more spaces in the extended French immersion programs. The number of kids that would like to attend but do not make it into the program is quite large.”

“The EFI should be offered in more schools if not all. Its sad that we had to go through a lottery system and only ONE school offers it in the whole of Milton...”

¹ There were no apparent themes within the ‘For’ comments, as such comments were often shorter and only indicated that they agreed/supported the policy

“Ultimately, the underlying issue is the inadequate number of FI schools in the Catholic system; in Burlington, I'm amazed there's only one elementary school with FI and I struggle to accept that the demand for FI by Catholics is actually that low, relative to the public system. ”

Theme 2: Program entry. Respondents disliked the enrollment process for optional French programming, specifically the lottery system (39%, n = 22). Examples:

“I really like the opportunity for my kids to be able to be a part of the French programs. I would like to see more done to ensure that all kids who apply get accepted instead of leaving it to a lottery.”

“There should not be a lottery for the Extended French Program. Anyone who wishes to enrol their child should be able to do so. French is one of Canada's national languages. To prevent a french education from someone who wants one is unfair and unjust.”

“...The other rule that must be relaxed is of entrance into the program. It should be based on previous marks and should include a signature and recommendation from a previous teacher. Not for first grade but definitely for the extended french...”

Theme 3: Sibling allowance. Respondents believed that siblings of children already enrolled in optional French programming should be allowed to also enter such programs, bypassing the lottery system, or at least enroll in the same school as their siblings. (22%, n = 19). Examples:

“...Siblings of children in the program should automatically be allowed to attend the same school as their older sibling who may be attending Early French Immersion. Our younger child is still awaiting to hear if change of boundary is accepted and this is causing us undue stress of potentially having to drop off kids to 2 different before school programs at 2 different schools”

“It was stressful not knowing at the time of lottery if my second daughter would get in. A sibling rule should be in place. If one is in then the other should be accepted as well, before the lottery.”

“If the board is not going to implement a sibling policy for EFI, then at the very least, there should be an automatic acceptance of siblings of children in the EFI program into the English stream in order to ensure families are not split up and siblings don't end up in different schools.”

Additional Results

D) Feedback on the Policy

Three respondents, regardless of their position on the policy, provided feedback on the policy itself. Their comments are as follows:

Item number 3.3 and 3.5 are confusing to me. In 3.3 it says the aim is to ensure all that all students will be given placement. However in 3.5 it says it is a random selection for placement. What is the strategy for placement? Everyone gets in or is it random selection?

Your language is very vague, uses constantly "when possible, where feasible" etc. changes like the relocation of french programs that affect so many kids and families should be really taken as a really important issue and kids should be the priority.

What happens with situations like the phasing out of the French Extension and St. Matthew where there wasn't any consultation? Are these decisions being reconsidered? To be honest I don't feel this draft addresses the issues is just a paper so the Director of Education can make his decisions like he has done in the past and you can say there's a policy to back it up.

It's really disappointing to see how the board only looks at numbers, forecasts that may not be accurate and don't think the students as their priority.

I don't think the policy reflects what needs to be addressed. The policy just gives the board the possibility to do all the changes to the french program (like they did with the phasing out at St. Matthew) without taking into consideration the effect on students and families. The policy should give the trustees the right to vote any change regarding the french programs and through this give families the chance to participate and have a real input in the board's decision. The language used on the policy is very vague "when possible" etc. Instead of setting processes that should be strictly followed. The policy doesn't specify anything regarding registration dates and then parents receive a last minute notice saying that registrations have been moved up and they need to register asap. Finally family acceptance for the lottery process should be incorporated. This policy definitely needs to be reviewed and shouldn't be approved as it stands out now.

Appendix A:

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| I approve |
| When considering to locate or relocate an optional french program it is asked that teacher input be used in making the decision as changes to programming can impact teacher working conditions. If changes to locations need to be made, teachers should be notified prior to filling out teacher preference forms so that they have all information prior to the start of the transfer rounds. |
| The Board's mandate is to educate English-speaking students first and foremost. These french programs are optional, not mandated by the Ministry, therefore, in this climate of budget constraints, all optional programs should be reviewed and possibly cut, before any cuts to the required curriculum. Transportation to optional programs should be discontinued. |
| Yes please keep French learning and curriculum in place. It is very important to me as a parent that the school system gives every child the opportunity to learn the French language. There are so many known benefits. |
| I support this program |
| I work in an FI school in a different board and am very displeased with the way HCDSB handles FI enrollment. I strongly feel teachers should have a say in which children would be good candidates for FI. I have been told my son would be great in the FI program and he is way down the waitlist. Aside from that, I tried to find how long they will accept kids off the waitlist as working in an FI school I know kids will transfer out before the year is up and was told they will accept kids until the end of September. I find that ridiculous as likely everyone will give there child at least a 1 month shot at it and now children that would have been great in the FI program have completely lost their chance. |
| While i recognize that French is an important language here in Eastern Canada (I have spent a considerable amount of time in Western Canada to which it is simply not), on the Global stage it is not. Spanish and Mandarin are certainly more important on every front today and in the future. French is dear to our hearts based on the founding and history of Canada but not as relevant in the future. If we look through the lens of what is most important for the future of our kids. My two are in JK i would strongly consider Spanish or mandarin. I would also be willing to pay for this separately as a second language is not a right but would be a privilege to learn, whether during the academic year or in the summer or both. I would welcome the opportunity to present my case. |
| I think it is essential to teach other languages to students in the early stages. I think it is an excellent program for our kids. |
| My household is in full support of the Optional French Program. |
| I live in Burlington and the only school that offers French immersion is Sacred Heart of Jesus. In my opinion, this is unacceptable and should be offered at multiple schools. Public schools offer a lot more options and as such; it makes me think that perhaps my tax dollars should go to a Board of Education that is in line with what is right in Canada. Since the French language is highly regarded in the political realm, I feel it's necessary to award this opportunity to my children, however the signup process is stressful (you basically have 10 seconds to finish the application in order to try to get a spot in the first-come-first-serve online application). |
| I would be interested in my children learning French. I believe it is a great tool to have in future jobs later in their lives. |
| We are in full agreement with moving French programs to schools that have the space to support them. St. Matthew Oakville currently has French and it is way over-subscribed. The only other concern I have is that it seems that out of boundary parents have led the charge in opposing moving the French program from St. Matthew to St. Bernadette. We would ask that any consultations for specific schools occur only with those families in direct boundaries. The same happened with the uniform vote and now all in boundary families have to live with a decision made by people who aren't in boundary; many of whom, now won't be attending based on the most recent information of subsequent siblings not be allowed entry. It would be preferable as well that once the decision for French to move, that it be upheld. We understand it was meant to move in September but is moved to 2020. Let's just do it and move forward. Finally, the role of the trustees is superfluous. It seems the squeaky wheel gets the grease and I'm not sure I agree with how their role affects big decisions based on a few loud and aggressive |

opinions. Why are we delaying the move of French when there's a class on the stage and we're adding portables, and there are empty classrooms at St. Bernadette's?

Currently there appears to be a significant shift of boundaries within the Georgetown area. I cannot speak for other areas.

It is my understanding that there are now 4 schools offering either EFI or extended French. Those being St Catherine, st Brigid (which is bursting with portables) and Holy cross schools.

There is a small school St Francis that holds a small population.

Why not move the boundaries for the st Francis school to other local schools and have the extended and early French immersions at the one location. It appears that the amount of students in each program would be approximately that of the total French program students. This allows for teachers to overlap classes therefore saving costs and utilizing the school to maximize the French programs.

I agree and support this initiative

This policy does nothing to address the fact that the HCDSB is seriously lacking in offering a French education to our students. It's a joke that there is one school in north Burlington, operating on a lottery system that is supposed to accommodate those who'd like the opportunity to enter early French immersion programming and it's the parents' responsibility to provide transportation to such school if a child is one of the chosen few who are privileged to get this education.

Please consider the inadequacies before bothering with these changes.

The program is quite popular as evidenced by the requirement to have a lottery for attendance. We need this program expanded to more than 1 school in Oakville which is the current state of the program.

Siblings of children in the program should automatically be allowed to attend the same school as their older sibling who may be attending Early French Immersion. Our younger child is still awaiting to hear if change of boundary is accepted and this is causing us undue stress of potentially having to drop off kids to 2 different before school programs at 2 different schools

HCDSB should ensure that the FSL teachers engaged for these programs are highly proficient in both speaking and writing (a B2 at the CEFR level).

These teachers should have the choice to teach the specific content courses because teaching geography in French but not in English, does not seem fair for staff workload. For example, many of us French teachers went to university to teach French and not geography or math. This should be considered in the French Immersion process.

I propose to create new courses geared more towards the arts and sociology, such as cooking in French, philosophy in French class, leadership in French class, etc. and avoid science and math classes as much as possible for both teachers and students.

With any new program, funding should be a priority for French Immersion. The funding should be transparent, and shared to FSL teachers to better assist them with resource requests. Perhaps, an FSL library to share resources might be an alternative to cut costs.

I do not support early french immersion. We left the public school board because of this so-called 'feature' and I would be very disappointed if we went this route. The result we saw first-hand is that the English stream becomes 'second class citizens.' Just because a parent chooses not to enroll their child into French Immersion in grade one, should not mean they suffer academically, which is exactly what happened when we were at *[identifying information removed]*. We pulled our children out and were so happy with St Bernadette (both for the Catholic beliefs and values standpoint, but also because of the fact that French Immersion did not start in grade 1). By offering French Immersion in grade 1, you will be forcing parents to have their kids go this route, even if it is not in their child's best interest, since no parent would want their child in the English stream where the organic result is a sub-par program. It would be so disappointing to see this happen.

I am completely supportive of Extended French.

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| <p>I wished the policy included enrolling kids more often, we sacrificed having our second kid going to french program because we were not granted the cross boundary request. Being a working parent, having 3 kids, working at train distance is very hard to coordinate with kids in 3 different schools.</p> <p>So, if frequency of the programs were sooner, or if there was french as regular program in the school, that would offer an advantage for families like mine.</p> <p>Thanks for taking into consideration stakeholder's opinions.</p> |
| <p>The EFI should be offered in more schools if not all. Its sad that we had to go through a lottery system and only ONE school offers it in the whole of Milton. It's the fastest growing city in Canada yet we can't keep up to have our children bilingual if we choose. Its becoming more of a demand and once again a disappointment that my child was not able to take advantage of.</p> |
| <p>I believe that the Extended French Course is an excellent program for children entering Grade 5. Being bilingual, certainly, will be beneficial especially when they enter the workforce or just plain applying it in their daily lives.</p> |
| <p>Hi,</p> <p>While I appreciate you asking for my advice I don't know what my kid needs in these programs. I'd like you to contact the teachers of these programs and ask them for their professional input on the policies and procedures. Listen to them.</p> |
| <p>You should NOT be relocating students already in FI to another school. These sneaky little policy changes will NOT be looked kindly on. Parents were told when they enrolled their kids in FI that there children would NOT be relocated to another school once admitted to the program. THIS AFFECTS PEOPLES LIVES!!!</p> |
| <p>French immersion is a charade. These kids are NOT immersed in French. Parents wanting their kids to learn French should have to send them to a French School.</p> <p>The French Immersion "program" has turned into a tool for parents to use to stream their higher achieving (real or perceived)students together and segregate them from other students with lower academic achievement.</p> <p>It has become nothing more than that!</p> <p>Why doesn't the school just admit it and start streaming students at an earlier age instead of continuing with this thinly veiled deception.</p> |
| <p>we want this in our schools</p> |
| <p>Great opportunity for students, need more availability as too many students are turned away Would love a full French option also right from Kindergarten which doesn't require parents to speak French - which is pretty much required to go to a full French school</p> |
| <p>I would love to try my children in Early French Immersion and Extended French programm.</p> |
| <p>That it's great. I wish my kids can be benefit from at least the extended program.</p> |
| <p>I really like the opportunity for my kids to be able to be a part of the French programs. I would like to see more done to ensure that all kids who apply get accepted instead of leaving it to a lottery.</p> |
| <p>Absolutely agree with the expansion of the optional French Programming to meet the existing demand.</p> |
| <p>I'm very pleased to hear this! Thank you</p> |
| <p>Its a competitive world...the more we offer our children the greater they become on the other side... yes to french!</p> |
| <p>French programming is not a priority and with recent provincial cuts, this money should go towards keeping support staff in their roles. If extra funding were to exist, Indigenous culture and language should take a priority.</p> |
| <p>I approve of the policy.</p> |
| <p>As a parent I see the need for more spaces in the extended French immersion programs. The number of kids that would like to attend but do not make it into the program is quite large. Also, some priority should be given to families that already have a child in the program as I don't think is fare that one sibling gets to learn French while the other ones doesn't because it didn't get picked in the lottery and both children are attending the same schools.</p> |

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| <p>Equal opportunity to siblings should be given. Thank you for providing parents with the opportunity to voice their concerns.</p> |
| <p>It should not be a lottery system for choosing students, does this occur with any other subject? all students should be able to be enrolled, after all French is Canada's second official language and receives govt. funding. Increase number of classes so no one needs to relocate and teacher training and PD. This disrupts Extended French programs and takes away French importance and continuity for students. Immersion K to 12 should also be offered, not only Extended French starting at grade 5.</p> |
| <p>Item number 3.3 and 3.5 are confusing to me. In 3.3 it says the aim is to ensure all that all students will be given placement. However in 3.5 it says it is a random selection for placement. What is the strategy for placement? Everyone gets in or is it random selection?</p> |
| <p>Brilliant Idea and I certainly hope this gets approved.</p> |
| <p>Hi!</p> <p>I think this will be a wonderful program to have at Lumen Christi Public School. I will challenge our children in the right way (is they are strong in linguistics and capable of learning another language).</p> |
| <p>I'm a taxpayer and a parent. I have been fascinated by the French education for some time now realizing that students are required to take French throughout their educational cycle in elementary and perhaps high school yet after billions of dollars spent on French education I don't know one student that can order a double double in French. So to me I find it completely unnecessary to dump any money into French education. The budget should be zero. 99% of the students won't use the language in their lifetimes. If any language - Spanish should be offered. That way more students would be able to use it in the Caribbean as well as South America.</p> <p>So in conclusion the voluntary French immersion education should stay. But other than that why blow billions of taxpayer dollars on education the kids can get on YouTube for free in 10 minutes.</p> |
| <p>Absolutely agree</p> |
| <p>I think it is a good idea to start learning French as early as grade 1 and extend it in grade 5. I wish this program will start earlier at my kids school.</p> |
| <p>I think that early immersion and extended French should be available for parents that want their kids to have that option. Also kids learn better if it's introduced at a younger age.</p> |
| <p>I can not see how anyone could object to this proposal. Only concern is financial resources. With so much of the pie going to teacher salaries and pensions, what's left for the actual students is slim at best. The memo should include actual budget forecasting - real numbers on what this will cost.</p> |
| <p>As a bilingual country I like to think both languages should be taught just the same. As an immigrant in Canada and had been working in other countries I do not just see this as an essential life skill as I can't see any downside having two languages.</p> <p>I understand it is all about budget but considering we are talking about education, I wouldn't mind paying more taxes to consequently have better schools with more classes options, better contents and qualities. After all this is the future of our children and nation.</p> |
| <p>Hi there,</p> <p>It is my understanding that, as is, it is extremely difficult to staff French teachers due to the lack of permanent/ supply teachers in our Board that are qualified to teach in French. We notice this with the huge lack of supply teachers that accept positions in our schools to teach day-to-day in French when a teacher is absent. Why then, is the Board even considering expansion of the French Immersion program if it can't even staff its existing programs in French? Perhaps I don't have my facts right but it's an ongoing school level concern when supply teachers in French are unavailable to cover PT and this also translates to the children losing their instruction in French day to day. How does the Board propose staffing additional French language classes without the staff to teach them? Why promise parents something we cannot deliver effectively?</p> |
| <p>It would be great to have more students be able to participate in the extended French program. A few years ago we tried to place my daughter in the early French immersion program only to be placed on the waiting list after the first 2 mins. of the registration online.</p> |

All French school programs need to remain very very local and within three kilometres of where the students live. . I do not agree with any moving of the French programs to different locations. If you want fi or extended French in a new location then fine build it there but for example do not take the french immersion program that is close to our family home now and move it even further away. All of these issues should have stakeholder input and be voted on by parents . One director should not be calling all the shots here nor should one director or a small group of bueaurocrats be unilaterally be making these decisions. Parental input and parent consultations are the key to gaining and keeping public buy in. I do agree with growing and building on our existing halton catholic school biard frenchs immersion programs. Thank you.

I am agree with this 100% and I wish it was approved earlier.

In favor. In total agreement.

I feel that anyone interested in perusing French should have the opportunity to experience immersion or extended French.

More locations for French optional programs to be offered. Also provide transportation for student.

I'm in support that French should be in taught in schools to give our kids an edge over their peers in future.

The early and extended French programs have been a colossal failure.

This policy looks promising, however, I think there needs to be better flow of information for parents other than electronic. Any provisions for possible "late" registrants for the extended French immersion? Also, how will this work (eg. what subjects will be taught in French, if any or is it just like an extra French language subject).

I hope the Board would continue to deliver Early French Immersion and Extended French

As a resident of Burlington I would like to comment on the discrepancy between the number of schools offering the EF program. There is only 1 in all of Burlington compared to 5 in Oakville and 3 in Milton. This discourages many families to take advantage of the program, depending on which part of Burlington one lives in the bus ride is relatively long. This is unfair to kids in Burlington. My recommendation is to add more schools, such as in east Burlington or merge both program (EFI an FI) and make it a grade 2 or 3 entry like the Public board did and expand the program to more schools.

I do not feel adding any extended French for the following reasons:

1. Investing more time in English at a young age is extremely important. Mixed language will leave children good at neither.
2. Had pulled out 2 of my kids for the above reason despite both being very bright kids
3. Had to invest a lot of time to get get both back up to speed
4. Costs our system more to have teachers in 2 languages
5. Application of French in the workplace of in Canada is almost none existent except if you plan to work for the government or live in Quebec or Ottawa.

Individuals that do wish to seek such language skills should go to a purely French speaking school that is currently available already in some school boards in Ontario.

I vote no.

I think that the Board has the right to decide where the French Programming in offered. But the decision to move the location of the Extended French program should be communicated to parents with more than 1-year timeframe. We know several parents that bought their houses within the school boundary because of the reputation/EQAO of the school (St. Matthew in our case). One of my kids is already registered in EF and will finish in St. Matthew the other one is in grade 2 and he wants (and we want) to do the EF, but EF will be offered in St. Bernadette and the reputation/EQAO is not as good as ST. Matthew, so we have to decide if we privilege the additional language or English/Math learning.

I truly think that it is not fair.

The possible solution should be to communicate the move not just 1 year before, the communication should be in Grade 1. So, people know that the change will affect the kids' education during the elementary period. In that way, the decision to establish the family within a school boundary could be decided with confidence.

