

**POLICY COMMITTEE MEETING  
AGENDA**

Date: Tuesday, November 12, 2019  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer (V. Iantomasi)	
<b>2. Approvals</b>	
2.1 Approval of Agenda	
2.2 Approval of Minutes (October 10, 2019)	1 - 6
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Action Items</b>	
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<b>5. Discussion Items</b>	
5.1 School Uniform Dress Code - School Dress Code Community Consultation Plan (J. Crowell, A. Lofts, D. Tkalcic, A. Swinden)	95 - 99
5.2 Policy I-35 Trustee Honoraria (Trustees)	100 - 102
5.3 Policy V-03 Photography, Advertising and Sales Representatives (B. Agnew)	103 - 105
<b>6. Information Items</b>	
6.1 Administrative Procedure VI-70 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts)	106 - 111

6.2	Administrative Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, J. Crowell, A. Lofts)	112 - 121
6.3	Administrative Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, J. Crowell, A. Lofts)	122 - 126
6.4	Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O' Hara)	127 - 131
6.5	Upcoming Agenda Items (December 10, 2019)	
6.5.1	Election of the Chair of the Policy Committee (December 10, 2019 - December, 2020) (P. Daly)	
6.5.2	Policy I-12 Emergency Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response (J. Crowell, R. Merrick)	
6.5.3	Policy II-35 Access to School Premises (S. Balogh, J. Crowell, R. Merrick)	
6.5.4	Policy II-42 Medical Conditions (S. Balogh)	
6.5.5	Policy III-17 Attendance Support Program (J. O'Hara)	
6.5.6	Policy V-16 Copyright, Visual Identity, and Intellectual Property Protection (A. Swinden)	
6.5.7	Information Items	
6.5.7.1	Administrative Procedure VI-20 Emergency Plans for Fire, Evacuation, Lockdown, And Bomb Threat Response (J. Crowell, R. Merrick)	
6.5.7.2	Administrative Procedure VI-30 Access to School Premises (R. Merrick)	
6.5.7.3	Administrative Procedure VI-08 School Security (R. Merrick)	
6.5.7.4	Administrative Procedure VI-71 Concussion Protocol (S. Balogh)	
6.5.7.5	Administrative Procedure VI-76 Attendance Support Program (J. O'Hara)	

7. **Miscellaneous Information**
8. **In Camera**
9. **Motion to Excuse Absent Committee Members**
10. **Motion to Adjourn/ Closing Prayer (H. Karabela)**

Date:	October 8, 2019	
Time:	7:00 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	B. Agnew M. Duarte N. Guzzo V. Iantomasi	H. Karabela P. Murphy T. O'Brien J. O'Hearn-Czarnota
Staff Present	P. Daly, Director of Education S. Balogh, Superintendent of Education, School Services J. Crowell, Superintendent of Education, School Services C. Cipriano, Superintendent of Education, Special Education Services J. O' Hara, Executive Officer, Human Resources Services A. Lofts, Superintendent, Business Services A. Prkacin, Superintendent of Education, Curriculum Services D. Tkalcic, Manager, Purchasing Services P. DeRosa	
Regrets	A. Swinden, Manager, Strategic Communications	
Recording Secretary	J. Neuman	

Discussion ensued; questions for clarification were asked and answered.

The Chair called for a vote. **P#69/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

### 3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

### 4. Action Items

#### 4.1 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)

**P#70/19**

**Moved by:** P. Murphy

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

**That,** the Policy Committee recommends that Policy I-33 Classroom Observations by External Third Party Professionals, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

Due to technical difficulties, V. Iantomasi was unable to access the meeting documents; therefore, requested that all action items be deferred.

The chair called for a recess at 7:17 pm

The meeting reconvened at 7:25 pm

The Chair overruled the request to defer the action items.

C. Cipriano shared the information regarding the amendments to the policy.

Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#70/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

#### 4.2 Policy II-02 Educational Assistants (C. Cipriano)

**P#71/19**

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

**Seconded by:** P. Murphy

**That,** the Policy Committee recommends that Policy II-02 Educational Assistants, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

C. Cipriano noted that the policy was reviewed and recommended no changes.

Discussion ensued. Questions regarding workplace incidents/injuries; health and safety of Educational Assistants; and training were asked and answered.



It was determined that the Associated *Policy I-19 Occupational Health and Safety* will be added to the policy for reference.

The Chair called for a vote. Recommendation **P#71/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota		V. Iantomasi	P. DeRosa
B. Agnew			
M. Duarte			
P. Murphy			
H. Karabela			
T. O'Brien			

#### 4.3 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano) **P#72/19**

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

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-12 Management of Aggressive Student Behaviour Within Our Schools, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

C. Cipriano shared the information regarding the amendments to the policy.  
Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#72/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien (1)		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

#### 4.4 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara) **P#73/19**

**Moved by:** M. Duarte

**Seconded by:** V. Iantomasi

**That,** Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be deferred to the November 12, 2019 Policy committee meeting pending information that will be provided by Director Daly to all trustees by November 5, 2019.

Discussion ensued. P. Daly will provide a response to questions and concerns raised by M. Duarte to the Trustees by November 5, 2019.

The Chair called for a vote. **P#73/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	P. Murphy		P. DeRosa
B. Agnew			
M. Duarte			
H. Karabela			
V. Iantomasi			
T. O'Brien			

**4.5 Policy II-09 Opening and Closing Exercises (B. Agnew, J. O'Hearn-Czarnota)****P#74/19****Moved by:** T. O'Brien**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-09 Opening and Closing Exercises, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

B. Agnew and J. O'Hearn-Czarnota commented on the amendments to the policy.

Discussion ensued. Questions for clarification regarding prayers and closing exercises were asked and answered.

The Chair called for a vote. Recommendation **P#74/19 Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien	H. Karabela	V. Iantomasi	P. DeRosa
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**4.6 ~NEW~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin)****P#75/19****Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota

**That,** the Policy Committee recommends the Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 be forwarded, to the October 15, 2019 Regular Board Meeting for approval at first reading.

A Prkacin shared the rationale for developing the policy and referred to PPM 162.

Discussion ensued. Questions regarding criteria to exempt students were asked and answered. It was noted that the corresponding procedure that is being developed will have specific protocols included that will address the revisions that were suggested.

It was determined that the line "and parents are primary educators of their children" will be added to the Principle: The Home, the Church and the School are partners in the education of children in faith and morals.

The Chair called for a vote. Recommendation **P#75/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**5. Discussion Items****5.1 Policy II-41 School Uniform Dress Code - School Dress Code and Policy I-31 Apparel Purchases and Fair Labour Practices (J. Crowell, A. Lofts, D. Tkalcic)**

J. Crowell introduced the policy for discussion.

D. Tkalcic shared a presentation regarding the School Uniform RFP (Request for Proposal) process and timelines.

Discussion ensued regarding the key points:

- Open Competitive Bid Process
- Request for Proposal (RFP)
- RFP Committee
- RFP Issuance
- Evaluation
- Award of Contract
- Contract Administration
- Policy Review and RFP Timelines

Questions were asked and answered. Community Consultation scenarios were discussed.

J. Crowell noted the implications on Policy I-31 Apparel Purchases and Fair Labour Practices if changes are made to Policy II-41 School Uniform Dress Code - School Dress Code.

It was determined that Community Consultation options related to the school uniform dress code/school dress code policy will be returned to the November 12, 2019 Policy Committee Meeting as an Action Item.

## **5.2 Student Code of Conduct while in Uniform off School Property (P. Murphy)**

P. Murphy shared concerns that have been brought to his attention regarding student conduct off school property.

Discussion ensued. It was determined that the item will be added to an upcoming Secondary Principals' meeting for discussion and comment, and Superintendents will review the current policy and procedure regarding student discipline. The feedback will be returned to the December 10, 2019 Policy Committee Meeting for further discussion.

## **6. Information Items**

### **6.1 Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano)**

### **6.2 ~ New ~ Administrative Procedure VI-95 Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (C. Cipriano)**

### **6.3 Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O' Hara)**

### **6.4 ~New~ Administrative Procedure VI-97 Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)**

Amendments to the procedures were reviewed with Trustees.

The newly adopted procedures were reviewed.

Questions for clarification were asked and answered.

Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities will be deferred to November 12, 2019 Policy Committee Meeting.

## **6.5 Upcoming Agenda Items (November 12, 2019)**

### **6.5.1 Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic, J. Crowell)**

### **6.5.2 Policy II-41 School Uniform Dress Code-School Dress Code (J. Crowell)**

### **6.5.3 Policy II-10 Releasing Pupils from School (S. Balogh)**

### **6.5.4 Policy II-19 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts)**

### **6.5.5 Policy II-51 Optional French Programming (French Immersion - Extended French) (A. Prkacin)**

**6.5.6 ~ New ~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin)**

**6.5.7 Information Items**

**6.5.7.1 Administrative Procedure VI-70 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts)**

**6.5.7.2 Administrative Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, J. Crowell, A. Lofts)**

**6.5.7.3 Administrative Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, J. Crowell, A. Lofts)**

**7. Miscellaneous Information**

**7.1 Policy Review Cycle Flow Chart (S. Balogh)**

S. Balogh reminded Trustees of the Policy Review Cycle Flow Chart that was shared at a previous Policy Committee Meeting.

**8. In Camera**

There were no in camera items.

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

**P#76/19**

**Moved:** H. Karabela

**Seconded:** M. Duarte

**That** Trustee P. DeRosa be excused.

**UNANIMOUSLY CARRIED**

**10. Motion to Adjourn/ Closing Prayer**

**P#77/19**

**Moved:** P. Murphy

**Seconded:** V. Iantomasi

**That** the meeting adjourn.

**UNANIMOUSLY CARRIED**

N. Guzzo closed meeting with prayer at 9:45 pm

Policy II-10 Releasing Students from School	Item 4.1
Tuesday, November 12, 2019	

## Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-10 Releasing Students from School* as recommended by staff.

## Commentary

*Policy II-10 Releasing Students from School* was last revised in January 2016. Staff have reviewed the policy and have made minor amendments. Associated Policies and Procedures were added. The Children's Law Reform Act was added to the References section. The date was removed from the Policy II-39 Progressive Discipline and Safety in Schools title when the policy was revised and is reflected accordingly.