I appreciate you understand that this kind of change is really affecting not only the infrastructure needs from the school board perspective it is also affecting the decision the families have taken in relation to the desired education

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| <p>for their children. Thanks for your time for reading the comments.</p> |
| <p>I believe adding French Immersion one of our national languages can only enhance the already outstanding education for our children.</p> |
| <p>My girls school is amazing but I feel we are losing out by not having French. We speak it at home and have a tutor because we don't have the option in class.</p> |
| <p>I think adding this is beneficial to know da as a lot of jobs now a days are bilingual.</p> |
| <p>I think the board should better plan changes and relocations related to the French program. Parent should be informed at least 5 years in advance of any potential changes so as to properly enroll their children in the school they think is more appropriate.</p> |
| <p>I support this proposal.</p> |
| <p>My daughter is going into Grade 2, and she was not selected by the lottery for the French immersion program when she was going into Grade 1. She missed that opportunity. We would love for her to have the chance to learn french, and would love it more if it can be even before Grade 5. Thanks.</p> |
| <p>Offering more French Immersion opportunities is fine as long as it doesn't remove teachers from the main stream French. This past year my daughter in grade 5 lost her French teacher for a few months as she had to be redeployed to the French Immersion classes because they didn't have a teacher. So my daughter would have supply teachers who were not French teachers running her classes. This is not the first year that this has happened as my older daughter who is now in Highschool had one of the resource teachers do her French class as there wasn't a French teacher for the immersion classes. Our school has ballooned in size the last couple of years because of the French Immersion program which has impacted all 3 of my children that attended or now attend . The school is Saint Brigid. My daughter who is in gr 9 currently ended up doing the applied French in gr 9 as she would not of been prepared for the academic French because of her elementary school French classes. My son who is now in gr 11 had similar issues but he was in gr.8 when the lack of French teachers at the school was starting to happen. St. Brigid is a massive school right now and I now feel so disconnected from the school and so many less opportunities for the students due to the size of the school which is as a result of the French immersion program.</p> |
| <p>We need to keep the children with open options to pursue higher learning. We should keep both early entry and grade 5 entry, so as not to exclude children which have passed the entry age. It is important to keep children at the same school as their siblings. It over complicates life when we need to have children at multiple schools. I will have 3 children in 3 different elementary schools this school year, due to French boundary changes. We parents count on a system that is currently in place. When options and boundaries are changed, it affects our future plans and deters our children from following in the footsteps of siblings.</p> |
| <p>I agree to both new policies. I absolutely want my daughter to be introduced to French classes. Yes for policy #II-51 and #II-52. Thanks</p> |
| <p>I agree with II-51</p> |
| <p>Section 7 of the Policy seems contradictory to the original intention of the Policy to allow for "all students" to experience French. Those secondary students unable to attend due to transportation issues (at home) are exposed to an undesirable barrier to continuing their studies. Consider revising this to allow for "every effort will be made" language instead, in order to accommodate them re: bus transportation.</p> <p>Also to be consistent with the intention of the Policy, out-of-region applicants (i.e. new families moving into HCDSB areas) should be allowed to apply without barriers. This was NOT the case for us in applying for EFI from the Toronto Catholic District School Board (TCDSB) - online registration did not allow for us to enter a non-Halton address and hindered our application, for example.</p> |
| <p>Finally, albeit unrelated to the Policy directly, please consider expanding early French immersion programs to JK and</p> |

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| SK (Kindergarten) if demand allows in the future. We found earlier exposure to French extremely helpful for our daughter enrolled in the TCDSB before moving to Oakville (Halton). |
| Yes, it will be a good addition. |
| I think it's a great idea. |
| Glad to see that the board is starting french in grade 1 ... finally! Too late for my kids unfortunately. The french program should really start in JK. When we lived in Sarnia, french started in JK AND they had full day kindergarten even waaaay back then. |
| No thank you |
| I feel the Board should reconsider having both of these programs in light of the budget cuts provincially, including any transportation costs associated with the programs. |
| French Immersion at the early stage is the best because children learn fast when they are little (that is: at their early stages) |
| The policy still do not address the Need to make the Early French Immersion (EFI) program more accessible to all due to the random selection. The Lottery/ Random selection fails to give an Equal Opportunity to all interested as it already limits the number of students in the program. Please open more EFI schools and classes in the HCDSB specially here in Milton (as it is Only St.Benedict) . We sincerely wanted to get our son into EFI in the HCDSB (Milton-St. Benedict) but failed due to the "existing Lottery Selection" . It is for this reason (with heavy heart) that we will take him out of Catholic School and enroll him in an EFI-public school (HDSB) with a sure spot (No Random Selection, No Lottery). All students are accommodated. I hope that such open accommodation and spot-availability will be improved here in Milton, On. (HCDSB). |
| I think this is a perfect opportunity for our kids. It will be so great to add to the curriculum. |
| I think this is a wonderful idea !- yes please :) |
| I think that theses programs ate a great idea. |
| My daughter will be attending the Extended French program this fall. Hopefully relocation would be an absolute last resort as it would be a huge disruption to the students. She is at her home school so if the St Mary's extended French program was to be relocated then we would withdraw her from that program and place her in the English stream. It would be more important to us to keep her at her home school then disrupt her learning and school routine. |
| I disagree with the lottery section 3.5 |
| I believe everyone tends to gain from the application of French. Because it is a bilingual country and interested in preparing its young people for this immersion in a new language, the country and this generation will only grow. |
| I agree that the french programs should be in schools with excess capacity and that the home school should have a stable population of students in the near and long term; extended french starting in grade5 is enough, early french immersion is simply a distraction for the HCDSB. What the board should consider is removing early french immersion and instead focus on earlier introduction of core french to all students. |
| French This policy is fine with me too. Gives parents and students the option to enroll in extended frech programs should the children/families wish. So long as students don't fall behind in learning and communicating in both languages it's a great idea. Also, so long as the entry requirements are fair for all those who apply and transportation is provided by the board. |
| I agree with the extention of these program to be offered by the HCDSB |
| I think early French Immersion should be available in every school. it would make it more accessible to all children not just the ones lucky enough to win the lottery. Coming from Ottawa i was quite disappointed that there is no french instruction in the core English program until grade 4. |
| If students move out of the district this puts them at a great disadvantage to their peers in other districts |

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| <p>Strongly in favor in getting students started in French sooner. I think all students would benefit from getting exposed to a new language as soon as possible.</p> |
| <p>Your language is very vague, uses constantly "when possible, where feasible" etc. changes like the relocation of french programs that affect so many kids and families should be really taken as a really important issue and kids should be the priority.</p> <p>What happens with situations like the phasing out of the French Extension and St. Matthew where there wasn't any consultation? Are this decisions being reconsidered? To be honest I don't feel this draft addresses the issues is just a paper so the Director of Education can make his decisions like he has done in the past and you can say there's a policy to back it up.</p> <p>It's really disappointing to see how the board only looks at numbers, forecasts that may not be accurate and don't think the students as their priority.</p> |
| <p>I think it is a good idea to provide French Immersion/extended French whenever possible.</p> |
| <p>Early French Immersion and Extended French is ideal for students interested in the program and they will acquire skills that are practical in workplace. This is a good policy to implement for our future leaders</p> |
| <p>I like the Early French Immersion program however, my son will be going into Grade 6 in September 2019 and will not be able to take advantage of this program which is disappointing. I think a transition period for the students in grades 6 to 8 should be included in this new program so they get the benefit of it and not just the upcoming Grade 5 students.</p> |
| <p>I'm also in agreement with the service animals in the schools.</p> |
| <p>I agree and support this policy.</p> |
| <p>I have a one daughter currently enrolled in Grade 1 French immersion, and a second one in SK (going into French Immersion). It was stressful not knowing at the time of lottery if my second daughter would get in. A sibling rule should be in place. If one is in then the other should be accepted as well, before the lottery.</p> |
| <p>I agree with having Extended French take place at St. Joan of Arc (Oakville) beginning with the 2019-2020 school year. As a parent, I have seen the decline in enrollment over the years. There is an abundance of space at the school and I like the idea of that space being used for programs that enhance the students' learning options, rather than it being used for community purposes.</p> |
| <p>Both my wife and I are in full support of II-51 particularly as it relates to the early French immersion option.</p> <p>Our daughter is completing SK this year and we have discussed what we would be doing come grade school in terms of receiving optional attendance for another school so that she can receive French immersion.</p> <p>This would make the decision easier.</p> |
| <p>This policy is long overdue. St Mary's is overcrowded due to EFI program. 7 portables now with more needed for next school year. Too many kids, not enough space. It affects all the kids negatively. There are other schools with free space - use that space!!!!</p> |
| <p>It is a great opportunity for the children.</p> |
| <p>Extended French and early French should be available to all student in Canada. French is our second language, ALL KIDS, ALL schools should have it since grade 1.</p> <p>No just the ones that have space, BUT ALL.</p> <p>The demand is BIG, there is never enough space for kids that wants to learn French. IT SHOULD NOT BE this way.</p> <p>We should not have to compete for space in a special school to learn our second language.</p> |

While I fully support the extended French program, I worry they the Early French Immersion does not give the students enough time to develop their English literacy. By Grade 4 the brain is fully developed and any cognitive challenges will have or should've been addressed. Early primary is when we see students struggle and if they can barely survive in the english language, I fear how they will cope with the pressure of another language.

What about the shortage of qualified French teachers?

Sorry, but I feel that a lot of this is to give parents bragging rights and feel superior since I had a a parent strongly recommend that I put my kids in extended French because "the smarter and well behaved kids do it".

Early French Immersion should not begin in Grade 1 it should begin in Grade 2. Fundamental literacy skills are still needed in Grade 1 and early entry should happen in Grade 2 for a greater chance of success. Students who lose early literacy skills in English have a tougher time later on in school.

In favour of this.

I am agree with the policy.

As a parent of a EFI child, I cannot say how important this is for us. I have 1 child in the program and 1 not. I wish that one day we can come to an agreement that French should not be an optional subject. It should be as important as Math and Religion. Can Math be optional? Can Religion be optional? Can English be optional? So why is French when we have a whole province who is French speaking as well as it is imperative to know a 2nd language. I am not a parent that speaks a 2nd language at home therefore my child is only exposed to English therefore French is highly valued. Do we need to pay for it?? What is it going to take to make this subject taken more seriously?

There is a shortage of French teachers, so I believe that the early immersion should not be offered. What is happening with this shortage of teachers is when we have no one to fill a French position, teachers who are unqualified end up taking on these positions. It is not fair to the students, the parents, administration or teaching staff. The early immersion should no the offered.

In a bilingual country like Canada a high quality mandatory French program (available to all students) should be a golden standard. It is extremely disappointing to see this policy taking a selective approach structured around "chosen" locations and "chosen" students (lottery and waitlists). This type of structure and planning limits future opportunities for a lot of students and undermines the principle of equality. Your proposal means that as a tax payer, I pay for another child's future advantage over my kid, whereas my child may not have access to the French program? How is this approach aligned with the values of Canada and the catholic church?

Hello,

I hope this note finds you well. I feel that the French immersion program is essential to our children's learning and development. As it is an official language of this great country that we live in, I feel that every student that would like the opportunity to learn in the French immersion program should be allowed to. There should not be a lottery system and the boards should not hide behind false excuses of staffing. I know several French teachers that are willing and have applied to the Halton Board, but ended up in other boards for various reasons. So, it's not for a lack of teachers. They should also have an allotment for siblings. I currently have two children attending two different schools and this must continue until/if my youngest gets accepted to the French immersion program. The fact that the principal shrugs off our questions and says "Good luck" does not leave a good impression on the community or the parents. The program should not be optional, but mandatory. The fact that we personally fought to keep this program and the repeated growing interest reflected in the waiting lists shows that this program is essential. If there is a waiting game list year after year, then we need to realize the demand is growing and we need to be able to supply the education to these students.

My two sons are in the extended program and I think they and their peers have greatly benefited.

Relocate the early French immersion program to schools that have the space to accommodate..there is an adverse affect to the main track at some schools...portables being added to an overpopulated school as a result of the early French immersion program..parents are frustrated...main track students seem to be pushed...

St Mary elementary school in Oakville

There should be a sibling policy. It's ridiculous that parents have to drive from school to school to pick up their kids if one of the kids are in a French program that's out of the boundary lines. The French program is vital to our city as you can see from the amount of interest there is. It's crazy to think that there is only one catholic school that offers EFI. And as a mother of three it's so stressful to have to worry about where my kids will go to school and make sure I can pick up at different locations. We need to do better!

Also, since parents like me have to make arrangements for kids at out of boundary schools, there should not be a location change. If you want to open another school that offers EFI, then it can be up to the parents if it is more conventional to that family to switch.

Good afternoon,

We are writing regarding to the french Program. We are strongly agreed about the Early French Immersion. We are highly recommend to our child and It will be a very positive step toward our childs education path.

We are so plassed to receive the great the news and looking forward to get the registration instructions regarding to the French Immersion program.

I am very frustrated, realize that Canada is NO a bilingual country with equal opportunities for everyone no for our kids.

Move programs from one school to another just because of operational decision indicate that we treat our students and families like production units.

Instate to move programs from one school to another with a board discretion why no the board ask the school students how much interest for French exist and make a democratic decision.

Why no looking for maintaining French at current school for current families (I refer to current french student and siblings). and minimize students and families impact with the program relocation.

For a family will be inexplicable why some of our kids can attend the French program at the same school and their siblings have to move to another school leaving your friends behind.

How our taxes will be compensated for additional therapies and social support that our kids will require with the school move?

how our families will be compensated for the difference in busing and start time? are the board able to provide supervision for kids at the bus stops due to schedule conflict?

Love the EFE program, the engagement has kept my child smiling daily, created confidence. Ready for grade 2.

I feel for some of my friends and their children who are 24th on the waiting list...just goes to show the need for the program.

There should not be a lottery for the Extended French Program. Anyone who wishes to enrol their child should be able to do so. French is one of Canada's national languages. To prevent a french education from someone who wants one is unfair and unjust.

Any changes to the Extended French Program, especially location, should be established and communicated a minimum of 2 years beforehand. Many parents make decisions about where they are going to reside based on the kind of education they wish their children to have.

Extended French Program:

You need to have the capacity to place French Immersion teachers in these french programs or else it will not be successful! My daughter had a core french teacher for a full year to my dismay(no Immersion teacher available!) then a maternity leave teacher leaving a gap of 2 months-hence her french is by far inadequate!

Service Animals:

I am torn with this as my child is allergic to dog hair and severely allergic to cat hair.

Considering a dog in school to assist with learning is VALUABLE however like peanut allergies how will you control the environment?

Our hope is that the Early french immersion program remains available for all our children to attend and learn in.

We have relocated our family in order to attend St Brigid school specifically for this program. It's unfortunate that it

has been moved to St Catherines. Our first child has shown so much growth and success in only her first year in the program. Happy child equals happy parent!

Relocation may impact enrolment and continuity of the program over time. It has to be done in consultation with parents.

With respect to the Extended French Program it does make clear how or what additional subjects are taught in French to allow parents and students decide if a right fit.
Also the lottery system is not a fair way of placement into the program as it should be known how many students will be accepted into program and it be a first come first serve.

Policy does not address the following:
Communication to community stakeholders when relocation of a program is occurring - specifically:
-notification to entire school community vs the grades affected immediately
-accommodation arrangements for exceptional students
-what form of consultation the community can expect
Secondly, would prefer that you include the following parameters around changes to programming/relocations:
-determine the lifecycle for review of programming - every 5 years? And communicate the cycle to all board parents.
There should not be significant shifts inbetween regular reviews
-grandfather in all existing students in a school when relocating at program - ie., phase it out over a number of years vs immediately. Again this should be planned with the lifecycle point above

I have two children in extended french and one entering second grade in the early immersion program. I appreciate this programming very much. Several of the rules need to be adjusted to prevent the schools just moving the program around again and again. Parents typically have more than one child and those who selected this program often wish for all of their children to benefit from the same education experience. They also need to have all of their children in the same elementary school, particularly with vastly different school start times between schools. The rule that a child who opts out of the french program must return to the school within their boundary causes families not to apply at all or to move their family into the boundary of the school currently offering french. This must be considered on a case by case basis, but all efforts should be made to keep children from the same family in the same school regardless of the french program or school boundaries. The program is not for everyone and the academic standards and behaviour of students in the french program must remain high. The one child shouldn't be separated from siblings and friends. The other rule that must be relaxed is of entrance into the program. It should be based on previous marks and should include a signature and recommendation from a previous teacher. Not for first grade but definitely for the extended french. Behaviour issues should be excused from the program.

One thing I can see that happens is that enrolment goes down at a certain school because of other issues (problem children, teachers not meeting certain expectations of parents or the principal is not well received, extracurriculars, etc). Consistency is key in creating good schools. Parents and students must be given equal opportunities to review teachers and principals at the end of each reporting period. This is the same thinking for art, music and athletics. Equal emphasis must be placed on these courses at each school. It's not okay to have instruments at one school and not the one just down the street. If you put the immersion programs in schools with the least enrolment, the students typically are not getting quality music, art and physical education classes. Non-french families will move boundaries for these things and this increases enrolment forcing the french classes out.

Our children are currently at a school where the french program will leave for another school come September. We are thankful that they will all stay at their school and not be relocated. This is very much appreciated that they will experience some consistency and not be following the program around to different schools. Thank you

This is a terrible and expensive idea. Offering programming to an entitled and niche group has a detrimental impact on all learners of the Board, due to the funding impact on the staffing and organization of schools. It also creates the problem of finding enough French teachers.

The goals of the Board can be met by offering French, as it currently does, later in elementary school.

As a parent whose child will be facing a class size of 29+ this September, it is difficult to comprehend how funding would be used for French programming when you should be focused on creating safe classrooms with smaller class sizes.

Additionally, there comes a point where we need to say that if French matters to families, they should fund it themselves, much like families do who speak other languages, or focus on particular sports or other interests.

The reality is, despite significant historical investment in regular French programming and French immersion, most students are not fluent and do not use French in Ontario. We cannot justify the high costs.

I would love a french immersion program at St. Anne's Elementary school in Burlington.

I am disappointed in this policy there is no change to the growth of the efi program when there an obvious demand plus other Board's are growing with demand smaller and larger board + when you receive in addition additional funds for these programs. No change in registration parents have not been in favour of this new registration. Certain trustee are not returning parents calls how can you make a one sided opinion you are clearly the board puppet what is the point of your position then?

If I understood the policies correctly, the intention of HCDSB is to offer the existing Extended French Secondary program to future graduates of the HCDSB EFI Program (currently, students from the pilot year of HCDSB EFI are entering Grade 6 in September). I would like to know if the Extended French program will be altered in any way to ensure that it is an appropriate and sufficient fit to the children from EFI who will graduate Grade 8 with more hours studied in French than the existing Extended French students (Grade 5 entry level). Should we expect the Extended French program (Secondary) to not change when the incoming EFI students have a different background and Mid-French learned than Extended French students? We need to make sure we continue to nurture and grow these EFI students who have been working hard on their French education from Grade 1. Please reconsider and keep the community informed.

Please do not move the EFI program from Sacred Heart of Jesus as it is a great location with good kids and nice administration. Thanks

This is a much needed policy. It provides structure on how this program is run. It also provides the parents clarity on expectations. I hoped that this policy would consider allowing siblings to attend French programming if they have older brothers/sisters that are already in the program. This provides family equity. Currently without this rule all my three kids are going to be in three different schools starting September 2019. This will make morning drop-offs, after school pickups, parent-teacher interviews, and other school activities much more complicated than it already is. I hope the school board considers this from the parents point of view. At the end of the day this is inline with the school board's mission and vision statement and values where it partners with parents to provide exceptional Catholic education.

Parents appreciate the fact that the importance of Optional French Programming is being considered now that there are 2 permanent programs in place. On the other hand, parents do not appreciate that trustees are not returning their calls in regards to this policy as they want their voices heard. The proposed policy reiterates what is already in place in our Board rather than addressing blatant issues that exist. Numerous Catholic families are choosing to attend the Public board to give their children access to French programming. A sibling policy should exist as per numerous other Boards that have utilized this method for decades. This mentality emphasizes the importance of giving siblings equal learning opportunities rather than placing families in an impossible situation if all of their children don't randomly get into either program. Who would contest this? Most families have multiple children and once they make a commitment to a program, it should be for all members of their family. The current registration process has caused an incomprehensible level of stress to Catholic families in Halton. Please help keep Catholic families together in our Board. Parents should never have to choose between faith and programming.