The revised *Policy II-10 Releasing Students from School* 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:
<b><i>That</i></b> , the Policy Committee recommends that <i>Policy II-10 Releasing Students from School</i> , be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

### Report Prepared by:

Stephany Balogh  
Superintendent of Education, School Services

### Report Submitted by:

Pat Daly  
Director of Education and Secretary of the Board

## Releasing Students from School

**Adopted:**

October 23, 1973

**Last Reviewed/Revised:**

January 19, 2016

**Next Scheduled Review:** 2022-2023

**Associated Policies & Procedures:**

**I-22** [Admission to Schools, Elementary and Secondary](#)

**VI-19** [Admission to Schools, Elementary and Secondary](#)

**II-33** [Safe Arrival at School Program](#)

**VI-18** [Safe Arrival at School Program](#)

**II-39** [Progressive Discipline & Safety in Schools Code of Conduct – Suspensions & Expulsions](#)

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

## Purpose

To promote the safety of students enrolled in the schools 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

[Children's Law Reform Act](#)

## Definitions

**Withdrawn from Parental Control** - To be free from the custody and control of their parents/guardian and to be responsible for their own support.

Any reference in this policy to parental/guardian consent is in reference to students under the age of 18 who have not withdrawn from parental control.

## Principles

The Halton Catholic District School Board recognizes that student safety is a shared responsibility involving the home, the school and other community partners. Adherence to this policy will enhance student safety.

## Requirements

- A student may temporarily be excused from school at any time at the verbal or written request of his/her parent/guardian and with the consent of the principal/designate. In the case of a student who is less than 18 years old, the parent/guardian must either provide written notification to the school or sign out the student at the school office in order for the student to be released.
- No student under the age of 18 shall be released to any person other than parents/guardians without verbal or written consent from the parents/guardians.
- Where the principal believes that a student/parent/guardian is making unjustifiable use of the privilege of being excused from school, the principal shall notify the student/parent/guardian where appropriate and, if necessary, the school Superintendent.
- Any action taken to implement the requirements of this policy, including the application of consequences to students must be consistent with the Requirements of *Policy II-39 Progressive Discipline and Safety in Schools (2014)*.
- Where the school has been furnished with a copy of a separation agreement providing custody of the student to one or the other parent/guardian, the school shall excuse the student only to that parent/guardian to whom custody has been awarded. In the absence of such custodial agreement, either parent/guardian shall be entitled to excuse the student.

APPROVED: Regular Meeting of the Board

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

Policy II-19 Educational Field Trips	Item 4.2
Tuesday, November 12, 2019	

## Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-19 Educational Field Trips* as recommended by staff.

## Commentary

*Policy II-19 Educational Field Trips* was last revised in January 2016. Staff have reviewed the policy and have made minor amendments. Associated Policies and Procedures were updated; a Reference was added; and minor edits were made, throughout, for clarity.

The revised *Policy II-19 Educational Field Trips* 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:
<b><i>That</i></b> , the Policy Committee recommends that <i>Policy II-19 Educational Field Trips</i> , be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

### Report Prepared by:

Stephany Balogh  
Superintendent of Education, School Services

### Report Submitted by:

Pat Daly  
Director of Education and Secretary of the Board



## Educational Field Trips

**Adopted:**

July 30, 1991

**Last Reviewed/Revised:**

January 19, 2016

**Next Scheduled Review:** 2022-2023

**Associated Policies & Procedures:**

[VI-70 Educational Field Trips](#)

[VI-07 Transportation of Students in Private Vehicles Driven by Other Students](#)

[VI-07 \(A\) School Bus Accident Procedure](#)

[VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers](#)

[II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions](#)

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

[II-37 Volunteers in Catholic Schools](#)

[V-04 School Fundraising Activities](#)

[VI-59 School Fundraising Activities](#)

## Purpose

To allow for educational field trips that enhance learning opportunities for students and provide valuable learning opportunities beyond the classroom.

## Application and Scope

This policy applies to all Board/school-initiated, sponsored and approved educational field trips.

## References

[Ministry of Education Graduate Expectations](#)

[Catholic School Graduate Expectations](#)

[Ontario Highway Traffic Act](#)

## Principles

The Board acknowledges that educational field trips enhance learning opportunities for students.

- Educational field trips may be considered only insofar as they meet each of the following educational validity criteria:
  - The experience shall lie within the competency and/or understanding of the students involved;
  - The experience shall have a curricular and/or co-instructional relevance for the group of students concerned;
  - The experience shall meet the Ministry of Education curriculum expectations and/or Catholic School Graduate Expectations that have been clearly identified by the teacher/trip organizer;
  - The experience shall have educational value in proportion to the time spent traveling and the time spent on the activity;
  - The experience shall promote student engagement, community and asset building, citizenship, and/or student leadership opportunities.
- Educational field trips are encouraged for all students at every grade level.
- Educational field trips shall promote learning.

## Requirements

- The Principal must grant approval in principle before any specific planning for an educational field trip commences.
- Where an out-of-school activity includes ~~a the~~ span of ~~a~~ weekend, staff ~~are is~~ to ensure that ~~that~~ the itinerary includes a Saturday Vigil or Sunday Mass, ~~and~~ thereby fulfilling the Sunday obligation. Student/staff participation is required. All participants are to be advised of this requirement in advance of the trip.
- All safety considerations must be reviewed and followed prior to the commencement of the trip
  - Program Safety Guidelines
  - Physical Education Curricular Safety Guidelines
  - Teacher/Student Ratio
  - Weather Conditions
  - Health/Travel Advisories
- With the exception of extensive trips (i.e. trips requiring Extensive Trip Advisory Committee (ETAC) approval), every effort shall be made to ensure that no child is excluded from participation on educational field trips because of inability to pay. Possible sources of financial assistance on these types of trips ~~—~~may include:
  - Catholic School Council

- Local Service Clubs
- School Generated Funds
- Fundraising (subject to the Board's Fundraising Policy V-04)
- Halton Catholic Children's Education Foundation
- Cost of the educational field trip shall be borne equitably by all student participants.
- No cost for any portion of the educational trip shall be borne by the Board unless prior approval through the Director of Education.
- ~~All The appropriate~~required forms must be completed and signed by the parent/guardian and received by the school prior to the trip.
- Appropriate insurance coverage (medical and cancellation) must be made available for each participant dependent upon the type of trip.

### **Teacher in Charge**

- One teacher shall be designated by the Principals to be the "In-Charge Person".
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools.

### **Transportation**

- All applicable Ministry of Transportation regulations when transporting students in private and/or commercial vehicles must be followed.
- Transportation of students on field trips requires completion of appropriate documentation by the driver (private vehicle) and must follow all Ministry of Transportation regulations.
- The Board does not endorse the widespread use of private vehicles/volunteer drivers as the primary means of transportation for educational field trips.
- Students and staff members must not be transported by 9-passenger vans, or greater, according to OSBE guidelines.

### **World Conditions**

All out of province/country educational field trips shall be reviewed once initial approval is granted whenever world conditions dictate it prudent to do so by the Board's Extensive Trip Advisory Committee (ETAC). Refer to the current "Out of Classroom Programs Safety Guidelines".

APPROVED: Regular Meeting of the Board

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

Policy II-51 Optional French Programming (French Immersion and Extended French)	Item 4.3
Tuesday, November 12, 2019	

## Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-51 Optional French Programming (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 (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 (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 (French Immersion and Extended French)* was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019, and returned to the September 10, 2019 Policy Committee Meeting with further revisions that included a name change to remove the word "early" from the title and body of the document. The Policy was approved at second reading at the September 17, 2019 Board meeting.

Through Board Resolution #130/19 and Policy Committee Recommendation P#63/19, Trustees requested a supplementary information report from staff that would discuss the implications of permitting French Program siblings cross boundary status, notwithstanding the requirements of [Policy I-04 Cross Boundary and Non-Resident Student School Attendance](#).

The resolution read as follows:

### **Board Resolution #130/19**

**RESOLVED THAT**, the October 8, 2019 report to the Policy Committee meeting regarding Policy II-51 Optional French Programming include priority acceptance to cross boundary siblings of Early French Immersion and Extended French students as long as there is no interference to students in the English Stream.

The recommendation read as follows:

***Policy Committee Recommendation P#63/19:***

***THAT***, a staff report describing the effects and ramifications of potential sibling acceptance into a school offering Optional French Programs (French Immersion and Extended French) be brought to the October 8, 2019 Policy Committee Meeting for review, prior to third reading of the Policy.

In response to the above requests, staff prepared the supplementary information report that analyses and describes the potential impacts on school accommodations and access to the program where priority access is granted to siblings of students presently attending a French Program. Attached as Appendix A

Policy II-51 Optional French Programming (French Immersion and Extended French) 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 (French Immersion and Extended French), be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval at 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



**Supplementary Information Report  
Policy Committee Meeting**

**Optional French Programming:  
Analysis of Priority Access for Sibling Impacts on  
Accommodation Pressures and Attendance**

**November 12, 2019**

## Executive Summary:

On October 8, 2019, the Policy Committee requested that staff provide additional information summarizing the potential impacts to the English Stream program if acceptance were granted to cross boundary siblings in the French Immersion (FI) and Extended French (ExF) program.

To respond to the Policy Committee request, staff explored two (2) analytical questions:

- A) *What are the impacts of providing priority acceptance to a French Program for siblings of existing students already enrolled in a French program, and not require them to participate in the lottery?*
- B) *What are the impacts of providing immediate acceptance to all siblings of French Program students to attend an English Stream program, and not restrict attendance as per Operational Policy I-04?*

### Conclusion to Research Question A:

Permitting priority access to siblings of students already attending a FI or ExF program will have an impact on the likelihood/odds of families entering into the program for the first time. This result stems from the reduction in the total number of seats available in entrance grades for families attempting to enter the French Program for the first time.

### Conclusions to Research Question B:

Permitting immediate cross boundary access to siblings of students already attending an FI or ExF program will have an impact on the utilization of schools offering a specialized French Program, where the majority of these schools are already witnessing accommodation pressures to date. The summary of the utilization results are as follows:

- A) FI program: Utilization +14% overall / +17 portable classrooms / + 17.4 empty classrooms
- B) ExF program: Utilization +5% overall / +7 portable classrooms / + 12.1 empty classrooms

Other impacts to the English Stream Program are as follows:

- A) Additional portables required on site:
  - a. Impacts available play areas on school sites
  - b. With more students, there is a strain on the availability of specialized classrooms
  - c. There is a fiscal cost to adding more portables, and reducing utilization of other schools
- B) Potential for School Boundary Reviews to rebalance enrolment and overutilization between programs, resulting in disruption to existing school communities.
- C) Reduction of overall enrolment in the English Track Program which could lead to:
  - a. Creation of empty classrooms in feeder schools
  - b. Less flexibility in the organization of classes, leading to more combined classes
  - c. Lessened ability to manage specific student needs
  - d. Lessened ability to introduce additional extra-curricular activities in smaller schools

In conclusion, the above concerns demonstrate that there are measurable immediate and future impacts to the English Stream Program if siblings of the Board's French Program are granted immediate cross boundary access.



## 1.0 Introduction:

At the October 8, 2019, Policy Committee Meeting, Trustees requested that staff report to the next meeting with additional information summarizing the potential impacts of including immediate acceptance to cross boundary siblings of French Immersion (FI) and Extended French (ExF) students to the French Programs, and the potential impacts it may have on the English Stream Program.