I think that students in need having service dogs is school is a good idea. and an early french immersion and extended french is a good idea.

Fully support both programs. The use of service animals in Schools and Long term care facilities should be adopted it can make a significant impact on ones mental health and over all well being. Optional Extended French makes sense not making it mandatory to those uninterested or whose children struggling with English language or other core subjects. However giving the option to those with keen interest is great to see not only to maintain our culture but it may provide future opportunities for children that would be possible otherwise.

Yes, I Fully support Use Of Service animals in schools!

It should be adopted in both schools and in Long term Facilities (some have been doing this for many years) . It has significant positive impact on certain anxiety and depression and other mental health Disorders,. It also can improve ones overall well being. Not to mention many different important life lessons can be learned from service dogs.

I'm a little disappointed in the policy. my children are in the efi program and love it. I can't believe how fluent they are. If the program is in demand it should be something the board should take pride in growing considering the teachers are doing an amazing job under a board who has not been in full support . The only struggle has been the board trying to remove the program. It time to move forward and show surrounding boards we are in support and will grow the same they have . The policy does not touch on growth, does not touch on the change in registration last year was a struggle . Siblings should be considered how can one have this gift and not the other. Guaranteeing sibling would make a family more committed in staying in the program and board . Please give the efi gift to more students . Thank you

Thank you for providing an opportunity for parents to provide feedback on Policy II-51 Optional French Programming. Although we welcome the creation of this policy, we are still deeply concerned with the pending relocation of the Extended French program from St. Matthew school. The criteria for determining the relocation of the program were in fact not met. The "overcrowding" issue at St. Matthew is one that was created by the Board by approving cross-boundary applications to St. Matthew even when the school was at or over-capacity. This deliberate plan by the Board to essentially create an over-crowding situation at St. Matthew is unacceptable. There are options that the Board can choose that would provide a fair and equitable solution for the St. Matthew community. One option would be to keep one class of Extended French at St. Matthew and one at St. Bernadette - providing two classes in the Glen Abbey community, but not removing it wholly from one site. The St. Matthew community is looking forward to the consultation meetings you are required to provide for us, as per section 1(1.2) of the Policy ("Relocation of current programs must include consultation with the communities being affected). Kindly inform as ASAP as to the dates and location of said consultation meetings. We look forward to meeting you in person to further discuss the status of the Extended French program at St. Matthew.

If the board is not going to implement a sibling policy for EFI, then at the very least, there should be an automatic acceptance of siblings of children in the EFI program into the English stream in order to ensure families are not split up and siblings don't end up in different schools. Furthermore, families should not need to submit a cross boundary application for siblings of EFI students every year. Alternatively, the school boundary for EFI schools should be made smaller to allow for the acceptance of cross boundary applications of EFI siblings. The board needs to ensure that families can attend school together. This would also assist the board in directing more English stream students to schools with lower enrolment.

This feedback follows my letter dated May 23, 2019 to Trustees DeRosa, Guzzo and Karabela providing my views and concerns relating to the proposed Policy 11-51 Optional French Programming (Early French Immersion and Extended French). My detailed viewpoints are set out therein and will not be fully reproduced here for the sake of brevity. The below is meant as a summary of and supplement to that letter. In my view, proposed Policy No. II-51 Optional French Programming (Early French Immersion and Extended French) is a watered-down version of the draft policy that was originally proposed by Trustee Karabela. As currently drafted, the proposed policy does very little to address the needs of EFI families as well as the need to increase access to the EFI program. The main deficiencies, in my view, are as follows:

1. The proposed policy does nothing to attempt to mitigate potential hardships that may result from the Board's current administration of the program vis-a-vis siblings of optional French students, namely those that arise from siblings of optional French students not being granted admittance to the program(s) and/or having to attend a different school altogether (either to access French programming elsewhere or because of not being granted cross-boundary status to attend the English stream in the optional French school). The proposed policy has no mechanisms whatsoever to align access to programming and/or attendance at optional French schools for families. I disagree strongly with the assertion that a sibling policy is not equitable. In fact, it is my view that NOT having sibling policy is extremely unfair to those families who have demonstrated a commitment to both French language learning and a Catholic education at HCDSB. The proposed policy, including the lottery admission process (discussed further below) and the Board's present cross-boundary policy, which requires out-of-catchment students to re-apply for cross-boundary status annually, has led, and will continue to lead, to EFI families suffering the hardships of having their children in different language streams and different schools. It is simply not fair for a child to not only be denied an educational opportunity granted their older sibling, but potentially having to attend an entirely different school altogether. For this reason, the proposed policy and the Board's current administration of its French programming has and will continue to create divides within families. This is a non-sensical result that is not at all in the best interests of the students and, moreover, is causing HCDSB families to reconsider their options for French language learning in Halton, including leaving the Catholic Board altogether. If admission priority is not given to siblings of students currently enrolled in optional French programming at the same school, then there at least has to be some mechanism(s) put in place – such as automatic admission into the English stream) at the cross boundary school – to alleviate these hardships. The HCDSB's policies and current administration of the optional French programming make it very difficult for French stream families to want to stay with HCDSB, particularly when the HDSB offers unlimited enrollment for EFI programs. Given the political climate, it is surprising that HCDSB seems to be going out of its way to make program access more difficult for families, rather than the other way around. One would think that the HCDSB would be doing everything in its power to increase enrollment in the Catholic board.

2. The random selection ("lottery") process for determining entry into optional French programming as set out in the proposed policy and as is currently administered by HCDSB is deficient as it is completely lacking in transparency. The policy does nothing to address this concern, save a meaningless line that the "registration process for the optional French Programs shall be made available to the public". What does that even mean? For a lottery process to be "fair", there needs to be full transparency of the process, including:

- what platform(s) are used to conduct the draw and how random numbers are generated and assigned;
- who conducts the draw;
- what day is the draw conducted;
- how many applications are received;
- how many children are placed on the waitlist;
- what "glitches" might occur and how they are dealt with; and
- whether the process is subjected to any kind of objective oversight or audit to ensure that the process is truly random and fair.

Moreover, a lottery system attracts speculative applicants who take a "wait and see" approach and many of whom will decline a spot if offered and/or will leave the program altogether at some point, at the expense of another family who is truly interested in Optional French programming. In contrast, a "first come, first serve" ("FCFS") is not inherently unfair or less fair than a random lottery. A FCFS process does a better job of allocating spaces to the families that want them the most and who are committed to the program. With a FCFS system, everyone who truly wants to enroll in the program has an equal opportunity to obtain a spot. Unless the Board is prepared to implement information sharing measures and documentation to bring much-needed immutability and transparency to the lottery process, I would strongly argue that the FCFS system is a highly preferable and more equitable way to

determine program allocations for optional French programs offered by HCDSB.

3. The proposed policy does not reflect a commitment by the HCDSB to increase access to Early French Immersion (EFI) programming, despite the fact that there is clearly a high and growing demand for EFI programming in Halton and that this trend is expected to continue for the foreseeable future. Notwithstanding the decreasing enrollment in the Extended French (EF) program and the obvious growing demand for EFI, the Board seems inexplicably determined to expand and allocate resources to the EF program at the expense of the EFI program. It is inconceivable to me that the Board would continue offer an EF program through Our Lady of Peace, which has a mere 15(!) students enrolled for the 2019-2020 school year, taking away teachers and resources that could otherwise be used to support the EFI program. At the same time, no measures whatsoever are being taken to expand the EFI program to meet increasing demands and interest, and the program remains stagnant both in terms of numbers of sites and spaces offered. Although, historically, the EF program offered by HCDSB has been successful, but that is, quite simply, because there was no other choice for optional French programming. With the implementation of EFI, this is no longer the case. It is incumbent on the Board to start taking affirmative action to expand the EFI program (not simply move the current program to a new location) and provide the French language learning opportunities that HCDSB families want and deserve.

Thank you for taking the time to consider my feedback. I trust that you will do so. In the meantime, I would be happy to discuss these matters further by phone or otherwise upon request.

This policy refers multiple times to Policy VI-53 about the specifics regarding registration, particularly the lottery system. I would like to comment on my experience with both public & separate/Catholic systems. I'm very surprised that Catholic students who fail to be randomly selected (via lottery) in Kindergarten II have no chance to re-enter early French Immersion (FI) but public FI students are admissible, especially considering that public FI does not begin until Grade 2. Therefore, for an entire grade, Grade 1, if a child drops out of FI, the Catholic board's own students—who fail the lottery in kindergarten—are denied taking that spot but, in Grade 2, a child from the public system who's only had a couple month's of FI may be accepted. It seems like a system that's designed to fail, long term. Please keep the FI waiting list open at least through Grade 1 and preferably through Grade 2; most kids should be capable of “catching up”. Ultimately, the underlying issue is the inadequate number of FI schools in the Catholic system; in Burlington, I'm amazed there's only one elementary school with FI and I struggle to accept that the demand for FI by Catholics is actually that low, relative to the public system.

I have two children enrolled in the EFI program (starting grades 6 and 3) and I only have great things to say about this program. Almost all the teachers they've had so far are highly skilled and very caring, and my kids are capable of enjoying French tv and having conversations for 10-15 minutes in French with others by mid grade 2 (both parents don't speak French). I have a third child starting JK and I'd love to have her experience the same bilingualism education. A siblings rule makes so much sense when considering how prepared a family is when they have a child in the program already, from online resources to tv channels to books and tools as well as the sibling support itself, and that was the case in my house when our second child started the program. But in fairness for everybody, I would be more in favour of increasing the enrolment to the program and expanding to a different location which will have many benefits:

- location diversity. Opening a new location in an opposite end of the city decreases the costs of student bussing and could encourage more parents to apply when knowing their kids will spend less time on the bus as opposed to one location.

- decrease the capacity strain on schools that have existing EFI program and eliminate the need to transfer the program to a different location and all the entailed process in boundary review.

- utilize any surplus French teachers from the Extended program resulting from the decline in enrolment in some schools and preventing them from moving to different boards.

My kids go to school in St Mary and I'm aware that there is a move going among the English track parents aiming at moving the program to a different school due to capacity issues. I believe splitting the program for new registrations will be an excellent solution for both French and English tracks until capacity levels up and possibly goes down due to aging community around the school.

Thank you for all your efforts with enhancing the French programming in our schools and taking our board to a higher level.

The policy needs to set out the board's plans for expansion of the EFI program. The waitlists in Oakville, Milton and Burlington range from 30-50 children- the demand is there. The board needs to stop expanding extended French and focus on EFI. We are blessed to have two children in EFI in Oakville but we still have a third child we need to get into the program. He has already been declined a cross boundary to his siblings school and he and his siblings are devastated- they can't understand why they can't be in the same school together. And I can't imagine what the littleness one will feel if he doesn't get into EFI like his siblings. He already shows an interest and aptitude for the French language and we couldn't imagine denying him of a great opportunity as his siblings. We want our kids to have a catholic education and learn French. We shouldn't have to choose between the two. Please expand the program. And at the very least, please make cross boundary applications for siblings automatically approved. Reduce the cross boundary for EFI schools to allow for this.

I think this policy keeps proving and will keep hcdsb as the laughing stock. All the board surrounding us think this board is the wild Wild West. This board keeps closing there eyes to reality if you keep losing students to the Halton board because your choosing to discriminate, you are not a representation of being catholic. Any striving business does not close their eyes to reality and listens to the end user. The kids are the one who suffers from your blind eye no one else. Time to bring the Catholics back to the catholic board and bring the way you are currently choosing to be you are pushing them away . At the end you will be the example for the government to move into one board and eliminating the catholic board the ones who didn't face reality now will have to look at themselves and blame themselves for the abolishment of the catholic board. The surrounding boards use efi in schools with declining enrolment and guess what they have no decline and keep retention of numbers. No teachers really talk to surrounding boards they are laughing at us as they are hiring the teachers we are not interviewing or the ones we are making hard for. Just because we just can't face reality. I hope you wake up before it too late .

To Whom It May Concern:

While I am glad that the Early French Immersion program has finally been deemed NOT a pilot anymore and that school buses continue to be provided, I'd like to recommend the following for consideration:

- 1) Allow for siblings to attend the same school without cross-boundary applications as those students admitted into the program so that families can stay together
- 2) Consider providing school buses for siblings to maximize cost savings for buses rather than having them run half-empty
- 3) Consider overall number of requests for the French programs to see if it is worth it to expand to more than one school per city/town.
- 4) Allow for more frequent assessment of the policy to understand where it is working well and/or needing to address gaps given its relatively new status of being permanent.

Recognizing that staffing has been an issue in past:

- 5) Consider having more lenient qualifications for teachers on the level of French acquired for the lower EFI classes in order to keep the higher qualified teachers for the upper grades
- 6) Consider using previous demand statistics to create a funnel for committed 'guaranteed jobs' for those currently in education streams that may be ideal candidates for teaching positions in the French programs - some considerations for this may include seeing how many students have left the program because there was no consideration for siblings to be in the same school with access to transportation - see (1) and (2) above.

Thank you for the opportunity to provide feedback on this policy. I'm happy to answer any questions or help in any way.

Absolutely! All children should learn French the sooner the better!

I would be very pleased if the HCDSB offered an optional Early French Immersion and extended French programs. It would be tremendously beneficial for my children. I would love to see this come to fruition in the coming years.

I believe the French immersion program is vital to our kids. They learn so much and my child really loves it. However, what is not included in your policy is a sibling policy. Other school boards include a sibling policy. How is it that halton does not have it? As a parent who is working full time, it is extremely stressful to be able to get kids from school on time. Every year I depend on the Ymca program to allow me extra time to get to the school. How are, without a sibling policy, how am I, a mother of 3 expected to retrieve my children from 3 different locations? It's absolutley ridiculous to me that this is not in the policy. Am I supposed to pull my child who is in French immersion from the halton catholic board in a public school so that they can all be in the same school that is closest to my

house? Is that what you our trustees expecting from parents? Please, help parents which such a small token of gratitude, and allow is to ease even a little bit of stress from our lives!

I think its unfair to have a policy that forces me to send my kids to 2 different schools. My daughter is entrolled at St. Mary Elementary French immersion program. My son was attending a montessori last year and I'm trying to get him into SK at St. Mary. But because St. Mary is not my home school, I have to send him to Pope John Paul elementary. I have a third child that is in daycare. My wife works some evenings which means I would have to make 3 different pickups by myself!!! Why does the Toronto board make exceptions to allow siblings to be in the same school? The current Halton policy is outdated and needs to be revised to allow exceptions for siblings to attend the same school.

I'm am happy to see that there is now a policy in place to notify the community with regards to changes in program location. The situation with the attempt to close the program at St. Matthew school this year was a disaster. There was no consultation with the community. There was no advance warning. There was no consideration of the impact it would have on the school community. Also, only notifying a small portion of the community who you thought will care - was very short sighted. A decision to change the dynamic of the whole school needs to be reviewed by everyone at that school! How can you not think that matters? Also, you shouldn't try to hide decisions around changing program locations within the body of a large mass announcement where community members had to dig through to find out what will happen at their school. Send out notices to that school as to what specifically will happen at their school. Stop trying to hide!! No one from JK to grade 4 has any idea that extended French will not be offered after next year unless someone who has done their research has told them. Send specific communication to the affected parties. Lastly, our trustees should have final voting power on decisions that affect specific communities. That is why they are our voted trustees - they have intimate knowledge of the community and therefore know how decisions will affect their communities.

I don't think the policy reflects what needs to be addressed. The policy just gives the board the possibility to do all the changes to the french program (like they did with the phasing out at St. Matthew) without taking into consideration the effect on students and families. The policy should give the trustees ti vote any change regarding the french programs and through this give families the chance to participate and have a real input in the board's decision. The language used on the policy is very vague "when possible" etc. Instead of setting processes that should be strictly followed. The policy doesn't specify anything regarding registration dates and then parents receive a last minute notice saying that registrations have been moved up and they need to register asap. Finally family acceptance for the lottery process should be incorporated. This policy definitely needs to be reviewed and shouldn't be approved as it stands out now.

My daughter is currently in the French immersion program at St. Mary. My daughter enjoys the program and we do, as well, as her parents. The teachers are great and school is fantastic. Getting our daughter into the program with the old system of "first come first serve", although challenging, allowed us as parents to demonstrate our resolve to have our daughter be apart of the program. We preferred this method instead of the lottery system. We have a son that we would love to have in the French program, so one of our children does not go with out this opportunity. We believe the sibling rule would help us, help our son. Allowing younger siblings to follow their older siblings into French immersion program without having to worry about the lottery or "first come first serve". Siblings should be given the opportunity to learn the same things as their other siblings, and go to the same school as their siblings. The sibling rule will allow parents like us, to keep our kids together and help with our family life as a whole. We hope French immersion stays at St. Mary's, we hope that the lottery system is reinstated and we hope the sibling rule is applied.

All students wishing to take the optional Extended French program should be enrolled and staffing adjusted accordingly. If that is not possible, the lottery system should be removed and the "first to register" system returned. Keep the secondary EF program at Bishop Reding in Milton. Return the elementary EF program to Holy Rosary. More efforts should be made to support French teachers.

First and foremost, I would like to thank the School Board for listening to the plea of the EFI HCDSB parents to save the EFI program back in 2017. It has been proven that there is a huge demand for French Programs (specifically Early French Immersion) in the Catholic School Board and we would like to see an expansion of the EFI program in order to accommodate the growing demand for such. We look forward to seeing more HCDSB schools offer it and for the school board to continue to find ways to address its staffing situation for French Programs. We hope as well, that the issue of sibling registration be addressed. I am asking that siblings be given priority in registering for EFI (or cross-boundary, to be under the same school system at least) so we can keep our kids in the same school and avoid running into issues such as logistics, scheduling, transportation (school bus), etc. We hope that HCDSB students be given the same opportunity to qualify and register for EFI (and other French programs) as their public school counterparts. Thank you very much and we hope to work hand in hand with the Halton Catholic District School Board in order to provide our children with the best Catholic education possible.

I agree with this policy and would like it to be applied to future decisions as well as some changes made in the past few years (i.e. St. Matthew's Extended French Immersion program)

I agree with this policy, it seems fair and accurate. Should apply not only to future changes, but to the ones made not long ago, particularly St. Matthew's Ex. French immersion program.

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

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Adopted: June 18, 2019 | Last Reviewed/Revised: Date |
| Next Scheduled Review: 2021-2022 | |
| Associated Policies & Procedures: VI-53 Optional French Programming I-04 Cross Boundary School Attendance I-22 Admission to Schools Elementary and Secondary VI-19 Admission to Schools Elementary and Secondary I-29 School Boundary Review Process VI-88 School Boundary Review Process II-24 Home to School Transportation V-18 Community Engagement and Public Consultation Policy | |

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.

Commented [JN1]: Staff: The word “early” was used as a designation intended to indicate that the Immersion program began in an earlier grade than Extended French. This designation is no longer relevant, as French Immersion is currently being offered from Grades 1 through 7.

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 considered.
- 1.2. Relocation of current programs must include consultation with the communities being affected
- 1.3. Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.
- 1.4. The following criteria can be used to determine a location/relocation for an optional French Program:
 - 1.4.1. Relocate optional French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain the program.
 - 1.4.2. To the extent possible, ensure that the optional French Programs are 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 optional French programs do not adversely affect the Regular Track program.
 - 1.4.4. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries.



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

- 1.4.5. To the extent possible, ensure that optional French Programs are reasonably centrally located to the schools they serve.
- 1.4.6. Where feasible, when phasing in, relocating, and/or expanding to new locations for the optional French Programs, cluster the family of schools 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 French Program into another location, the existing students can complete their studies at their current location 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.
 - 1.5.2. 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.
 - 1.5.3. When a portion and/or an entire optional French Program and its existing students are proposed to be relocated to another site for 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. The Director of Education has the discretion and responsibility to:

- 2.1. Relocate an optional French program in an elementary or secondary school where the need arises.
- 2.2. Identify new locations where optional French programs can be offered.
- 2.3. 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 the purpose of due notification, feedback, and input.

3. Registrations:

- 3.1. All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Programming*.
- 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.
- 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 EFI 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



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

- 3.4. Registration will occur on line or at the school if required.
- 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.
- 3.6. The registration process for the optional French Programs shall be made available to the public.

4. Entry Requirements

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

5. Withdrawal from Program

- 5.1. 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. Transportation

- 6.1. All transportation requirements are outlined in *Policy II-24 Home to School Transportation*.
- 6.2. 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. Specific to Secondary schools:

- 7.1. 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

| | |
|--------------------------------------------------------|-----------------|
| Policy II-52 Student Use of Service Animals in Schools | Item 4.7 |
| Tuesday, September 10, 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

At the May 15, 2019 Policy Committee meeting Trustees were notified of the Draft PPM release on April 1, 2019 directing school boards to write and implement a policy regarding Service Animals in Schools.

Policy II-52 Student Use of Service Animals in Schools was presented at the June 11, 2019 Policy Committee Meeting as an action item and was forwarded to the June 18, 2019 Board Meeting for approval at first reading.

Policy II-52 Student Use of Service Animals in Schools was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019. The results are attached as appendix A.

On September 9, 2019, the Ministry of Education released [Policy/Program Memorandum \(PPM\) 163, School Board Policies on Service Animals](#) as an update of the draft PPM that was issued in the Spring of 2019. *Policy II-52 Student Use of Service Animals in Schools* was updated to include PPM 163 in the References section and in the Requirements. PPM 163 is attached as appendix B.

Policy II-52 Student Use of Service Animals in Schools is attached for review 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>That, the Policy Committee recommends that <i>Policy II-52 Student Use of Service Animals in Schools</i> be forwarded to the September 17, 2019 Regular Board Meeting for approval at second and third reading.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Item 4.7| Student Use of Service Animals in Schools

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



Policy II-52 Student Use of Service Animals in Schools

Summary of Stakeholder Feedback

Prepared by:
Research and Development Services

August 15, 2019

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Introduction

This report summarizes feedback from Halton Catholic District School Board (HCDSB) stakeholders about the amendments to Policy II-52 Student Use of Service Animals in Schools. At the June 18th, 2019 Board Meeting the Board of Trustees approved the policy at first reading. Staff sought feedback on the policy from HCDSB stakeholders, between June 19th and August 9th, 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 June 19th, 2019, the Director of Education invited all HCDSB stakeholders to provide input regarding the Student Use of Service Animals in Schools policy, via an online form on the HCDSB website. Parents were also directly invited via email on June 21st, 2019 to provide their feedback on the policy amendments.

The data received were reviewed to obtain counts of the number of responses in different categories. 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, 209 responses were submitted using the online form on the HCDSB website. All responses can be found in Appendix A, below. Seven comments were removed due to duplication, resulting in a total response count of 202.

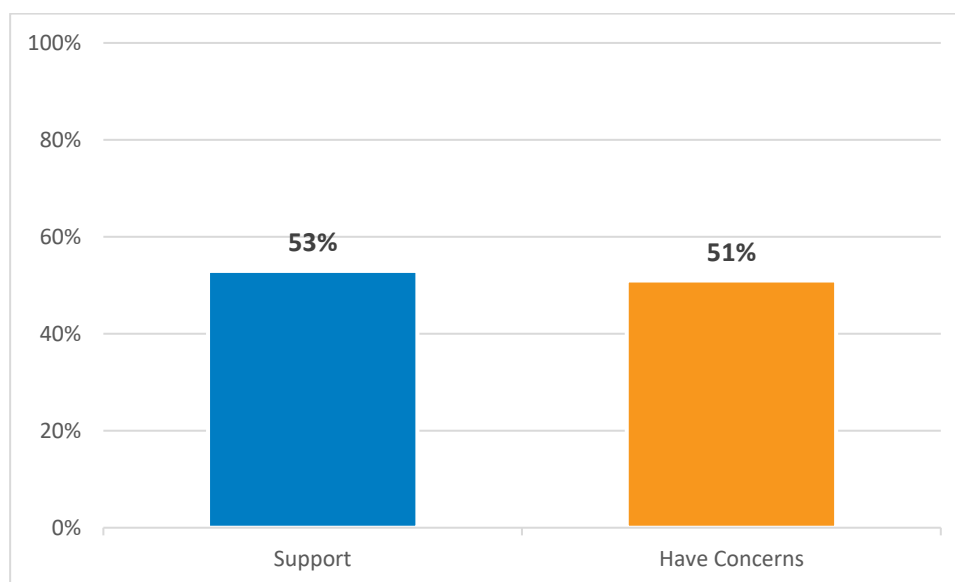
B) Position on the Policy Changes

There were 202 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, six were represented in the thematic analysis. Of the roles selected on the form, the majority were HCDSB parents (88%, n = 177), followed by HCDSB Staff (6%, n = 13).

| Role | Count |
|---------------------------|--------------|
| HCDSB Parent | 177 |
| HCDSB Staff | 13 |
| Catholic School Council | 5 |
| Halton Catholic Ratepayer | 3 |
| HCDSB Student | 3 |
| HCDSB Union | 1 |
| TOTAL | 202 |

The data from the online form were reviewed and coded based on whether the respondent’s comments indicated that they (a) support the policy, and/or (b) have concerns about the policy. Note that one comment may be coded as both (a) and (b).

Coding Breakdown (n = 202):



As shown in the chart above, slightly more than half of respondents (53%; n = 107) indicated that they support the policy, agreeing with allowing service animals in schools. Fifty-one percent (n = 103) of respondents indicated that they had concerns about the policy. The nature of such concerns will be discussed below.

C) Common Themes Found within the ‘Have Concerns’ Comments

The responses that voiced concerns with the policy (n = 103) were analyzed and coded by common themes. The most frequent themes are discussed below:

Note: The percentage provided with each theme refers to the proportion of stakeholders who were coded as having concerns with the policy. 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: Allergies. Respondents were concerned about the staff and students who suffer from allergies due to animals (62%, n = 64). Examples:

“...If another student has a severe animal allergy, I don’t think the service animal should be allowed. Allergies to animals can be a trigger for some asthma patients and could pose a serious health threat the these students, already afflicted with a chronic lung condition.”

“What happens to the children that are allergic to the animals”

“...my primary concern about implementing this policy is the risk that a service animal presents to children who have allergies to animals. My son has allergies to both cats and dogs. The dander and saliva from

dogs causes rashes, hives, sneezing, running eyes, and coughing for my son...even when he does not touch the animal."

Theme 2: Fear. Respondents were concerned about the staff and students who are afraid of animals (33%, n = 34). Examples:

"...But what about the kids in the class who do not like or are afraid of the animals that are brought in. Or any staff members??..."

"My children are terrified of dogs and other furry friends, seeing animals in schools would then make them terrified, making them anxious about going to school. Then what will we do for my children? Will the animals be segregated or will my children?"

"...Many children are afraid of dogs (as I am). Even though these dogs are specially trained, they still could hinder other students from learning because of their fear and/or anxiety about dogs..."

Theme 3: Distraction. Respondents were concerned that service animals would be a distraction in the classroom (22%, n = 23). Examples:

"I think bringing animals into a classroom would be too disruptive to the rest of the class. Kids already have short attention spans and have hard time paying attention to the teacher and dont need another thing to keep their mind off learning."

"I think this is an excellent idea but how all those kids will stay away from dogs and let them focus on work? Every kid will want to pet them and distract them."

"I do feel a service animal could become distracting for students in a classroom, and would trust proper accommodations be implemented for the student with the animal that does not distract from other children's learning."

Theme 4: Regulation. Respondents mentioned the need for regulations and restrictions surrounding the allowance of service animals in schools to minimize possible impacts from this policy (21%, n = 22). Examples:

"...I think it would be a great idea to allow some students to have support animals however I think it would have to have very strict guidelines in place as I feel it will be very popular choice for parents and children. Is this for elementary or high school students? Or both? The children should be of an age to be able to care for the animal themselves without relying on teacher or EA as it should not become part of their job."

"There needs to be distinction between a service animal and a therapy animal. Is there any direction provided to schools and parents as to what would be allowed? The admission of therapy animals would open a whole other scope of potential concerns. Even though decisions are made on a case by case basis, decisions need to be made based on accurate data and the best interests of the student, not the emotions of a parent."

“What provisions would be in place for service animals that are not hypo-allergenic and fellow students that may have pet allergies?”

Theme 5: Care. Respondents were questioning who would care for the service animal (i.e., take it to the bathroom, clean up after it, feed it, etc.) (17%, n = 18). Examples:

“...Who takes the service animal for a walk to go to the bathroom at lunch? Who cleans up after the animal? Who supervises the student walking the dog off school property? Is the animal tethered to the student at all times?...”

“And what measures are in place to guarantee that the schools are going to be properly cleaned on a daily basis to remove animal fur/dander in the schools?”

“How will cleaning of school change with the introduction/integration of a service animal that sheds its fur?”

Theme 6: Safety. Respondents were concerned about staff and students’ safety in the presence of service animals (17%, n = 18). Examples:

“...another big issue is related to safety. How students, specially the youngest ones, staff, volunteers, etc will be protected in case something goes wrong with the service animal reactions? Who and how the service animal will be controlled during recesses? And during class time? Who will be responsible to keep students and staff safe? Will insurance cover any expenses related to injuries/damages cause by the service animal? Wouldn't this be a potential risk for increasing law suits??”

“Safety comes first, and service animals are trained to perform specific tasks. They are not trained to be around 700 students running around, yelling at reassesses, maybe "too close" to their owner. So, how safety for the non-owners will be guaranteed? I'm very concerned with safety, even worst with younger kids (JK, SK, grades 1 t 4).”

“...Lastly, it is an animal with animal instincts - always an increased risk of noise, biting or scratching”

Appendix A:

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| <p>As the council chair and a parent in the HCDSB I would like to provide my input on this policy. While I understand that there are students who can benefit from service animals in the school there are also other students who have allergies to these very animals, my son being one of them. My son is allergic to ALL dogs as he's allergic to the saliva, dander and urine of cats and dogs. He has asthma and severe anaphylactic reactions to these animals. It would be detrimental if an animal was not only in his classroom but in the school environment that he uses: examples being, The library, the gym etc. I already struggle with animals that come on to the playground and may come into contact with him. I believe that children's health has to be the first priority. And although my son's allergies are very severe I know there are many more students who also have mild allergies to animals. It would be much too difficult to control this environment. He has even had mild reactions to students' clothing in the cubbies. Especially as a JK when they're so close to their peers in the classroom. I would have to vote against this policy and ask the trustees to please consider this in any decisions regarding bringing dogs or cats into the school environment.</p> |
| <p>I approve</p> |
| <p>While I applaud the board for incorporating the needs of special students.... I do raise the concern of bringing animals into the school setting. There are other children with allergies or serious fears and phobias of those animals. What does the board expect to do in those situations? The children with allergies or real phobias should be taken into consideration before these policies are put into play. If they have been and the board has a solution that should also be made public to the community. I hope there will be further communication about this subject and addressing these concerns</p> |
| <p>Thank you</p> |
| <p>When considering whether or not a service animal will be allowed in the classroom allergies must also be taken into consideration, including whether or not the teachers who work with the child have allergies.</p> |
| <p>In support of this</p> |
| <p>Children that require service dogs should be permitted to have a service dog without being discriminated against. This should go without say.</p> |
| <p>Please consider, some students have severe allergies to dogs, Please note, hypoallergenic dogs don't exist.</p> |
| <p>absolutely necessary for students that require a service animal to be able to have access to them in their school setting, allows for students to be integrated into a classroom which is very beneficial to their growth</p> |
| <p>I think it's a wonderful idea</p> |
| <p>No service animals. Other students may be allergic or afraid of them.</p> |
| <p>I am 100% in favour of service animals to be used by any student or teacher at any time.</p> |
| <p>I am in support of this policy.</p> |
| <p>As a teacher I would not feel comfortable having a service animal in my classroom. I am quite afraid of animals and can imagine that there are students who are as well.</p> |
| <p>I believe that at very least, the classroom teacher should get to make a final decision about what would work in his/her classroom.</p> |
| <p>Absolutely! if a child can grow and learn on a different level with a therapy animal I am all for it. A dog, or whatever it may be, can offer relaxation, focus, love and health and wellbeing of the student. It gives them the opportunity to grow and learn while having their best friend next to them. This is what the school system should support as well. I have no issues with this at all.</p> |
| <p>I am not in favour of service animals in schools for two main reasons:</p> |
| <p>1. Many children are afraid of dogs (as I am). Even though these dogs are specially trained, they still could</p> |

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| <p>hinder other students from learning because of their fear and/or anxiety about dogs.</p> |
| <p>2. With the many cuts by the Ford government, I am worried that service animals could take the place of SERTs for students with “mild” special needs that can be “taken care of” with a service animal. All students with special needs deserve the support of a trusting adult who is in tune with their needs. Special education staff should not be cut to save money or to help balance the increased class size averages the Ford government is imposing.</p> |
| <p>It's a good idea... particularly for children with mental health issues.</p> |
| <p>This has been proven to be helpful and has been adopted in areas of the public and schools already. Our airports have service dogs to go around and comfort travellers. Animals are taken into the seniors residences as well as colleges/universities bringing them in for the students.</p> <p>We are at a point in time were things are changing for these kids and if the service animals can benefit (well anyone can benefit) it needs to be looked at and addressed.</p> |
| <p>I think it is awesome :)</p> |
| <p>The use of service animals is an important step in ensuring students with disabilities or medical conditions have full access to education in an inclusive environment. Schools will need to ensure appropriate service animal relief areas are provided and maintained. In schools where a service animal does accompany a student, the school staff need to provide the other students with orientation on how to manage themselves around a working service animal.</p> |
| <p>Inclusion is one of the main concerns for education. Being accessible to all kind of special needs is extremely important for Schools. Service animals should be allowed.</p> |
| <p>I think that this is a good step towards providing a good learning environment for all students. Just as long as the service animals are fully accredited, trained and certified as a service animal then these animals should have full access to the school for those individuals in need.</p> <p>What would be a problem is if you open the door to any animal under the heading of "support animal" that is no more than a pet being brought for comfort.</p> <p>I have seen what training true service animals must go through and know that they do provide a vital service for those in need.</p> |
| <p>I am for service animals being allowed anywhere and everywhere. The only issue I have is that my daughter has an extreme allergy to dogs. I want to keep her safe and healthy. I do love dogs and love to see them helping someone in need.</p> |
| <p>How do we accommodate both?</p> |
| <p>We are totally opposed to the use of service animals in schools. This will be a huge distraction to most students and yet another thing for teachers to manage. Students must be accommodated in other ways as they have been for decades.</p> <p>Our schools can not be all things to all people.</p> |
| <p>What if there are children with allergies to animals? How will their needs be accommodated?</p> |
| <p>There are many students who are allergic to dogs therefore I don't think service animals in classrooms would be a good idea.</p> |
| <p>I welcome and definitely agree with this service offering and wondering why it has not been offered before. The people with disability and special needs do have the right to enjoy school environment and every other place just like those who do not go through this.</p> |

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| It's never too late. |
| Yes, trained service animals should be allowed in schools. |
| I support the use of service animals in school |
| Who takes the service animal for a walk to go to the bathroom at lunch? Who cleans up after the animal? Who supervises the student walking the dog off school property? Is the animal tethered to the student at all times? Can other students or staff touch the dog or take the dog to the bathroom when the student needs quiet time? Are there times that the animal sleeping, away from the student during the day e.g. gym class, and administrators or teachers are supervising the animal? How is the animal transported during field trips? Who checks for ticks, mud, water on the animal's fur? Does the student with the service animal remain inside the school? How will a service animal distract other students in the classroom? How will a service animal impact student learning in the classroom? How will an animal affect others who have an allergy to fur or hair? Thank you! |
| Has any thought been given to children with severe allergies to animals? How will they be accommodated. |
| I agree with and support this policy. |
| I agree |
| I am in favor of the use of service animals. Anything that provides support for a child and an opportunity to succeed has my vote. |
| The problem with allowing a few animals in school is how to stop bringing in all sorts of different types. I think it would be best if no animals were allowed in to the classroom. I understand it could calm one child, but inadvertently cause staff or other children anxiety due to the presence of an animal in the classroom. I think that once you make an exception, it will be a slippery slope and you will have all sorts of "service animals" being brought forward. (Rats, snakes, birds for example) I just don't see how this will work. Also, what if the animals don't get along and begin fighting? I think the class room should be an animal free zone for all. I would welcome therapy dogs to visit the school on a more routine basis so those that are need for calming, could visit accordingly in a separated area. |
| This should be allowed and accepted |
| I would love to see this policy approved as there are so many students who depend on their service animals. |
| We absolutely support the use of service animals to assist students with medical or behavioural needs. |
| I support service dogs for those who need it |
| This is a non-issue. Children deserve the best, most inclusive and all-encompassing learning environment that we can provide to them. Most especially those who require the special attention and comfort that a Service Animal can provide. Jesus is often referred to as a shepherd who tended to His flock. His flock included—and His love extended to—animals as well. Children who are afraid of certain animals (like my daughter) can use this as an opportunity to learn that there are others in our world with different and sometimes greater difficulties than our own which require compassion, love and special care. Those children are deserving of the help they need to reach their full potential. As an ancillary benefit, children with a Service Animal in their environment can learn a respect for animals not only as pets, but as valuable contributors to society as a whole. |
| I'm 100% on board with this opportunity. Students with a disability deserve to have any kind of assistance they require in order to succeed like any other student. |
| As service animals provide care and comfort in every aspect of life why would they not be allowed to accompany a child in school? |
| Seems long over due. |

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| I fully support this policy. |
| I do not support this. After dogs for the blind, it will be rabbits for the overly emotional. If they have problems enough that they can't attend school on their own, then they should be segregated. Stop pandering to noisy minorities and overly entitled parents. |
| Although I do believe service dogs are a valuable tool for people with disabilities, I don't believe there is a place for them in schools. Mainly for the reason that we already struggle to give enough support to kids in need and don't have enough EA support. Having service animals in schools would require a lot of assistance. The animals would need to be monitored, taken to the bathroom etc. A young child is not capable of being responsible on their own which would mean some type of paid support would be needed to supervise the animal and meet its needs as well. |
| What if a student/students are highly allergic to animals? There is nothing that states the animal needs to be hypoallergenic |
| I do not support the integration of service animals in the school/classroom. |
| I support the use of service animals in schools. |
| All children and adults have the right to learn in an environment that they feel comfortable and secure . If they feel anxious or scared, they will not flourish or develop to their potential. Service animals are amazing supports to children and adults with physical disabilities, mental health issues, and special needs. My family supports this 100%. |
| Students should be allowed to use service animals in schools as it is an accessibility issue and a human rights issue for disabled people. Service animals are not a luxury, they're necessary for some to obtain education. As long as the animals are trained and do not audibly disturb children learning, they should be non-negotiable. |
| Hopefully this does not become a mess like pets aboard airplanes. I hope the "certified" pet isn't just some doctor giving a note. People will take advantage of this. |
| I completely support the use of service animals by students in the school. Even though thankfully none of my children have a need for one I understand it is crucial for others. |
| I agree that service animals may be of great benefit to those students (handlers) that require them, but not at the expense of other students. |
| If another student has a severe animal allergy, I don't think the service animal should be allowed. |
| Allergies to animals can be a trigger for some asthma patients and could pose a serious health threat the these students, already afflicted with a chronic lung condition. |
| If there are no severe allergies, I would be fine with a service animal. |
| What about people with allergies? Severe allergies at that. How will those people be accommodated? Or, what about foil odours, due to household smells, such as smoke or foods. Or what about unbathed/wet smelling dogs? This is a VERY slippery slope! There are other therapy tools that can be utilized whether trios is for sight seeing or calming purposes! |
| What provisions would be in place for service animals that are not hypo-allergenic and fellow students that may have pet allergies? |
| I am a parent and also a teacher in our school board My only concern lies in the fact that many staff and students suffer uncomfortable, if not life threatening, allergies to animals. I, for one, cannot be in the presence of a dog or cat without being heavily medicated, which would impede my ability to teach. How does the Board propose guaranteeing ALL staff and students in each building that an animal won't be allowed to enter the premises thus guaranteeing a comfortable and safe learning environment for all, not just for those that are disabled and require a service animal. On the other hand, I do recognize the right of these individuals to have access to learning that is otherwise disabled without the use of a service animal, as is the case for some blind children that require their service animal at their side. However, it is not practical to assume that all other children, and staff, in the vicinity of this animal will be able to tolerate its presence. I think it would stand to cause suffering for more than it would ease suffering for a few. My concern is that behaviour issues are escalating in schools and so, should parents insist that their child needs to bring a service animal to school to |

help them stay calm and learn, all they would need is a doctor's note indicating this need and before you know it, we'll be having to let not just one but several or many service animals into our schools. Then,, there are many children with anxiety already so why add to their anxiety if they are anxious around animals? Is this permitted in other parts of the world or just here? In addition, I can easily see how students that are easily distracted under normal circumstances would be even more so when they have a dog in their classroom. I'm not sure I'm liking this idea...