Planning Services in collaboration with Curriculum Services and School Services have completed the present supplementary information report and attached analysis to demonstrate to Trustees the impact of including priority acceptance to cross boundary siblings in the French Immersion and Extended French program to school accommodation and utilization, equitable and fair access to the programs, and the operation of the English Stream program.

The report explores two (2) analytical questions that address the above information request:

- A) What are the impacts of providing priority acceptance to a French Program for siblings of existing students already enrolled in a French program, and not require them to participate in the lottery?
  - a. This question will be addressed in a qualitative and quantitative manner to measure the impacts to the odds of accessing the program in a fair and equitable manner.
- B) What are the impacts of providing immediate acceptance to all siblings of French Program students to attend an English Stream program, and not restrict attendance as per *Operational Policy I-04 Cross Boundary and Non-Resident Student School Attendance*?<sup>1</sup>
  - a. This question will be addressed in a quantitative manner to determine quantify what impacts there will be to school accommodations and utilizations
  - b. To quantify the impacts of permitting siblings, staff compared 2019 enrolment figures with the scenario that assumes the Board has historically permitted cross boundary access to siblings of students in a French Program over the previous 10 years, as of right. This allows for a side by side comparison of both policy directions. See section 4.0 for more information and details.

Each section will provide an overview of the results of the analysis on school utilization, and the potential impact to the English Stream program. Relevant policy frameworks will also be referenced where necessary.

## 2.0 Base Municipal & School Data to Calculate Siblings

In order to complete the analysis for Research Question A and B, an average number of siblings per HCDSB family in a given household was calculated, divided by municipality to reflect local trends. This is required to estimate the apportionment of students that are siblings to students attending a French Program, and that would be affected by priority access and/or cross boundary status.

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<sup>1</sup> Planning Services in collaboration with Senior Administration reviews the annual enrolment projections to determine which schools should be open/closed to cross boundary applications. The list is posted and distributed publicly in March, prior to the receipt of cross boundary applications. It can be accessed here: [2019-20 School List](#) or Appendix I

To calculate the number of siblings per household in the Region of Halton, staff reviewed two (2) datasets, which are as follows:

- A) 3-year Average **Total Fertility Rates** by Municipality (Region of Halton Health Unit) <sup>2</sup>
- B) 3-year Weighted Average of Family size per school, aggregated to a municipal geography <sup>3</sup>

Total Fertility Rates is defined as the average number of children that would be born per female if all females lived to the end of their childbearing years and bore children according to the age-specific fertility rates for that area and period.<sup>4</sup>

The Weighted Average of Family size per school is calculated by dividing the total enrolment of a school by the total number of families identified. This provides an estimate of the number of siblings per household attending an HCDSB school.

Staff compare the two (2) results to illustrate the variance between both datasets by municipality. What is concluded is that the variance between both City of Burlington and Town of Halton Hills datasets are not statistically significant, whereas the Town of Oakville and Town of Milton have significant variances in the positive and negative, respectively.

**Table 1: Fertility Rate (Halton) vs. Number of Siblings per Family (HCDSB)**

Municipality	Fertility Rate (HR)	Siblings per Family (HCDSB)	(+ , -)
Burlington	1.4	1.44	+ 0.04
Halton Hills	1.4	1.44	+ 0.04
Milton	1.9	1.43	- 0.47
Oakville	1.3	1.45	+ 0.15
<b>Halton Region</b>	<b>1.4</b>	<b>1.44</b>	<b>+0.04</b>

Staff concluded that using HCDSB data is more reflective of the Board's demographic trends at the elementary panel, than the aggregated Halton wide study of fertility rates.

## 3.0 Research Question A: Priority Sibling Access to French

The measurable impacts in Research Question A are in relation to equity in enrolling into the program in the lottery process. What is being measured is whether there would be a reduction in odds of a family entering into the French program for the first time **if** priority access is provided to siblings of students that are already attending.

### 3.1 Results of Analysis

The odds of accessing a program was measured for both the FI and ExF programs, which are displayed in Table 2 and Table 3 below, respectively:

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<sup>2</sup> SOURCE: [Reproductive Health in Halton](#) – May 2017. See page 20.

<sup>3</sup> SOURCE: Trillium Data from October 31 2017, 2018, and 2019 for Families Per School, and Enrolment Headcounts

<sup>4</sup> SOURCE: [Reproductive Health in Halton](#) – May 2017. See page 19.

**Table 2: Calculation of Odds to Access the French Immersion Program**

Municipality	Number of Applicants 2-YWA	Available Spaces	Odds of Entering FI
Burlington	64	46	72.2%
Halton Hills	52	46	88.5%
Milton	111	46	41.3%
Oakville	92	46	49.8%
<b>Halton</b>	<b>319</b>	<b>184</b>	<b>57.6%</b>

Using a 2-year weighted average of applications, the odds of accessing the FI program varies between 41.3% and 88.5% for all students applying, and averages 57.6% for the entire Board.

**Table 3: Calculation of Odds to Access Extended French Program**

Municipality	Number of Applicants 2-YWA	Available Spaces	Odds of Entering EF <sup>5</sup>
Burlington	49	52	100.0%
Halton Hills	15	26	100.0%
Milton	118	104	88.1%
Oakville	168	156	92.9%
<b>Halton</b>	<b>350</b>	<b>338</b>	<b>95.2%</b>

Using a 2-year weighted average of applications, the odds of accessing the EF program varies between 88.1% and 100% for all students applying, and averages 95.2% for the entire Board.