I believe that this is ABSOLUTELY NOT A GOOD IDEA.

It is a GUARANTEE that someone is going to bring in some animal that is going to ATTACK OR BITE a student that inadvertently gets too close to it. This also leaves the school board in a position to get SUED! We are becoming more like our American friends, whereby you look at someone wrong and they want to file a lawsuit.

In addition, WHO is going to have the pleasure of cleaning up after these animals? What happens when they have accidents in class? I do NOT want my child in a class that smells like feces and urine, which is exactly what will happen when these animals have accidents day, after day! Our kids EAT in these classes.

There is also a concern when there is allot of activity in the halls or classes and if one of these animals gets dropped or a child trips and falls over an animal.

In addition, since I'm assuming, it's various animals, what happens if someone wants to bring a PIG or a SNAKE? We are opening ourselves to allot of SERIOUS ISSUES AND PROBLEMS.

This is a school, not a ZOO!

Service animals are now everywhere, assisting people during their travels, coping with life events, as well as, their mental and behavioural needs. If a student needs them for the betterment of their learning and overall wellbeing, then, service animals should be allowed in the school environment.

Animals are frequently used in university for emotional support, however it works because there aren't many university students with support animals, I think it would be a great idea to allow some students to have support animals however I think it would have to have very strict guidelines in place as I feel it will be very popular choice for parents and children. Is this for elementary or high school students? Or both? The children should be of an age to be able to care for the animal themselves without relying on teacher or EA as it should not become part of their job.

Both of my kids are very allergic to cats and dogs.
Furthermore, they are extremely scared of dogs.
My kids could not be placed in a classroom with a service animal.
It should also be noted that dogs tend to carry ticks that often go unnoticed. Once the tick falls off a dog, the tick would be in the school and could possibly bite a child and give the child Lyme disease.

Do parents of other children in the school/class get advanced input into a service animal being a part of his/her child's class BEFORE the service animal comes to school? When does this happen and by what means? Many children have allergies and some have significant fears of animals, not all of which may be known by a classroom teacher as typically these may not come up in a conversation between a child and a teacher. I hope that parents are consulted fairly early in the process to be able to advocate for their children also. I would like to see the process for 'approval' outlined more clearly in this policy.

How will allergies be dealt with. Many staff and/or students are allergic to dogs. How will they be expected to work or be in the same classroom as a student who requires a service animal?

What happens to the children that are allergic to the animals

Agree with it as long as it is following the safety rules and.

There needs to be distinction between a service animal and a therapy animal. Is there any direction provided to schools and parents as to what would be allowed?

The admission of therapy animals would open a whole other scope of potential concerns.

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| Even though decisions are made on a case by case basis, decisions need to be made based on accurate data and the best interests of the student, not the emotions of a parent. |
| I fully support service animals in schools. This is the type of innovative programming we need to see more or in our schools. Bravo! |
| Fully support service dogs |
| Service animals provide emotional and social support for students with special needs. I believe the students should require a recommendation from therapist and or Dr before allowing animal to accompany student to school, obviously, but I support this policy. |
| Good idea to bring animals for kids with special needs. Even the other kids can learn from caring for an animal. |
| Great idea! |
| What is the consideration for children who have severe or anaphylactic allergies to animals? With an animal being in the school, this can cause a severe reaction to the children. |
| My son is very allergic to dogs. Consequently, he can never visit the homes of family or friends with dogs. We accept that without question or complaint. Now you're trying to tell me he won't be able to freely walk around his own school because a special needs child will have their dog inside the school!!!??? This is absolutely unacceptable and I will use every legal avenue to prevent my child from having to be either withdrawn from his school or have his activities and free movement within the school limited. This is outrageous and unacceptable to our family. Where does "accommodation" end and common sense begin?? My son won't be the only one with a common dog allergy. We're not talking about an allergic reaction after a peanut is consumed (i.e. oral contamination). We're talking about an air born allergy. How will my son be protected from the air in his school? And please don't give me a line about hypoallergenic dogs. He's allergic to the dander on ALL dogs, and especially to their saliva and the dampness on their noses. My son has had allergic reactions to dogs who visited a non dog house and long after the visiting dog was removed. You cannot possibly ensure the safety of my child and all the other children with dog allergies. I am telling you now, that if a service dog enters my son's school, I will legally challenge it. |
| I disagree with the proposal for the following reasons: <ol style="list-style-type: none"> 1. My kids are allergenic to certain animals. 2. Students not requiring animals will be distracted. 3. Animals have eating and washroom needs that would be difficult to accommodate in a 7 hour school day. 4. Teachers are already challenged with providing stellar teaching in a very challenging environment of different student needs. Adding animals I view as complete disrespect to their ability to deliver a curriculum that continues to meet those high standards. <p>A wise man once said: The needs of the many, outweighs the needs of the few. This statement would be applicable to this proposal.</p> <p>I vote no.</p> |
| Excellent |
| Wonderfully inclusive |
| Would the student population have to be trained not to touch the service animals? |
| My boys absolutely love when the service animals come to school . |
| I think bringing animals into a classroom would be too disruptive to the rest of the class. Kids already have short attention spans and have hard time paying attention to the teacher and dont need another thing to keep their mind off learning. |
| I totally disagree with this proposal. |
| Health issue: There are several children allergic to pets' hair. Most of them are medicated when parents know that they will be in contact with dogs and cats. But this is occasionally since they do not have animals at home. |
| Security issue: |

Dogs, even service dogs, have the instinct to defend their masters. Kids tend to play "physically" several times. What happens if a service dog bites a student? Not only from the insurance/money side... but also could create a psychological trauma in the kid.

Cleaning issue:

Who will be in charge of cleaning the dog's waste? A Grade 1 student?

Who will clean dog hair leave it in the classroom every single day?

These are the first issues coming to my mind, but I am sure there are more.

Best Regards.

Hello,

With regards to allowing service animals at school, I disagree with this policy for many reasons:

1) my son is allergic to dogs and cats hair and therefore his health will be compromised. He will have to be medicated to assist to school and will be at high risk. Like peanuts are not permitted at school due to potential allergic reactions, same should be considered with animals that can cause a similar severe allergic reactions as this will be the case of my son.

As stated in the policy first point, my son has the right to receive education and to enjoy the life of the school, unfortunately that won't be possible if he has to be constantly medicated or sick due to his allergies to animals.

2) another big issue is related to safety. How students, specially the youngest ones, staff, volunteers, etc will be protected in case something goes wrong with the service animal reactions? Who and how the service animal will be controlled during recesses? And during class time? Who will be responsible to keep students and staff safe? Will insurance cover any expenses related to injuries/damages cause by the service animal? Wouldn't this be a potential risk for increasing law suits?

3) who is cleaning up the service animal' s farces/ waste? This could be a health hazard as well since this can transmit diseases as well.

4) What about students with fear or fobias to animals? They won't be able to assist to school and we will be denying them the right to education and enjoyment at school.

In my particular case, I will be obligated to take my kids out of school/ HCDSB and/ or move to another region/ board. Not sure which legal actions could I pursue, to be protected, need to further investigate this matter.

Per the reasons mentioned above, I strongly disagree with allowing service animals inside the school. I think it has more drawbacks than benefits and can cause more problems than benefits.

I think this is an excellent idea but how all those kids will stay away from dogs and let them focus on work? Every kid will want to pet them and distract them.

This is not a good idea to the welfare of most students and staff. There are students who fear these animals and it should not be allowed in school premises.

1. In the case where the Service Animal has been permitted to be taken into school premises, will the school and the board be liable if the Service Animal harms any students or school staff?

2. Has the school board conducted a poll what percentage of the student population will likely require Service Animals and whether it is due to being legally blind or due to comfort needs?

No i do not agree with service dogs in the schools.

Hi

Do not agree with service animals at school

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| My son is highly allergic to dogs. I'm afraid exposure to a or several dogs in the school will cause him to have an asthmatic episode. |
| I think it is fundamental to help students building independence inside their own school environment, and the introduction of a service animal can absolutely help those people in need of particular support. I agree with this kind of initiative, since it could also be an educational and cultural experience for everyone. Children should grow together in an inclusive, respectful and supportive community and schools in particular are the place where children spend most of their time for many years. However, as you properly said, everybody health and safety must be guaranteed, so my first concern goes for example to those who may suffer from allergies and have to share quite some time with the presence of a service animal. Also, in my experience, I knew people who are afraid of dogs, due to past traumas. As usual finding the right solution respecting everybody needs won't be easy, but I appreciate the fact that the School Board is doing this kind of action and is opening a dialogue on this matter. |
| As a parent I would support the implementation of a service animal for any student who would benefit and trust that each school would do their own assessment on the impact of other students or staff who may have allergies or other considerations that may apply. |
| If a student or board employ require a service animal it should be allowed. |
| Amazing, great idea! |
| Good morning, Make sure to include in your budget the additional costs related to long term allergy drops treatment that are not currently covered by OHIP, for all the children in Halton that are allergic to animals fur. I'm assuming you do not expect parents to cover them, eh? Thanks |
| On Service Animals: The obvious concern is allergies and hygiene. I know many children who have allergies to pets, are fearful of them, and so this would be a consideration and could also be a distraction in the school and classrooms. Also, I think the obvious hygiene concerns do not need to be stated, but are significant, as any messes become not only a custodial issue, but a safety issue. |
| I absolutely believe that service animals should be allowed in our schools. This is a necessity of life for many people. This should not even be a debate. But it must be a legitimate service animal not a therapy pet chosen by the child / parents. |
| This policy supports the modernization of schools in the board. This will increase the well being of students and families that rely on this type of requirements for the success of their children within the school environment. This policy will allow improvements in student performance in the learning environment |
| Although I appreciate the assistance that a service animal provides children; my primary concern about implementing this policy is the risk that a service animal presents to children who have allergies to animals. My son has allergies to both cats and dogs. The dander and saliva from dogs causes rashes, hives, sneezing, running eyes, and coughing for my son. He has experienced these symptoms around all types of dogs even when he does not touch the animal. We do not have pets at home so that my son does not experience these symptoms daily. If the service animal was present in my son's class then I am very worried that he would start experiencing these symptoms and we would have to have him take allergy medicine daily to control the reactions. This is the last thing that I would want my son to have do just to go to school to complete his education. We do not send certain foods to school because of serious food allergies so I do not see a difference with having animals in the classroom daily that also cause allergic reactions for children. Please reconsider this proposed policy for the risk that it will present to those children who have allergies to animals. |
| A step in the RIGHT direction! I approve of the student use of service animals in schools 100%. |
| I'm totally for it. |
| Overall in disagreement with implementing this policy due to health and student safety concerns. Thanks. |

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| I don't see how this could be safely implemented in the current school(s) layout and infrastructure. Plus health concerns for some students. Regards. |
| In disagreement with this initiative. Safety and health of many other students is also important. |
| Once again, finally! But too late for the child of mine that needed the service/spec ed, but has not been adequately served by HCDSB. |
| Concern regarding students and staff that may have allergies / asthmatic conditions related to animals and their learning/ability to do their job being negatively impacted. Would not see the need for a service animal in elementary school. Possibly for secondary for student with vision needs to facilitate independence and transition. Would not support to address anxiety or related reasons. |
| It is not right because not everyone loves animals. Children have been schooling without the use of service animals and they have been surviving and successful. What has changed? Moreover, children that do not like animals who were coping with their studies before might not be able to cope because they are scared of the animal thereby getting distracted from studies. |
| II-52 is an excellent idea! Service animals provide much comfort and confidence to people who benefit from them. I am fully supportive of this policy. It also teaches other students the importance of service animals and in an environment where they are taught to give them respect and space. |
| Dear HCDSB, Thank you for the opportunity to participate in this survey. I totally agree with the use of service animals in school, whenever necessary. I believe not only the kid with special needs will benefit from it. |
| If a service animal is essential to the needs of a child, I have absolutely no objections. I believe the presence of animals, especially dogs, benefit all by bringing a sense of calm and comfort to those around. |
| I support this initiative. |
| I am agree with this program |
| If the correct guidelines are put in place for who can have a service dog and handler has specific protocol to follow I think this is a good idea. Things to consider: Would the service dog be allowed on the bus? In the cafeteria? Would there be a designated area outside for the service dog to relieve itself? What if there were accidents inside the school, who would have to clean up? |
| I am a parent of three as well as a member of the catholic school council. My two eldest children have already graduated college but I also have a third child who is in Grade one. As well, I am legally blind and my middle child has the same degenerative eye disease and is visually impaired progressing to legally blind. We will be testing our youngest in a few years for the genetic disease (she is still too young to test now). That being said, I am very interested in the use of service animals at the school. In the workplace/"real world", the use of service animals is never "considered", it is a human right. The fact that the school board puts the word "considering" in its policy "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" raises great concern with me. The Province of Ontario is striving towards "accessibility" and educating employers and residents on providing accessibility in work places and communities. Through this education, our province is becoming a place where individuals with physical and neurological challenges can integrate and contribute equally within society. I feel that the HCDSB policy on the use of Service Animals is not following the "Province's lead" but instead trying to "skirt" around the rights of accessibility. The policy states that the School/School Board will make the decision if service animals are allowed for students "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". This again is a concern. If medical doctors and service providers have |

already approved this service as one that is required for the student, the school boards policy should be only to accommodate – not have the option to deny – just as in “the real world”.

Also, the “Clear, timely and appropriate communication must be provided to school communities when service animals are approved to accompany students in schools” although considerate is retroactive. Why wait until the school community has "to deal with" before educating everyone?. This clause in the policy leads to singling out individual(s) that require special needs with in that community (more like an inconvenience to warn the community about). The “clear and timely communications” should be “educate the community on the need for service animals services within the education system”. That is what the Province of Ontario is doing with the Accessibility Act.

I strongly believe that the HCDSB is one of the best school boards in the province and I believe that they will eventually develop a policy regarding service animal services within the education system that is more proactive, realistic and accommodating to all. But this current policy is far from that. It is my hope that the school board will focus its energies on educating the communities, staff and administration about the service animal services instead of “reacting” to it. As an individual requiring special services, business owner, employer and most importantly, Mother of three, I thank you for the opportunity to comment on the policy and hope that my comments (proactive and educate approach) can be used to help with the further development of this policy.

Please feel free to contact me if you would like more information.

If the use of a service animal is necessary for the student to obtain an education, I feel it is acceptable. No child should be left out of receiving an education due to a disability

I do not want my child exposed to animals while at school.

If my child is bitten by an animal I would take action.

The animal also brings dander and other parasites into the school. I also don't want an animal around My child's food.

I do not think it's good Idea and service animal people already abuse for own advantages also many other students could have allergy and issues with animals .
not in favor of it .

I am in agreement with the proposed policy.

Concerning... because I have life threatening allergies to all Cats and dogs, even if the dog is hypoallergenic. With this thought in mind are they considering other students who may have the same type of allergies? My twins have life threatening allergies to cats and dogs as well. It would very disappointing to know that someone loses their life or being forced to use their epi-pen everyday at school. These are things that should be considered.

This is wonderful news. Due diligence is in place and it should provide all the checks and balances. Please implement this policy with optimism and natural cultural encouragement/understanding.

Thank you for asking for input!

We feel service animals are not appropriate within a school settings. With a vast amount of children with allergies, this is putting those children at unnecessary health risks. The children with disabilities, behavioural challenges, etc. are currently provided with the help of professionals stationed in the school currently. As well, there is a great possibility that service animals could pose a distraction to the learning environment for other children. Also, the hygiene of the animal is a possible unnecessary health risk to other children. Not to mention if a service animal bites or attacks a child.

The policy on service animals seems reasonable so long as the student and animal are trained. There are kids in schools who are afraid of dogs but a well trained animal should be ok.

I agree that the students with special necessities use of service animals in schools. It going to be very useful.

There would have to be strict rules for who would be eligible.

My concern is that it would be a distraction in the classroom for both the students and the teachers.

If we were to give an animal to every student who has anxiety, stress, depressed, having a rough time at home etc.. the classroom could look like a petting zoo and not a classroom.

Children have a hard enough time to stay focused, this would just be another distractions taking them away from the task at hand.

I think this is a great idea and I support the use of service animals in schools.

This is a great way to promote inclusion and provide these students with the support they need to be successful with their education.

I agree that registered service animals should be allowed as supports for students.

Service Animals

I think the use of them is a great idea if helpful for students as long as it is not a distraction for others (which I am sure it would only be at the beginning and then the service animal would simply become part of the class). The only issue I would have with it would be if other students in the class are allergic....wouldn't want that to impact the health and safety of other students in the class.

How are you going to address students and staff with severe allergies to animals who are in the same classroom/space as the service animals? As a parent of a child with allergies, simply giving my child Benadryl before school on a daily basis is not the answer. What measures are you going to take to ensure that those students with extreme allergies are not placed in the same classroom as the service animals? And what measures are in place to guarantee that the schools are going to be properly cleaned on a daily basis to remove animal fur/dander in the schools?

I feel its important to support a child's learning in school, whether this means having a service animal in the classroom.

I do feel as a parent, this might foster a better understanding that animals can be safe, and respectful boundaries of a service animal be learned - this will only help children to understand the importance of not touching an animal without consent from its owner.

I do feel a service animal could become distracting for students in a classroom, and would trust proper accommodations be implemented for the student with the animal that does not distract from other children's learning.

As a parent of a child with allergies, I would hope that all aspects be considered such as children's health should animal hygiene and allergies become problematic for other children in the class.

Sounds good in theory.

But what about the kids in the class who do not like or are afraid of the animals that are brought in. Or any staff members??

The policy sounds good but it will turn into a nightmare. Have you seen the "support animals" that are now on airplanes.

This policy will be taken advantage of, and the Board will do nothing. The person who makes the most noise, regardless if they are right or wrong, but mostly wrong, will get their way. Just so there child can bring a pet to school.

Where does the animal eat, drink and defecate?

IF approved, it is going to be a disaster.

I am in total support of II-52 Student Use of Service Animals in school. Animals provide a sense of calming and can be a very helpful tool for many children - with and without special needs. This should have been in affect long ago.

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| <p>I support this policy. It has been proven successful. Part of implementation should include instructions to students and faculty on how to treat a service dog while he/she is on duty. Also consider therapy dogs during traumatic times and stressful periods such as exams.</p> |
| <p>Use of service animals would require a lot of resources, what is the current need? How is the school going to implement and monitor success? What are the implications to other students e.g. those with allergies, fear or other distractions a dog can create.I am not certain it is a good policy to implement</p> |
| <p>Hello, I have reviewed the proposed Policy II-52 Student Use of Service Animals in Schools. It is lacking in detail. I wish to express my understanding of this policy for those whom it may assist but I also need to express the concern of animals in the school on behalf of my children. I have one child who is allergic to animals with fur. My other child is scared of all animals, in particular dogs. She would be unable to concentrate knowing there is an animal in the classroom and would likely want to leave. She would be afraid and distracted by the animal's presence. This policy would not be conducive to my childrens' learning environment. Animals, although an aide to some, would be a distraction to others. Please consider the needs of ALL children in the learning environment.</p> |
| <p>Service Animals should be allowed in schools. Children with exceptionalities that require service animals should not be prevented from receiving a wholesome and full Catholic education.</p> |
| <p>I do not agree with the student use of service animals in schools. I believe it could pose a danger to the other students. there are many other concerns such as allergies, fear of animals, and even distractions to the other students.</p> |
| <p>Service animals should be allowed in school</p> |
| <p>I think that the use of the service animals and the program they offer to the students is a wonderful and helpful experience with the children. I know my 2 children in the elementary school dog therapy program has helped them tremendously and they look forward to the days where they get to have visits in the program.</p> |
| <p>Support this policy.</p> |
| <p>As a parent of children who have severe allergies to pet dander I would like to emphasize that ALL student needs must be considered. I am hopeful that ALL students will be accomodated, including those with other health conditions. Pet dander is composed of tiny, even microscopic, flecks of skin shed by cats, dogs, rodents, birds and other animals with fur or feathers. These bits of skin can cause reactions in people who are specifically allergic to these triggers. "The proteins found in a pet's dander, skin flakes, saliva and urine can cause an allergic reaction or aggravate asthma symptoms in some people. Also, pet hair or fur can collect pollen, mold spores and other outdoor allergens. An allergen is a normally harmless substance that triggers the immune system to overreact in people with allergies. This response can cause allergy symptoms such as sniffing, sneezing and itchiness and watery eyes. Contrary to popular opinion, there are no truly "hypoallergenic breeds" of dogs or cats. Allergic dander in cats and dogs is not affected by length of hair or fur, nor by the amount of shedding." ~ https://www.aaaai.org/conditions-and-treatments/allergies/pet-allergy</p> |
| <p>I am scared of dogs</p> |
| <p>This is what inclusion and integration is about. When we adapt the school for children with special needs we are teaching the other children to open their mind and stand for others, we are teaching them Christian principles of love and respect to others.</p> |
| <p>All students should have access to whatever tools they require to access the curriculum. If it's technology to a service animal. The students in the school will need direction in how to behave around these service animals. We also need to be mindful of students that may have issues with service dogs. They may create anxiety to some. I believe the policy is a positive one to support students in schools.</p> |
| <p>I would never think of depriving a blind person of their dog but this latest initiative seems like a slippery slope I'm reluctant to support. This decision has to be thought out thoroughly and MUST require parents to jump</p> |

through a lot of hoops or you will be inundated with animals. Concerns:

-allergies

-who will be responsible for fecal cleanup

-some students (and teachers) have a real phobia when it comes to dogs and other animals

-what kind of restrictions? Pets for anxiety? seizures etc?

-what kind of consequences if the stipulations aren't met?

Think LONG and HARD and make sure expectations are laid out clearly.

Please let's not make it an easy process so that the serious applicants will filter through.

I think this would be a fantastic opportunity for those that require a service animal to achieve success in a school setting. It could make a world of a difference to a child with special needs.

Totally agree! Thanks

When does the "accommodating" end and who determines What child and how severe their disability is? I mean, is this the can of worms that the board wants to open? Before you know it, you will have kids with allergies to animals that need a special room to hide in when the animals are in the school. Stop accommodating for every, single disability and start teaching again. No wonder parents want their tax dollars to fairly go to a private school of their choice. So happy this upcoming year is my third child's final year in this Liberal ideology system. We are thankfully done with the system !!

In elementary schools, young students will not understand and be able to differentiate between a service animal and a regular dog, and why some students are able to bring a dog, not others. I do not believe that is equitable. The answer may be to have an influx of students getting the certification and having more animals in the school, which then poses a risk for students with severe allergies and hygiene, especially in the classes where students eat. I do not know, but would ask the question if all service animals entering the school have up to date vaccinations- including an up to date certificate.

Also, my daughter has a fear of dogs. In kindergarten that would be a significant barrier for a young student getting to school that has a fear of dogs.

I have seen first hand the benefits that service dogs provide to clients' health-physical and mental, as well as the benefits that extend to the community. I am all for certified service dogs doing what they are trained to do, and all that extra goodness that they also provide.

Good morning,

Safety comes first. How can we ensure that our kids are safe? Are service animals trained to be around 600 kids? Don't think so.

I disagree with this policy

Thanks

Fully support both programs. The use of service animals in Schools and Long term care facilities should be adopted it can make a significant impact on ones mental health and over all well being. Optional Extended French makes sense not making it mandatory to those uninterested or whose children struggling with English language or other core subjects. However giving the option to those with keen interest is great to see not only to maintain our culture but it may provide future opportunities for children that would be possible otherwise.

Yes, I Fully support Use Of Service animals in schools!

It should be adopted in both schools and in Long term Facilities (some have been doing this for many years) . It has significant positive impact on certain anxiety and depression and other mental health Disorders,. It also can improve ones overall well being. Not to mention many different important life lessons can be learned from service dogs.

My kid is phobic to dogs, so not sure how to measure which mental health issue should prevail. Which one is more important? I believe my kid has the same right to enjoy school and she won't be able to attend it if animals are around.(per her condition she is not able to separate service dogs from other dogs).

Therefore, I disagree with this policy

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| Thanks |
| <p>Safety comes first, and service animals are trained to perform specific tasks. They are not trained to be around 700 students running around, yelling at reassesses, maybe "too close" to their owner.</p> <p>So, how safety for the non-owners will be guaranteed?</p> <p>I'm very concerned with safety, even worst with younger kids (JK, SK, grades 1 t 4).</p> <p>I'm concerned about health issues like allergies, as well. I'm sure there are a lot of kids allergic to animals fur. How this allergy is less important than peanuts?</p> <p>Allergic kids do not have a choice, is there immune system reacting, they can not do anything about it unless coming to school medicated for the ENTIRE YEAR which is not the best option considering sides effects of these type of medications.</p> <p>Therefore I disagree with this policy as I understand safety would be very difficult to ensure for the non-owners of the service animal and allergies cannot be prevented.</p> |
| Thanks |
| I support the use of trained and certified service animals in Bishop Reding for the success of the individual's needs. |
| A well thought out policy that captures the importance that accommodations are considered from the least intrusive lens. The student as the handler allows for compliance within budgetary responsibilities as it relates to human resources. |
| Agree with the use of service animals when extenuating circumstances are required. |
| I believe in a very few cases, this would be appropriate, but in most cases it would not be. I am now seeing "service dogs" of all sizes and types on airplane, where it appears there is no need. The human has gone to the trouble to make their dog a "service dog" so they can fly, also seeing this in stores and restaurants. Like many things in this PC society, just ridicules. |
| Will there be a review period to see how it's working out e.g. after 3 months do an impact survey |
| Will a doctor's certificate be required |
| How will pet waste be handled? |
| What if other kids allergic to service animals or have phobias? |
| My children are allergic to fur. Their wellbeing is now at risk. |
| Understanding the hard ban on peanuts due to allergies, what protocols are going to be in place to protect my children. |
| Absolutely animals calm the kids and bond. Special needs program is outstanding. Mans beat friend |
| My son has a strong Dog Allergic and must to be in a free animal area. |
| How is he going to be safe of allergics an Asthma? |
| I think this a great thing for those who need support of service animal |
| <p>Very bad idea.</p> <p>Absolutely disagree</p> <p>You can hire more people to support and help</p> <p>As some people are allergic.</p> <p>Some kids still don't feel comfortable in the presence of pets.</p> <p>Some kids will just play with pet & not concentrate on working hard with teachers.</p> |

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| I am not keen on the idea of having service animals in the school. While I can appreciate that they serve a purpose, there are many children with allergies and fear of animals. I feel that the support provided by the animal would be better offered by a teacher or TA. |
| Very well done- its about time they get this in schools it will help with kids with anxiety - stress- they will feel better about themselves once they see a dog |
| I feel more clarification is needed with regards to who will take care of the the animal, in particular at the elementary level. Students cannot be unsupervised. Also where will the animal be during recess? Will staff and student fear of animals be taken into consideration? |
| This would be way too distracting to the whole student body. I see it on airplanes every week. Now there are people suggesting other types of animals as well - other than dogs. What's next? Snakes and chickens? |
| What about the students and teachers with allergic reactions to animal hair or fur? |
| What about the fleas and or shedding? |
| What about students that have fear of all types of animals? |
| I support service dogs for those that need it. |
| Agree with the use of service animals to assist children in need |
| Service animals are great BUT how would it impact children with a phobia for animals? Eg some children with autism |
| What will you do with these service animals if their presence causes harm to another child (i.e. allergies)? Creating accessibility for one child at the expense of another is a zero sum game! |
| How will cleaning of school change with the introduction/integration of a service animal that sheds its fur? |
| What if the animal attacks a student (there is zero guarantee of this not happening); how do you stop something like this from happening, what are the insurance implications ? |
| What about children who are allergic to dogs and dog dander ? I understand the need but want to make sure students who have allegeries are supported too. |
| I assume that there will be some agreement on a list of animals that qualify as service animals in this setting. 'Exotic' animals may comfort the handler but may alarm everyone else. The school community must be clearly informed that these animals are to be treated as 'working animals', there singularly for the benefit of the handler in much the same way as guide dogs are to the blind. The constant approach of students to see and touch the animals may be alarming to both the animals and the handler students. Rules of approach must be crafted. There should be included in the policy an 'animal rights' provision that assures the safety and welfare of the animals allowed into the school. The reasons for the service animal policy, and its basic framework, should be introduced to the high school community months before actual implementation. And morning reminders of its phasing-in should be frequent as the date approaches. This should not be sprung upon everyone without lots of time for student/staff questions. The surprise of animals in the hall should be diffused long before the service animals appear. Thanks for allowing me the input. |
| I find that animals in school help children to cope with stress. I did not get a dog until five years ago and i will not part with him. My daughter is leaving for University and wants to take him with her. I am also training my dog to become a therapy dog so that I will be able to take him to schools and senior homes. |
| I think students that require the service animals should be approved!! |
| I think that having animals work with children can be beneficial to some. I do not feel that all children should have to participate and do not approve of having these animals brought into a class given allergies and animal fears that children may have. Children that are identified as receiving some sort of benefit from interacting with animals should do so outside of the classroom environment. Children should be brought to therapy...not therapy brought to children. The more that is done within the school the more parents will continue to expect |

the school to do. Schools should focus on education and providing better..safer and more inclusive learning environments as well as teaching resiliency rather than constantly trying to treat this epidemic of anxiety.

I don't think that the service animals should be in the class room I think this be a distraction. If allowed the service animal should be in a designated room just for those kids.

I believe having animals in school will be a distraction for both teachers, students and parents. There's still some of us that are afraid of some animals. Regulating the type of animal will pose another big challenge. Various people have various types of animals for pet. How does the school plan to house and take care of these animals during school? What about case of some animals escaping and frightening students? Then these cases of allergies etc. I believe this is a huge endeavor and should be thought through very carefully if at all. But my opinion let's keep the pets at home and do the schooling.

I love the idea and am a huge animal lover but I would find it too distracting

Fabulous idea. My son said it was very helpful to calm his nerves before exams.

I am a parent and a teacher with HCDSB and my only concern is with children who have severe allergies to animals. How will the schools ensure that students with these allergies are protected from exposure to these animals. My son is in SK and is severely allergic to dogs and cats. How will this be handled at a school level to protect students like him? Thank you.

I do not agree with services animals in schools/classrooms and very opposed to it.

Reasons are listed:

- It dismisses the children with allergies and ones who may have a fear of animals.
- Teachers have the added responsibility insuring these animals are not tripped over, kicked or items/objects being dropped/spilled on them.
- If the child is not old enough to handle the responsibility of the animal, it should not be allowed in the school or in a classroom without a more mature handler
- They are distraction to other class mates.
- More interruptions with the needs of eating/drinking water/washroom breaks .
- It requires additional training on the staff so they know how to handle service animals in a school.
- More cleaning and maintenance of a school should animals be allowed
- Lastly, it is an animal with animal instincts - always an increased risk of noise, biting or scratching

Who will take care of these animals ... feeding... walks, popping... are the teachers expecting to do this to. Barking?? Also people are afraid of dogs both adults and children. Where are the service dogs coming from. How do we identify that the dog is actually a service dog and not a pet. Some people are also allergic to dogs. The teachers are struggling as it is never mind adding dogs into the mix. Maybe open a school specifically for children that require this accommodation and stop imposing accommodations on everyone else. Let's get the basics working first and focus on the numerous issues at schools and for our youth this will just compound the bullying problems that already exist in schools. School should be the safe spaces. Also who will groom these dogs, what are the expectations of the owner... if the dog hurts someone ... who do we sue?

Animals at school may help outside of schools. What about allergies of others, potential bites, and frightening of those who fear animals ? Do'tfind it a good idea inside schools.

My only concern would be other students having allergies to dogs

I think that students in need having service dogs is school is a good idea. and an early french immersion and extended french is a good idea.

Yes, service dogs should be allowed.

Service dogs should absolutely be allowed in school classrooms.

My son in grade 5 did a speech on service animals and the important role and impact these animals provide for people with different disabilities.

Dogs have a way in connecting with people and providing comfort, reducing stress and anxiety and increasing socialization skills. There are so many studies on this.

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| I am in support of this 100%. |
| Any child that has a medically approved need for a service animal must be supported by the board and allowed to bring the service animal everywhere, this includes school bus or any school approved transportation, classrooms and all other school room including outdoor facilities |
| I agree to both new policies. I absolutely want my daughter to be introduced to French classes. Yes for policy #II-51 and #II-52. Thanks |
| Service dogs should be allowed in schools for students who have needs. A placement meeting should be arranged between the students' family, agency who provides the service dog and the school to set up procedures when the service dog is at school. |
| Is there something put in place for those who have allergies and for those who have fear of pets?? Specifically dogs for both questions. |
| I am fully in agreement with allowing trained service animals in our schools to assist with the needs and learning of a child identified with special needs. As a teacher with a Special Education Specialist who has worked as an I-SERT for our school board, I have had the opportunity to learn about and observe how wonderful both the trained service animal and the child can do at school. Thank you for understanding how trained service animals can help our children become more inclusive in our schools and be an integral part of our Board Mission Statement. |
| What do you do if a student has severe allergies like I do? Do they have to go to a different school? |
| Christ calls us to love lavishly on others as He has loved us. By our love for one another the world will know Him and know that we are His disciples. Service animals in schools demonstrate love and compassion, pillars of the Christian faith. |
| I think the policy cannot prioritize the needs of one student over another, a balance must be met over the needs the therapy dog meets and if they can be met through other means and also the other students and staff needs. Including allergies, fears, level of comfort and distraction. Also how is it measured to determine the child is the sole dog handler and not impact staff or other students? |
| I work with Special needs children and I feel it is very important for a person to be with their service dog, just like a person needs their wheelchair. As long as people are aware that a service dog is in the school. |
| Having service animals at the schools is a great idea and I'm so happy my son is benefiting from the program. He talks about his experience with the dogs and it's always positive, and at times makes him feel special. He really enjoys his time with the therapy dogs, it's a positive experience at school, when normal school is seen in a negative light. |
| Access to all means to help students to achieve their goals are necessary. I agree with the the Policy for use of service animals in schools for students in need. |
| While I appreciate that Service animals help disabled people and may make them more comfortable, there are many people who have allergies to animals, and allowing them into the school with make those people very uncomfortable. also some people have a fear of dogs. service dogs are generally big non hypoallergenic animals as well. |
| The board needs to take into account the medical issues for the many students who have allergies to animals as its not fair to them to have to suffer with itchy eyes, itchy skin or respiratory issues |
| I think this is an excellent idea. My daughter had therapy dogs when she was at sick kids and it was the highlight of each week. For students who require or would benefit from a service dog, I see it only as a positive for making their school experience a successful one. It would be important to teach the students how to behave around service dogs as they are now used to therapy dogs and the approach is very different. |
| I think this a great idea to have service animals to help relief special needs students with medical related needs, stress, anxiety, nervousness, learning disabilities, etc. It would benefit a lot. |

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| Great motion! Many kids are benefiting from their animal companions and should be allowed to be with them while away from home and safe environment. |
| I do not agree to student use of service animals in schools. |
| I feel the use of service dogs is a great way to help students with special needs. It can also work well for students with high anxiety and mental health issues. This is a great policy! |
| What if my child is allergic to the service animal how do you guys handle in that |
| I am pleased with the policy and that the Board is moving forward with the introduction of service animals for students in need. I just wanted to take this opportunity to make sure that the staff and students who will be around the service animal will also be trained properly. It is absolutely crucial that staff and students do not interfere with the relationship between the animal and its handler for this to be successful. If everyone is clear about how they can and cannot interact with the animal when it is working and in the school, this will be a benefit to all. |
| I love this idea! As a Catholic Teacher I believe that we should accommodate the needs of our students and I do recommend that classmates be properly trained on how to handle the service animal. |
| My children are terrified of dogs and other furry friends, seeing animals in schools would then make them terrified, making them anxious about going to school. Then what will we do for my children? Will the animals be segregated or will my children? This is an unfortunate situation that Doug Ford put us in. |
| <p>Extended French Program: You need to have the capacity to place French Immersion teachers in these french programs or else it will not be successful! My daughter had a core french teacher for a full year to my dismay(no Immersion teacher available!) then a maternity leave teacher leaving a gap of 2 months-hence her french is by far inadequate!</p> <p>Service Animals: I am torn with this as my child is allergic to dog hair and severely allergic to cat hair. Considering a dog in school to assist with learning is VALUABLE however like peanut allergies how will you control the environment?</p> |
| Schools need to treat Service Animals as a reasonable accommodation to a disability. They can no longer assume that having a human aide as part of an IEP renders a Service Animal superfluous. Service Animals are working animals with duties. They are not pets. Moreover, Service Animals have very specialized training to perform duties. With these facts in mind it would be my strong recommendation that Policy No. II-52 be modified in some key areas. # 1. Under the heading PURPOSE- remove the words "at times" as this is unnecessary and completely undermines the purpose. # 2. Under PRINCIPLES- the last bullet which discusses requests for the use of a Service Animal and subsequent approval by the school/board staff if determined the best accommodation completely negates family and other outside professional supports that need to be included in collaborative decision making. It is seriously troubling that any school board official would paternalistically claim to know the appropriate accommodation without consulting and consideration from the student, parents/caregivers and other professionals. Policy II-52 needs to be implemented in a manner that is inclusive, otherwise schools are leaving students vulnerable and parents facing challenges to support their children. Every family in this province should feel supported when it comes to ensuring their child has access to meaningful education including inclusive accommodations. |

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| Date of Issue: | September 9, 2019 |
| Effective: | Until revoked or modified |
| Subject: | School Board Policies on Service Animals |
| Application: | Directors of Education Supervisory Officers and Secretary-Treasurers of School Authorities Executive Director, Provincial and Demonstration Schools Principals of Elementary Schools Principals of Secondary Schools |

Purpose

All school boards¹ in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools.² The purpose of this memorandum is to provide direction to school boards on the development and implementation of their policy. The ministry's expectations regarding the components of a board's policy are identified in this memorandum as well as the implementation and reporting requirements.