If priority access is provided to siblings, then it must be assumed that families applying to a French Program for the first time would have a lessened odd of being successful in the lottery process. If allowing priority access to siblings prior to the lottery process, the remaining number of available spaces is lessened as well as the odds for new families.

Therefore, non-siblings would have lower odds than those posted in Table 2 and 3, whereas siblings would have a 100% chance of accessing the program if they chose.

Note the impact of permitting priority access to siblings in the ExF Program is not as significant as the FI program, as the number of spaces available in the program nearly aligns with the total number of applications made to enter into the program, making the application process less competitive.

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<sup>5</sup> Adjusted downward to 100%, as there are more spaces than demand.

## 3.2 Conclusion of Research Question A

Permitting priority access to siblings of students already attending an FI or ExF program will have an impact on equitable access to the program for families entering into the program for the first time.

The impact to equity of access would be greatest for the FI program, as there is a higher demand for the program comparatively to the number of spaces available.

Comparatively, given the supply and demand available for the ExF program, the addition of priority siblings does not have a significant impact on the level of access. That said, a unilateral policy change without the ability to manage accommodation pressures with cross boundary policies can be seen as an unnecessary risk in light the potential for future changing trends.

As the program is capped, there is no impact to accommodation and utilization overall, as the total number of students permitted into the program is constant.

## 4.0 Research Question B: Priority Sibling Access to English

For Research Question B, staff measured the increase in utilization to a school housing a specialized French Program if the siblings of students attending said program are permitted immediate cross boundary access to the school. Staff also measured the reductions in English Stream enrolment of the feeder schools, and the total number of empty classrooms created as a result.

To complete this, staff compared 2019 enrolment figures with the scenario that would mimic what the accommodation landscape would resemble if the Board had historically permitted cross boundary access to siblings of students in a French Program over the last 10 years. This was done so that a side by side comparison of today's enrolment vs. the proposed policy direction could be provided, without relying on a 10-year growth projection to estimate the impact, which has a number of variables and assumptions (see the [School Planning website](#) for an outline of the projection methodology).

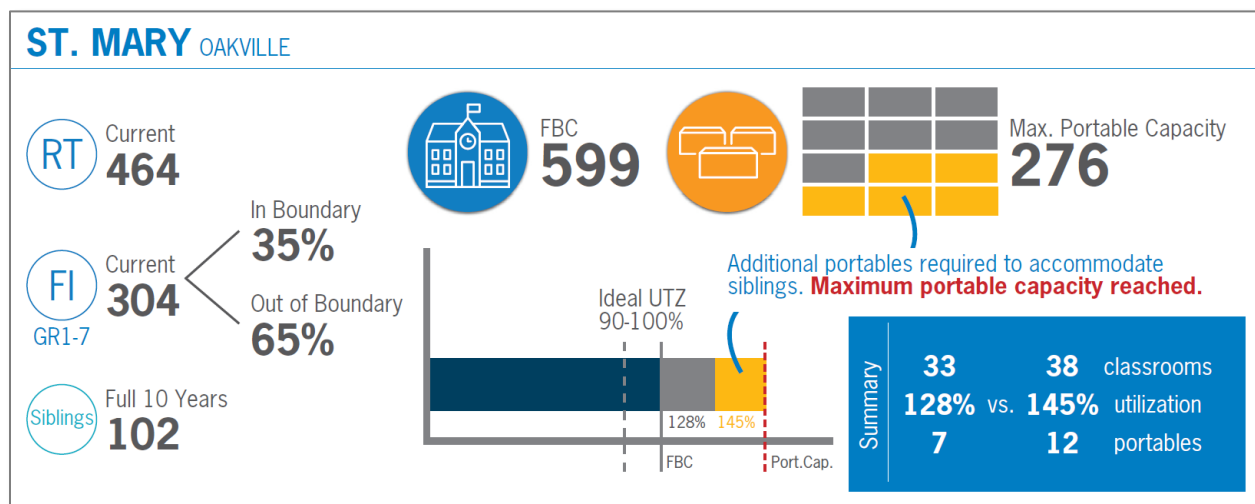
With that approach in mind, the following indicators were measured to determine the overall impact on school utilization throughout the Board that offer specialized French Programming:

- A) The total number of additional sibling students that would have been directed to the school housing the French Program over the last 10-year period.
- B) The impact on the utilization of schools housing the French Program in both:
  - a. School utilization (Enrolment / Functional Building Capacity)
  - b. Additional portable counts
- C) The number of empty classrooms created of schools feeding cross boundary students to the school housing the French Program.

See Table 4 for a summary of the above indicator and results. Note that the table is divided between FI and ExF. Also note schools that have their FR column highlighted in red. This represents a school that has yet to fully roll out the full grade cohort of the specialized program at this time, and where there is still growth to occur as additional grades are added.

Staff have also prepared infographics for all schools offering the specialize French Programs that demonstrate the impacts in a visual format, as shown in Figure 1 below for St. Mary CES.