School boards are expected to:

- allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs and would meet the school board's 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.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities. This memorandum also applies to Provincial and Demonstration Schools.

2. This policy is established under the authority of paragraph 29.5 of subsection 8(1) of the Education Act and school boards are required to develop their policies on service animals in schools in accordance with this policy.

This memorandum applies to all publicly funded elementary and secondary schools, including extended-day programs operated by school boards. However, this memorandum does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

Context

The Ministry of Education is committed to supporting school boards in providing appropriate accommodations to all students with demonstrable learning needs, including special education programs and services in Ontario's schools.

The term "service animal" refers to any animal that provides support to a person with a disability. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. The types of functions performed by service animals are diverse, and may or may not include sensory, medical, therapeutic, and emotional support services.

In Ontario, the Accessibility for Ontarians with Disabilities Act, 2005 (the "AODA") sets out a framework related to the use of service animals by individuals with a disability. The Blind Persons' Rights Act sets out a framework specifically for the use of guide dogs for individuals who are blind.

People with disabilities who use service animals to assist them with disability-related needs are protected under the ground of "disability" in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) states that: "Depending on a student's individual needs and the nature of the education service being provided, accommodations may include . . . modifying 'no pets' policies to allow guide dogs and other service animals."³

Nothing in this memorandum detracts from other legal obligations of school boards under applicable law, including the Ontario Human Rights Code.

3. *Policy on Accessible Education for Students with Disabilities* (Ontario: Ontario Human Rights Commission, 2018), pp. 59–60.

Definition of “Service Animal”

In the context of this memorandum, “service animal” means an animal that provides support relating to a student’s disability to assist that student in meaningfully accessing education. Due consideration should be given to any documentation on how the service animal assists with the student’s learning needs, and disability-related needs (e.g., documentation from the student’s medical professionals).

School boards must make a determination, on a case-by-case basis, as to whether a service animal may accompany a student taking into account all the circumstances, including the needs of the student and the school community and a school board’s obligation to provide meaningful access to education.

School boards may also consider including service animals in training in their service animal policies.

Components of School Board Policies on Service Animals

When developing their policy on student use of service animals, school boards must respect their obligations under the Ontario Human Rights Code, the AODA, the Blind Persons’ Rights Act, and collective agreements as well as other applicable laws and government policies. When developing their policies on student use of service animals, school boards are encouraged to consult with local partners, as appropriate.

Each school board policy on student use of service animals must contain, at a minimum, the following components:

Communication Plan. The school board policy should say how the school board will inform the school community about the process by which parents⁴ can apply to have their child’s service animal in the school. It should also say how it will inform the school community of the presence of any service animals at the school.

Process. The school board policy should lay out how requests for students to be accompanied by service animals in schools can be made and the steps in the school board decision-making process. School board processes must be timely, equitable, and readily available, and decisions must be based on a student’s individual strengths and needs.

4. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

Policies should include the following:

- a clearly articulated process for a parent to follow when making a request for a student to be accompanied by a service animal in school, including:
 - a primary point of contact;
 - supporting materials for initiating requests (e.g., templates);
- information around the process through which a determination is made about whether or not a service animal is an appropriate accommodation. This could include:
 - a meeting or meetings for all appropriate parties (e.g., parents, school staff) to discuss the request for a service animal;
 - a list of documentation that a parent must provide;
 - a list identifying who must be consulted in making the determination;
- information about the factors the board will consider when making a case-by-case determination, including:
 - any documentation on how the service animal supports the student’s learning needs and/or disability-related needs, including documentation from the student’s medical professionals;
 - the disability-related needs and learning needs of the student;
 - other accommodations available;
 - the rights of other students and the needs of the school community;
 - any training or certification of the service animal;
 - any special considerations that may arise if the animal is a species other than a dog;
- consideration of privacy rights of the student seeking to bring a service animal to school;
- information about how the school board will document its decision regarding a request. For example, if a school board approves a request, that information could be recorded in the student’s Individual Education Plan (IEP), if one exists;
- *if the school board approves a request for a service animal*: a process for developing a plan that addresses:
 - the ongoing documentation required for the animal (e.g., annual vaccination records);
 - the type of support the service animal will provide to the student;
 - who will be the handler of the service animal while at the school;

- a plan for how the care of the animal will be provided (including supporting the safety and biological needs of the animal);
- how the animal will be readily identifiable;
- transportation of the animal to and from school;
- timeline for implementation;
- *if the school board approves a request for a service animal:* strategies for sharing information with members of the broader school community who may be impacted by the decision (e.g., other students, parents, educators, school staff, volunteers, Special Education Advisory Committees) and organizations that use the school facilities (e.g., licensed child-care providers operating in schools of the board), while identifying how the student’s privacy will be considered;
- *if the school board denies a request for a service animal:* a statement that the school board will provide a written response to the family that made the request in a timely manner.

Health, Safety, and Other Concerns. The school board policy should include a protocol for the board to hear and address concerns from other students and staff who may come in contact with a service animal, and from parents of other students, including health and safety concerns such as allergies and fear or anxiety associated with the animal. Wherever possible, school boards should take steps to minimize conflict through cooperative problem-solving, and/or other supports which may include training for staff and students.

Roles and Responsibilities. The school board policy should clearly outline the roles and responsibilities of students, parents, and school staff regarding service animals at school, taking into account local circumstances.

Training. The school board policy should consider strategies for providing training related to service animals, as appropriate, for school staff who have direct contact with service animals in schools.

Review of School Board Service Animal Policies and Data Collection. The school board policy should be reviewed by the board on a regular basis.

School boards are expected to develop a process for data collection and to collect data regularly, including, but not limited to:

- total number of requests for students to be accompanied by service animals;
- whether requests are for elementary or secondary school students;
- the number of requests approved and denied;

- if denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to education;
- species of service animals requested and approved;
- types of needs being supported (e.g., medical, physical, emotional).

School boards should use this data to inform their cyclical policy reviews.

Implementation

School boards must implement and make publicly available on their websites their newly developed or updated policies and procedures on student use of service animals by January 1, 2020.

School Board Reporting

School boards are required to report to the Ministry of Education, upon request, regarding their activities to achieve the expectations outlined in this memorandum. This could include specific data collected.

| | |
|--------------------------------------------------|-------------------------------|
| Student Use of Service Animals in Schools | |
| Adopted: June 18, 2019 | Last Reviewed/Revised: |
| Next Scheduled Review: | |
| Associated Policies & Procedures: | |

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](#)

[Policy/Program Memorandum \(PPM\) 163, School Board Policies on Service Animals](#)

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 PPM 163 - School Board Policies on Service Animals, 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

| | |
|--------------------------------------------------|---------------------------------------------------|
| Opening and Closing Exercises | |
| Adopted: February 20, 1987 | Last Reviewed/Revised: October 17, 2017 |
| Next Scheduled Review: 2018-2019 | |
| Associated Policies & Procedures: N/A | |

Purpose

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations, and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

Application and Scope

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

[Safe Schools Act, 2000](#)

[Ontario Regulation 298](#)

Attendant Regulations

HCDSB Mission Statement

Principles

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

Requirements

- Formal prayer shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- The Oath of Citizenship shall form part of every opening exercise. Students shall participate in the Oath of Citizenship.
- The following is the Oath of Citizenship:
 - I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.
- A student is not required to sing *O Canada* or recite the Oath of Citizenship in the following circumstances:
 - In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so.
 - In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

| | |
|------------------------------------------------------------------------------------------------------|-----------------|
| Exemption from Instruction related to the Human Development and Sexual Health Expectations (PPM 162) | Item 5.1 |
| Tuesday, September 10, 2019 | |

Purpose

To provide an opportunity for discussion regarding [PPM 162: Exemption from Instruction related to the Human Development and Sexual Health Expectations](#) (Appendix A) in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019.

The memorandum informs school boards that they **must develop and implement a policy or procedure** that allows students to be exempted from the strand specific to instruction related to the Human Development and Sexual Health expectations.

Commentary

The following topics and supporting documentation are provided in order to address the current process for Family Life exemptions:

- The *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Family Life Education, 2012* is addressed in the Fully Alive resource. Cross-curricular Health expectations from the *Ontario Curriculum Grades 1-8, Health and Physical Education 2010 document* that align with the Family Life Curriculum should be delivered through this program.
- **Family Life resources and current protocol for parental requests for withdrawal**
Expectations regarding the delivery of our Religion and Family Life programs have been established and include **protocols regarding parental requests for withdrawal** which were established in 2016. (Appendix B). Furthermore, information regarding exemptions from the Family Life unit related to Human Development and Sexual Health is available and will be shared at the meeting.

PPM 162: Exemption from Instruction related to Human Development and Sexual Health Expectations is now placed before the Policy Committee for further review and deliberation with the intention of developing and implementing a policy or procedure related to the same.

Report Prepared by: Anna Prkacin
Superintendent of Curriculum Services

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

| | |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date of Issue: | August 21, 2019 |
| Effective: | Until revoked or modified |
| Subject: | Exemption from Instruction related to the Human Development and Sexual Health Expectations in <i>The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019</i>. |
| Application: | Directors of Education Supervisory Officers and Secretary-Treasurers of School Authorities Superintendents of Schools Principals of Elementary Schools Principals of Provincial and Demonstration Schools |

Introduction

The purpose of this memorandum is to inform school boards¹ that they must develop and implement a policy or procedure that allows for students to be exempted, at the request of their parents,² from instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

The Education Act authorizes the Minister of Education to establish policies with respect to issuing curriculum guidelines.³

The policy/procedure to be implemented by school boards will allow for students to be exempted from instruction on an individual basis, according to the following conditions:

- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*. Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects.
- Exemptions will be granted only for instruction related to *all* the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.

2. In this memorandum, *parent(s)* refers to parent(s) and guardian(s).

3. Education Act, subsection 8(1), paragraph 3.

- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

As part of the implementation of this policy/procedure, school boards and/or schools may choose to hold meetings with parents and other community members to describe the purpose and scope of the policy/procedure. Such meetings would assist parents in deciding if they wish to remove their children from instruction related to Human Development and Sexual Health.

Context – Roles and Responsibilities

Parents play an important role in their children's learning. They are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethno-cultural, spiritual, and personal beliefs and traditions, and are their children's first role models. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people's education.

Parents who become familiar with the health and physical education curriculum can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance parents' ability to discuss their children's learning with them, to communicate with their children's teachers, and to ask relevant questions about their children's progress. It could also inform their decision making about seeking an exemption under their school board's policy/procedure. Parents must be informed of the school board policy/procedure that allows for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

Teachers are responsible for using appropriate and effective teaching strategies to help students achieve the health and physical education curriculum expectations. They bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for

every student. The attitude with which teachers approach student learning in health and physical education is critical, as teachers are important role models for students.

To increase their comfort level and their skill in teaching health and physical education and to ensure effective delivery of the curriculum, teachers are expected to reflect on their own attitudes, biases, and values with respect to the topics they are teaching and seek out current resources, mentors, and professional development and training opportunities, as necessary.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context.

Teachers must follow their school board's policy/procedure that allows for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

Principals are community builders who create a healthy and safe school environment that is welcoming to all, and who ensure that all members of the school community are kept well informed.

Principals work in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. They can provide support for the successful implementation of the health and physical education curriculum by emphasizing the importance of the curriculum within the framework of a healthy, safe, inclusive, and accepting school.

Principals must follow their school board's policy/procedure that allows for students to be exempted, at their parents' request, from instruction related to the Grade 1 to 8 Human Development and Sexual Health expectations in strand D.

Minimum Requirements of School Board Exemption Policies/Procedures

School board policies and implementation plans should take into account local needs and circumstances. When developing their policies, school boards are encouraged to consult with local partners, as appropriate. However, each school board policy/procedure must include the following requirements, under three distinct headings: Notice and Communications; Process; and Supervision of Exempted Students.

1. Notice and Communications

The school board policy/procedure will require schools to:

- provide parents with a list of all Human Development and Sexual Health expectations *by grade*;
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations by completing and returning an exemption form for each child;
- make a standard exemption form available to parents every school year, accommodating the timelines specified below. The school may use the sample form provided in the Appendix to this memorandum or create their own form, provided that it contains, at a minimum, all the elements of the sample form. Schools may also choose to accept separate written requests for an exemption;
- notify all parents at least twenty school days before the start of the “period of instruction”⁴ related to the Human Development and Sexual Health expectations;
- inform parents of the date by which the completed exemption form or written request must be submitted in order for their child to be exempted from instruction related to the Human Development and Sexual Health expectations. The deadline for parents to submit their completed exemption form or written request must not be more than five school days before the start of the period of instruction;
- make clear that, in the case of an unforeseen event,⁵ school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.

2. Process

The school board policy/procedure will require schools to:

- allow students to be exempt from instruction related to the Human Development and Sexual Health expectations without academic penalty when a request for an exemption has been made from a parent in writing in accordance with this memorandum;
- develop a process to acknowledge the receipt of exemption forms from parents;

4. In this memorandum, the *period of instruction* refers to the period, including the beginning and end dates, during which instruction in Human Development and Sexual Health during health and physical education classes is delivered. This period could extend over several days or weeks, depending on individual schools’ calendars and teachers’ lesson plans.

5. In this memorandum, an *unforeseen event* refers to an event that impairs a school’s ability to administer the “period of instruction”.

- make the final decision about whether to accept or reject a request for an exemption that does not fall within the parameters set out in this memorandum (e.g., if the exemption form is returned to the school during the scheduled period of instruction rather than by the school's official submission date).

3. Supervision of Exempted Students

Because school boards are responsible for student safety and well-being during instructional time, options for supervision must be offered. The school board policy/procedure will require that parents be given the choice of how their exempted child will be supervised during the exemption period. Parents must choose **one** of the following options for their child:

- to remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are *unrelated* to Human Development and Sexual Health; *or*
- to leave the classroom for the duration of the instruction and remain in the school under supervision. The student's activities during the exemption period will be at the discretion of the teacher or principal. The supervision of the student will be determined by the school according to the board's policy/procedure; *or*
- to be released into the care of the parent or the parent's approved designate.

Implementation

School boards must implement their exemption policy/procedure and make it publicly available on their website *before* the period of instruction related to Human Development and Sexual Health in the 2019–20 school year, and no later than November 30, 2019. It is expected that the communications to parents required by this memorandum will be issued within stated timelines every school year.

If an exemption policy/procedure is not implemented in a school board by November 30, 2019, then the provisions outlined in this memorandum can be used on a temporary basis until the school board's policy/procedure is in place.

APPENDIX: Sample Exemption Form

Exemption from Instruction in Human Development and Sexual Health

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child's grade, I would like my child to be exempted from instruction related to these expectations, without academic penalty.

During the exemption period, I would like my child to [*select one only*]:

- remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand that my child's activities *unrelated* to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
- leave the classroom and remain in the school under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- be released into my care or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

Notice of Period of Instruction*

For the 20 ____ – ____ school year, the period of instruction related to the Human Development and Sexual Health expectations in your child's grade will start on _____ [*insert date*] and end on _____ [*insert date*].

The daily schedule for this instruction is attached.

I understand and agree with the following statements:

- the Human Development and Sexual Health expectations in strand D of the health and physical education curriculum are different in every grade, so I must submit a completed exemption form every school year, for each child, in order for

* In this form, the *period of instruction* refers to the period, including the beginning and end dates, during which instruction in Human Development and Sexual Health during health and physical education classes is delivered. This period could extend over several days or weeks, depending on individual schools' calendars and teachers' lesson plans.

the child to be exempted from instruction related to Human Development and Sexual Health expectations in that school year;

- references to or conversations about sexual health–related concepts among teachers, school staff, or other students outside formal instruction in Human Development and Sexual Health are not subject to this exemption;
- my child will continue to receive instruction related to all other elementary health and physical education curriculum expectations;
- requests for exemption made by phone, or exemption forms or written requests that do not have a parental signature, will not be accepted;
- this exemption form must be returned by _____ [enter date] for my child to be excluded from instruction related to the Human Development and Sexual Health expectations in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019*.

Child's Last Name

Child's First Name

Parent's Name (print)

Parent's Signature

Grade and Class

Date

PLEASE NOTE:

You will receive an acknowledgement from the school by _____ [letter/email/text] by _____ [insert date].

If you do not receive an acknowledgement, please contact: _____ [contact name here].

Please return this signed form no later than: _____ [insert date]



**Protocols for Elementary Administrators in Response to Parent Requests for Student
Withdrawal from the Fully Alive Created Sexual: Male and Female Unit.**

1. Invite the parent(s) to a meeting to discuss their concerns.
2. Inform parents of the Grade Level Curriculum Expectations in Family Life.
3. Encourage the parent(s) to articulate which particular expectations are causing the concern.
4. Explain how the concerning expectation will be taught through the Catholic lens.
5. If the parent insists on withdrawal, they are to do so in writing.
6. Arrange with the classroom teacher to deliver the Family Life Curriculum during the last half hour of one specific day during the week. The student(s) may be assigned to another class during this time. (Please note we are obligated to provide supervision during this time).
7. Parents can be made aware of the timing of the lesson as they may wish to exercise their right to pick up their child rather than have them go to another class for the duration of the Family Life lesson.

Complaints Resolution Process: Workplace Discrimination
/Harassment/Violence

Adopted:
October 27, 2000

Last Reviewed/Revised:
~~September 11, 2017~~ September 3, 2019

Next Scheduled Review: ~~2018-2019~~ 2022-2023

Associated Policies & Procedures:

III-05 Employee Assault

~~III-06~~ Harassment

III-15 Workplace Violence

III-16 Workplace Discrimination and Harassment

Purpose

To provide a clear and standard procedure for processing and addressing workplace discrimination/ harassment/violence complaints in accordance with Board Policies. Policy III-06 Harassment.

Application and Scope

This complaint process applies to all personnel working within the jurisdiction of the Halton Catholic District School Board, to all students in attendance in schools under the Board's jurisdiction and to all visitors, guests and volunteers in the Board's schools.

References

Human Rights Code

Municipal Freedom of Information and Protection of Privacy Act

Occupational Health and Safety Act (2009)

Requirements

A. COMPLAINT PROCESS:

The following procedure is designed to give assurance that workplace discrimination/ harassment/violence will not be tolerated, to allay fears of retaliation and to provide assurances that persons accused of harassment will be dealt with through a fair process:

1. An individual reporting alleged workplace discrimination/ harassment/violence has the right to bypass the informal resolution process and proceed directly to the formal complaint process.
2. Because of the sensitive nature of any complaint under this process, throughout the investigative procedure, every reasonable effort will be made by all parties concerned to respect the confidential nature of the information, subject to the obligations of the Board to carry out its' investigation and to comply with the legal requirements of the Human Rights Code.
3. All information collected under these procedures will be dealt with in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Occupational Health and Safety Act (2009).
4. The Executive Officer, Human Resources Services is available to provide information, counselling and/or advice to employees on a confidential basis regarding the application of the harassment procedures or to clarify other options available to an employee seeking to resolve a complaint of harassment.

B. INFORMAL RESOLUTION OF COMPLAINTS:

1. Where an individual feels that he/she has been the victim of workplace discrimination/ harassment/violence contrary to the Human Rights Code and the Occupational Health and Safety Act (2009), he/she is first encouraged to make known to the person who is the source of the harassment, either verbally or in writing, that such conduct is unwelcome.
2. In the event this proves unsuccessful, or circumstances are such that the person, i.e. "the complainant" does not feel comfortable confronting the person who is the source of the incident ("the respondent"), then the complainant may discuss the situation with a principal, supervisor, manager, Executive Officer, Human Resources Services or another administrator.
3. The complainant should maintain detailed, dated accounts setting out times, locations, witnesses and details of the harassment, in connection with each incident. However, failure to do so will not preclude the use of these procedures.

C. FORMAL COMPLAINT PROCEDURE:

1. The complainant will commence the formal complaint process by providing the Executive Officer, Human Resources Services a formal written statement setting out the allegations of the harassment, including dates and places. A separate list of witnesses where possible, should be provided. (This list of witnesses, in normal circumstances, should not be disclosed to the respondent).
2. The Executive Officer, Human Resources Services will meet with the respondent to provide him/her with a copy of the written complaint, together with a copy of this complaint procedure, at the earliest opportunity or such longer period as the Executive Officer, Human Resources Services may deem to be reasonable. (The respondent will also be asked to

supply a list of witnesses, which, under normal circumstances, will not be disclosed to the complainant).

3. Following the receipt of the respondent's written response, the Executive Officer, Human Resources Services will meet once more, with the complainant to review the response and to obtain the complainant's comments.
4. Following these meetings, the Executive Officer, Human Resources Services will meet with any witnesses or other persons, whether or not named by the complainant and/or the respondent, who the Executive Officer, Human Resources Services, feels may be able to contribute to the investigation.
5. At the conclusion of the investigation, the Executive Officer, Human Resources Services will meet, individually with the complainant and the respondent to review the results of the investigation. During this review, the Executive Officer, Human Resources Services will disclose the substance of what the witnesses have said; however, the names of witnesses will not be provided unless the Executive Officer, Human Resources Services determines such disclosure is necessary for the context of the evidence to be understood. Both the complainant and the respondent will be given a final opportunity for input and response at this stage. Such input may be given orally or may be provided in writing within five (5) days of the meeting or such further period as the Executive Officer, Human Resources Services deems reasonable.
6. Following final input from the complainant and the respondent, the Executive Officer, Human Resources Services will attempt, within ten (10) working days, or as soon as circumstances permit, to reach a determination of whether or not the behaviour of the respondent constituted harassment and he/she will provide his/her final report to the Director of Education together with any recommendations, if appropriate.
7. In the event it is concluded that harassment did not occur, this finding will be conveyed to both the complainant and the respondent in writing and, where appropriate to the witnesses who were interviewed. No record of the finding will be placed in the respondent's file. No disciplinary action will be taken against the complainant unless it is determined that the complaint has been made maliciously and deliberately to harass the respondent or to abuse this policy. The results of the investigation will be maintained in a confidential file to be kept by the Executive Officer, Human Resources Services, containing the documentation of the investigation together with his/her report.
8. If it is determined that the respondent's behaviour did constitute harassment, and it is determined that a disciplinary response is appropriate, the Board's normal disciplinary policies and procedures will be followed. The documentation of the investigation, together with the Executive Officer, Human Resources Services report will be maintained in the confidential file to be kept by the Executive Officer, Human Resources Services containing the documentation of the investigation together with his/her report. The complainant and the respondent will be advised in writing of the outcome of the investigation and the corrective action(s) taken.

9. If it is determined that the harassment did occur, but that a non-disciplinary response is more appropriate in the circumstances, such action will be taken and a notation of such will be placed in the respondent's file. The documentation of the investigation, together with the Executive Officer, Human Resources Services report will be maintained in the confidential harassment file maintained by him/her. The complainant will be apprised of the report at the earliest opportunity.

D. ALTERNATES AND EXCEPTIONS:

1. In the event the Executive Officer, Human Resources Services is unable to carry out his/her obligations under this policy, the Director of Education may appoint another person to perform the role and may extend the time periods as deemed appropriate.
2. The Executive Officer, Human Resources Services may with the approval of the Director designate another person including an external consultant or counsel to assist in conducting the investigation.
3. In the event that the Executive Officer, Human Resources Services is named as the respondent in a harassment complaint, the complaint will be made directly to the Director of Education and the Director of Education or his/her designate will carry out the investigation according to the procedures set out above.
4. In the event that the Director of Education is named as the respondent in the complaint, the complaint will be made directly to the Chair of the Board of Trustees who shall designate a supervisory officer or external consultant or counsel to carry out the investigation and to report back to the Chair with the results of the investigation.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Selection and Appointment of Positions of Academic Administrative Responsibilities | |
| Adopted: December 17, 2002 | Last Reviewed/Revised: April 18, 2011 <u>September 3, 2019</u> |
| Next Scheduled Review: 2018-2019 <u>2022-2023</u> | |
| Associated Policies & Procedures: III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel I-02 Records and Information Management VI-82 Records and Information Management Procedure III-12 Academic Promotion | |

Purpose

To provide a consistent system-wide process for the selection and appointment of Positions of Academic Administrative Responsibilities (PAAR), under the jurisdiction of the Halton Catholic District School Board.

Application and Scope

This administrative procedure is intended for all employees of the Halton Catholic District School Board who participate in the Board’s selection and recommendation process of Positions of Academic Administrative Responsibilities appointments.

The Board expects Superintendents, other Supervisory Officer positions, Assistant Superintendents, Principals, Vice Principals and all those employees in positions of responsibility and leadership to:

- demonstrate a commitment to Gospel Values, to Catholic Education and reflect the characteristics, attributes and competencies described within the *Profile for Effective Catholic Leadership*.
- act as an appropriate role model within the Catholic school community, both in and out of the work environment
- foster and promote the spiritual, religious, intellectual, aesthetic, physical and social growth of all students.

This expectation is enhanced through the appointment of quality personnel who understand and endorse the philosophy of Catholic Education.

Requirements

Job Postings:

The Executive Officer of Human Resources Services shall ensure that advertisements for openings for PAARs shall be posted:

- i. as needed and directed by the Director of Education;
- ii. internally, externally, as appropriate, under the direction of the Director of Education;
- iii. ensuring that closing of the postings must not be less than three (3) weeks (15 school days) from the initial posting date for external postings and one (1) week (5 school days) for internal postings.

Eligibility/Application:

The eligibility of a candidate to be invited to the interview component of the selection process will be determined in accordance with the following screening criteria:

- the candidate has met the requirements outlined in the advertisement(s);
- a letter of support from the applicant's immediate Supervisor;
- the candidate has a positive and current (within the past year) letter of pastoral reference;
- the Director, in consultation with Senior Staff, may determine the number of candidates to be interviewed based on:
 - i. system needs;
 - ii. candidate track record of Catholic leadership experiences based on the Halton Catholic District School Board Profile of an Effective Catholic Leader, as presented in a professional portfolio;
 - iii. Leadership Candidate Profile, and
 - iv. any other criteria, pertinent to the individual position, as indicated by the Director of Education.

Panel Memberships:

The Director of Education has the right to be a member of any of the following panels:

Vice Principal – Elementary:

- Up to three (3) Superintendents of Education as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- One (1) Principal recommended and approved by the Director of Education from the Elementary Principal/Vice Principal Association.

Vice Principal – Secondary:

- Up to three (3) Superintendents of Education as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- One (1) Principal recommended and approved by the Director of Education from the Secondary Principal/Vice Principal Association.

Principal – Elementary:

- Up to three (3) Superintendents, as determined by the Director of Education;
- Executive Officer of Human Resources Services, or designate.

Principal – Secondary:

- Up to three (3) Superintendents, as determined by the Director of Education
- Executive Officer of Human Resources Services, or designate.

Assistant Superintendent:

- Director of Education;
- Up to three (3) Superintendents, as appropriate to the type of position appointed by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- A Trustee representative at the discretion of the Director of Education.

Superintendent:

- Director of Education;
- Up to three (3) Superintendents, as appropriate to the type of position, appointed by the Director of Education;
- Executive Officer of Human Resources Services, or designate;
- A Trustee representative at the discretion of the Director of Education.

Selection Process (effective September 1, 2011):

Stage One – Discernment and Self Identification:

Self Assessment of the strengths and weaknesses and experiences that the candidate has had throughout his/her career by using the Catholic Leadership Self-Assessment Tool and the Portfolio to map out their leadership readiness. The Candidate will seek recommendation from his/her current supervisor. The supervisor will use The Leadership Candidate Profile as a guideline for discussion.

~~Stage Two – Portfolio Presentation:~~

~~The candidate is contacted by Human Resources in order to arrange the Readiness Interview. The candidate is asked to speak about their readiness based on the six competencies of the HCDSB Profile~~

~~of an Effective Catholic Leader: Catholic Faith, Community and Culture; Setting Directions; Building Relationships and Developing People; Developing the Organization; Leading the Instruction Program; Securing Accountability.~~

~~Up to three (3) Superintendents will participate.~~

Stage Three Two – Selection Interview: Panel may include Supervisory Officers, Administrators and other designated staff, at the discretion of the Director of Education.

Superintendents, Assistant Superintendents, Principals and Vice Principals: Questions will be prepared by the Executive Officer of Human Resources Services with input, as appropriate, from superintendents and/or trustees and will be submitted to the Director of Education. The suggested questions should be submitted to the Executive Officer of Human Resources Services for review three (3) days prior to the interview dates. Questions and expected responses should be aligned with the six strands of the Catholic Leadership Framework. The Director of Education will have the final decision regarding the number and type of questions.

Selection Criteria for PAAR Positions:

- a) Interview Score/Result
- b) Profile for Effective Catholic Leadership
- c) Résumé package and portfolio

The panel will come to a consensus on the top candidate or candidates to be recommended to the Director of Education for appointment and are to be communicated to the Board of Trustees for information.

1. The recommendation(s) of the Selection Committee will be submitted by the Executive Officer, Human Resources Services to the Director of Education for approval.
2. The Director of Education may meet with the recommended candidate(s) to discuss the system's expectations for principals and Vice-Principals and to further ascertain each candidate's commitment to those expectations. Where this commitment is not evident or forthcoming, the Selection Committee shall be so notified and the candidate's name removed.
3. The Director will create a pool (list) of qualified Principals and Vice Principal candidates. Persons assigned to the pool(s) will not be ranked.
4. Pools for Principals and Vice Principals established by the Selection Committee will be expanded from time to time, at the discretion of the Director of Education, as a result of interviews conducted by the Selection Committee. Persons not selected for appointment from the pools within a three-year period will be required to re-apply for available openings, with an option to extend for one additional year at the Director's discretion.
5. The frequency of the interview/selection process for any PAAR position will be on an "as-needs" basis as determined by the Director of Education.



Procedure No. VI-28 | Selection and Appointment of Positions of Academic
Administrative Responsibilities

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Optional French Programming | |
| Adopted: May 14, 2015 | Last Reviewed/Revised: October 1, 2018 <u>September 3, 2019</u> |
| Next Scheduled Review: 2020-2021-2022-2023 | |
| Associated Policies & Procedures: II-51 Optional French Programming (Early French Immersion and Extended French) I-04 Cross Boundary School Attendance I-22 Admission to Schools Elementary and Secondary VI-19 Admission to Schools Elementary and Secondary I-29 School Boundary Review Process VI-88 School Boundary Review Process II-24 Home to School Student Transportation V-18 Community Engagement and Public Consultation Policy | |

Purpose

To provide elementary and secondary schools in the Halton Catholic District School Board with direction regarding the administration of the Optional French programs, which include ~~Early~~ French Immersion (Grade 1-8), Extended French Immersion (Grade 5-12).

Commented [JN1]: Staff: The word “early” was used as a designation intended to indicate that the Immersion program began in an earlier grade than Extended French. This designation is no longer relevant, as French Immersion is currently being offered from Grades 1 through 7.

Application and Scope

This procedure applies to Halton Catholic District School Board elementary schools that offer optional French Programs (~~Early~~ French Immersion and Mid-Extended French programs) and all secondary schools that offer the optional Mid-Extended French program.

The Director of Education has the discretion of:

- Relocating a French program in an elementary or secondary school where the need arises
- Identifying new locations where French programs can be offered
- Altering the designated feeder schools associated to a school offering a French Program

Requirements

REGISTRATION:

- Will take place annually at the discretion of the Superintendent of Curriculum Services in



consultation with the Senior Administration team;

- Students at the home school do not get preference on list to register;
- Registration will occur online or at the school if required;
- A lottery will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist.

ENTRY REQUIREMENTS:

- Kindergarten Year II students are eligible to register for Grade 1 of the **Early-French** Immersion program.
- Students from Grade 4 are eligible to register for Grade 5 of the Extended French Immersion program.
- Students from Grade 8 that attended either an Extended French or **Early-French** Immersion program are eligible to register for Grade 9 of an Extended French program being offered at six (6) of the nine (9) secondary schools offering the program – encourage to remain within the home municipality.
- Parents are strongly advised to confer with their Kindergarten, Grade 4, or Grade 8 teacher and French (FSL) teacher when making the decision to register their child in an optional French Program offered by the Board.

LATE ENTRY CRITERIA/DEADLINE DATES:

- After September 30th, students wishing to register into an optional French Program may only do if they are coming from another French Program or a francophone school.
- The student may be required to undergo a French assessment administered by the French Consultant
- For students wishing to transfer into a different optional French Program being offered at a different school one or more academic years past the typical entry grades (Grades 1, 5, 9), students

CLASS SIZE:

- For Grades 1-3, the maximum number of students legislatively permitted under the Education Act to be registered in a class is 23 students.
- For Grades 4-8, class size is to be determined at the discretion of the Superintendent and Principal.
- **Early-French** Immersion requires a minimum of 20 registrations to start a Grade 1 class
- The Principal, in consultation and with the approval of their Academic Superintendent and the Staffing Superintendent, has the discretion to operate a class below the minimum number of registrations.
- The maximum number of classrooms per grade is capped at two (2)



- Mid-Extended French requires a minimum of 24 registrations to start a Grade 5 Extended French class.
- If a total of 48 registrations are received prior to the commencement of the new academic year, a second class is opened.
- The Principal, in consultation and with the approval of their Academic Superintendent and the Staffing Superintendent, has the discretion to operate a class below the minimum number of registrations.
- The maximum number of classroom per grade is capped at 2 per school.

WAITING LISTS:

- Students are placed on the waiting list based on the lottery process established. After October 31st, students are no longer contacted if a student drops out of an optional French Program, and a space becomes available.

CROSS BOUNDARY REQUESTS:

- Students may register at a school outside of their designated area ten (10) days after the Board's registration date if there is room, otherwise the registration will be placed on the waiting list.
Note that if granted a space at a school outside of their designated area, transportation will not be provided to the student.
- Parents may request cross-boundary status for siblings of students in a French Program through the Superintendent of Education responsible for the appropriate French Program site (refer to Board Operating Policy I-4 Cross Boundary School Attendance).
- Schools who are deemed "closed" schools on the basis of population will not accept cross boundary siblings of French Program students.

TRANSPORTATION:

- Will be provided to students in the **Early** French Immersion (Grades 1-8) and Mid-Extended French programs (Grades 5-8) who live more than 1.6 km from the board designated school offering the program;
- Will be provided to students in the Mid-Extended French 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 Mid-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 FI site who qualify under the Transportation Policy will receive transportation;



Procedure No. VI-53 | Optional French Programs (Extended, Mid-Extended)

- 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 Operating Policy I-4 Cross Boundary School Attendance).

SECONDARY SCHOOLS SPECIFICITIES:

- Students must successfully complete seven (7) courses in French to receive a Certificate of Concentration in Extended French upon graduation from Grade 12.
- For the Municipalities of Burlington and Milton, the regular stream secondary school boundary is one and the same as the Extended French Immersion boundary. As such, although students are permitted to attend the program, they will not be offered transportation if they reside outside of the designated school boundary.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board

**Policy Committee Work Plan
2019-2020**

| 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 nd & 3 rd Reading | Website Updated | Next Review (School Year) |
|---------------------------------------------------------------------------------------------|--------------------|--------|--------|---------|-------------------------------------|-------------------------------|-----------|---------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------------------------|-----------------|---------------------------|
| | Establish | Review | Revise | Rescind | Approved at 1 st Reading | Approved/ Approved as Amended | Rescinded | | | | | | |
| September 10, 2019 | | | | | | | | | | | | | |
| I-19 Occupational Health and Safety | | ✓ | | | | | | | | | | | |
| II-51 Optional Programs (French Immersion - Extended French) | | ✓ | | | | | | | | | | | |
| II-52 Student Use of Service Animals in Schools | | ✓ | | | | | | | | | | | |
| III-06 Harassment | | | | ✓ | | | | | | | | | |
| III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel | | ✓ | | | | | | | | | | | |
| III-15 Workplace Violence | | ✓ | | | | | | | | | | | |
| III-16 Workplace Harassment | | ✓ | | | | | | | | | | | |
| October 8, 2019 | | | | | | | | | | | | | |
| I-33 Classroom Observations by External Third Party Professionals | | | | | | | | | | | | | |
| II-02 Educational Assistants | | | | | | | | | | | | | |
| II-12 Management of Aggressive Student Behaviour Within Our Schools | | | | | | | | | | | | | |
| II-28 Alcohol, Tobacco, Vaping and Drug Education and Abuse in Schools | | | | | | | | | | | | | |
| II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions | | | | | | | | | | | | | |
| November 12, 2019 | | | | | | | | | | | | | |
| I-31 Apparel Purchases and Fair Labour Practices | | | | | | | | | | | | | |
| II-10 Releasing Pupils from School | | | | | | | | | | | | | |
| II-19 Educational Field Trips | | | | | | | | | | | | | |
| II-41 School Uniform Dress Code-School Dress Code | | | | | | | | | | | | | |
| December 10, 2019 (Inaugural Policy Committee Meeting) | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| January 14, 2020 | | | | | | | | | | | | | |
| I-01 Catholic School Support | | | | | | | | | | | | | |
| I-21 Corporate and Community Investment in Education | | | | | | | | | | | | | |

**Policy Committee Work Plan
2019-2020**

| 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 nd & 3 rd Reading | Website Updated | Next Review (School Year) |
|-----------------------------------------------------------------------------------------|--------------------|--------|--------|---------|-------------------------------------|-------------------------------|-----------|---------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------------------------|-----------------|---------------------------|
| | Establish | Review | Revise | Rescind | Approved at 1 st Reading | Approved/ Approved as Amended | Rescinded | | | | | | |
| II-24 Home to School Transportation | | | | | | | | | | | | | |
| II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities | | | | | | | | | | | | | |
| V-07 Donations Requests to a School or to the Board | | | | | | | | | | | | | |
| February 11, 2020 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| April 14, 2020 | | | | | | | | | | | | | |
| I-23 Catholic School Councils and Catholic Parent Involvement Committee | | | | | | | | | | | | | |
| I-44 Strategic Planning Process | | | | | | | | | | | | | |
| II-17 Pastoral Reference | | | | | | | | | | | | | |
| III-12 Academic Promotion | | | | | | | | | | | | | |
| III-14 Employee Code of Conduct | | | | | | | | | | | | | |
| May 12, 2020 | | | | | | | | | | | | | |
| I-42 Out of Province Staff Travel | | | | | | | | | | | | | |
| II-03 Principal Designate in Schools | | | | | | | | | | | | | |
| II-13 Psycho-Education/Psychological Assessment of Individual Students | | | | | | | | | | | | | |
| II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety | | | | | | | | | | | | | |
| June 9, 2020 | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |



2019-2020 Policy Working Group

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