**Figure 1: Overview of Impacts on St. Mary CES with Sibling Cross Boundary Access**



The data shown is as follows:

- A) School Functional Building Capacity (FBC) and Max Portable Capacity are provided to demonstrate the available permanent and temporary accommodations for a school.
- B) Regular Track (RT) enrolment
- C) French Immersion or Extended French (FI or ExF) enrolment – grades available is noted
  - a. A breakdown of French Students that fall within and outside the Regular Track boundary is provided.
  - b. The Ratio of “Out of Boundary” French Students is what staff used to estimate the number of potential siblings that would be permitted cross boundary status.
  - c. The Ratio “In Boundary” French siblings would otherwise already be permitted access, and are therefore removed to avoid double counting.
- D) Siblings that would be currently attending the targeted school if cross boundary acceptance were granted up to this point is provided, representing the estimated number of additional students added to the school over a 10 year period. For the annual rate, divide by 10 years.
- E) An enrolment chart, showing enrolment and utilization is provided, with markers at the 90-100% utilization (used as a marker for closing cross boundary considerations) and max portable classroom capacity is provided.
  - a. Navy Blue represents enrolment in permanent classrooms
  - b. Grey represent current enrolment in temporary portable classrooms
  - c. Orange represents sibling enrolment added with the policy change.
- F) A final summary table compares Current Enrolment to Current + Sibling Enrolment, between the total number of classrooms needed, utilization, and number of portables required.

The infographic package along with a guide on how to interpret the infographics in more detail is attached as Appendix II.

## 4.1 French Immersion Sibling Access Results:

The below points summarize the impacts of providing immediate cross boundary access to Siblings of French Immersion students:

- A) As of 2019-20, all schools that offer the French Immersion program have a total utilization of 99% or above (safe for St. Scholastica CES), and have portable accommodation needs.
  - a. St. Scholastica CES, which is in its second year of operation and first year of the FI program is the only exception, but is expected to surpass its capacity in the next three (3) years as growth continues.
  - b. There are 26 portable classrooms being used at all FI schools to accommodate the enrolment.
  - c. Adjusted average utilization at all schools, removing St. Scholastica CES, is 125%.
- B) In a side by side comparison, if siblings were permitted immediate cross boundary access when the program was first introduced, there would be a total of **401 additional sibling students** that would be attending these schools as opposed to their designated English Stream program.
  - a. This equates to an additional **40 students per year** being added to schools that are already over capacity.
  - b. To accommodate siblings in this scenario, a total of **12 additional portable classrooms** would be required to house the FI program siblings. **Overall utilization would also increase by approximately 13%.**
  - c. In permitting immediate siblings cross boundary access, there would be a total impact to the English Stream program by creating **17.4 empty classrooms** throughout English Stream feeder schools.

## 4.2 Extended French Sibling Access Results:

The below points summarize the impacts of providing immediate cross boundary access to Siblings of Extended French students:

- A) As of 2019-20, all schools that offer the Extended French program have a total utilization of 83% or above. Eight (8) of the ten (10) schools offering the program have a utilization above 90%, which is the ideal utilization for a school.
  - a. There are 12 portable classrooms being used at all ExF schools to accommodate the enrolment.
  - b. Average utilization at all schools is 100%
- B) If siblings were permitted to have priority access when the program was first introduced, there would be a total of **273 additional sibling students** that would be attending these schools as opposed to their designated English Stream program.



- a. This equates to an **additional 27 students per year** being added to schools that are already over capacity.
- b. To accommodate siblings in this scenario, a total of **7 additional portable classrooms** would be required to house the FI program siblings. **Overall utilization would also increase by approximately 5%.**
- c. In permitting immediate siblings cross boundary access, there would be a total impact to the English Stream program by creating **12.1 empty classrooms** throughout English Stream feeder schools.

### 4.3 Conclusion of Research Question B

Permitting immediate cross boundary access to siblings of students already attending an FI or ExF program will have a definitive impact on the utilization of schools offering a specialized French Program. In both programs, the average utilization of already exceed 100% utilization. By adding more siblings to the count, utilization and accommodation pressures will be further increased, as per the following:

- A) In the FI program, the utilization would be increased by approximately 14% overall, resulting in the addition of 17 portable classrooms overall.
- B) In the ExF program, the utilization would be increased by approximately 5% overall, resulting in the addition of 7 portable classrooms overall.

As growth continues and programs are fully implemented, this count will increase year over year, creating further pressures on schools that are already at their max utilization.

Where there is still excess capacity in certain school offering a French Program, it should be noted that these school are not closed to cross boundary access. That said, siblings are already permitted to make application under *Operational Policy I-04 Cross Boundary and Non-Resident Student School Attendance*.

With regards to the above, providing unilateral access to all siblings of students in the French Programs of the Board will diminish the ability to manage utilization and accommodation pressures of schools. Without the checks and balances in place permitted under Policy I-04 to manage accommodation pressures within the Schools of the Board, there will eventually be an impact on the English Stream program.

The following are potential impacts that could occur to Board programming:

- A) Additional portables required on site:
  - a. Impacts available play areas on school sites
  - b. With more students, there is a strain on the availability of specialized classrooms (gym)
  - c. There is a fiscal cost to adding more portables, and reducing utilization of other schools
- B) Potential for School Boundary Reviews to rebalance enrolment and overutilization, as per Policy I-29:
  - a. English Track Programs may need to be reduced to allow for more space at the school housing the French Program, or vice-versa.
  - b. Disruption to school communities.

- C) Reduction of overall enrolment in the English Track Program could lead to:
- a. Creation of empty classrooms (or parts) in feeder schools, rendering operations less efficient
  - b. Less flexibility in the organization of classes, leading to a higher propensity of combined classes
  - c. Lessened ability to manage specific student needs
  - d. Lessened ability to introduce additional extra-curricular activities in smaller schools

In conclusion, the above concerns demonstrate that there is a measurable, immediate, and future impact to the English Stream Program if siblings of students in the Board's French Program are granted immediate cross boundary access.



**Table 4: Summary of Impacts to School Utilizations over 10 Years – Allowing Cross-Boundary Priority Access for French Siblings**

SCHOOL INFORMATION		CURRENT					PRIORITY SIBLING ACCESS				VARIANCE		ENGLISH IMPACT
SCHOOL	FBC	RT	FR <sup>6</sup>	TOTAL	UTZ (%)	PORT	10 Yr SIB	TOTAL + SIB	UTZ SIB (%)	PORT SIB	(+/-) %	(+/-) Port	CLASS REDUCTION TOTAL & AVG.
<b>FRENCH IMMERSION CROSS BOUNDARY SIBLING ACCESS</b>													
Sacred Heart of Jesus	547	272	271	543	99%	0	106	649	119%	4	19%	4	-4.5 Total / -0.3 Per
St. Mary	599	464	304	768	128%	7	102	870	145%	12	17%	5	-4.5 Total / -0.3 Per
St. Brigid	573	668	232	900	157%	14	20	920	161%	15	3%	1	
St. Catherine of Alexandria	622	682	45	727	117%	5	58	785	126%	7	9%	2	-3.4 Total / -1.1 Per
St. Scholastica (Current)	671	115	46	161	24%	0	115	276	41%	0	17%	0	-5 Total / -0.55 Per
St. Scholastica (3-year)		872	132	1004	150%	14	115	1119	167%	19	17%	5	
<b>TOTAL</b>	<b>3012</b>	<b>2201</b>	<b>898</b>	<b>3099</b>	<b>103%</b>	<b>26</b>	<b>401</b>	<b>3500</b>	<b>116%</b>	<b>38</b>	<b>13%</b>	<b>12</b>	<b>17.4 Total</b>
<b>EXTENDED FRENCH IMMERSION CROSS BOUNDARY SIBLING ACCESS</b>													
St. Gabriel	547	471	130	601	110%	2	29	630	115%	4	5%	2	-1.3 Total / -1.2 Per
St. Francis of Assisi	363	368	0	368	101%	0	23	391	108%	1	6%	1	-1.0 Total / -0.3 Per
Holy Rosary (M)	536	399	106	505	94%	0	27	532	99%	0	5%	0	-3.9 Total / -1.3 Per
Lumen Christi	648	700	34	734	113%	4	20	754	116%	5	3%	1	-4.2 Total / -0.6 Per
Our Lady of Fatima	648	741	51	792	122%	6	41	833	129%	8	6%	2	
St. Joan of Arc	547	426	27	453	83%	0	31	484	88%	0	6%	0	-0.4 Total / -0.2 Per
St. Bernadette	504	292	171	463	92%	0	43	506	100%	0	9%	0	N/A
Our Lady of Peace	478	410	18	428	90%	0	29	457	96%	0	6%	0	-0.3 Total / -0.2 Per
St. Marguerite d'Youville	504	330	100	430	85%	0	17	447	89%	0	3%	0	-0.5 Total / -0.5 Per
St. Nicholas	527	439	98	537	102%	0	13	550	104%	1	2%	1	-0.5 Total / 0.2 Per
<b>TOTAL</b>	<b>5302</b>	<b>4576</b>	<b>735</b>	<b>5311</b>	<b>100%</b>	<b>12</b>	<b>273</b>	<b>5584</b>	<b>105%</b>	<b>19</b>	<b>5%</b>	<b>7</b>	<b>12.1 Total</b>

**Notes & Definitions:**

**FBC:** Functional Building Capacity

**RT:** Regular Track and non-French Programs Enrolment

**FR:** French Program

**UTZ:** School Utilization

**PORT:** Temporary Portable Classrooms

**10 Yr SIB:** Total number of potential Siblings over 10 years

**TOTAL + SIB:** Total enrolment combining Regular Track, non-French Programs, French Programs, and Sibling Enrolment

**UTZ SIB:** Adjusted Utilization of school with sibling enrolment

**PORT SIB:** Total Temporary Portable Classrooms with Sibling enrolment added

**(+/-) %:** Variance in Utilization when comparing UTZ and UTZ SIB

**(+/-) PORT:** Variance in number of Portable Classroom when comparing PORT and PORT SIB

**CLASS REDUCTION – TOTAL & AVERAGE:** Total/Average reduction in English Program classrooms in French Feeder schools.

<sup>6</sup> NOTE: FI programs outlined in red represent specialize French Programs which have not yet been fully rolled out over the full grade cohort of French Immersion (Grade 1 to Grade 8) and Extended French (Grade 5 to Grade 8).

# **APPENDIX I: 2019 CROSS BOUNDARY LIST**



Schools Open & Closed to Cross-Boundary Applications  
2019-20 School Year

Requests for a change of school attendance are subject to [Board Policy I-04, Cross Boundary and Non-Resident School Attendance](#). Based on their utilization, the following schools are identified as open or closed to Cross Boundary applications. Note: This list is subject to review and may change.

CATHOLIC ELEMENTARY SCHOOLS

Municipality	Elementary School	Cross Boundary Status
Burlington	Ascension CES	OPEN
	Canadian Martyrs CES	Closed
	Holy Rosary (B) CES	Closed
	Sacred Heart of Jesus CES	Closed
	St. Anne CES	Closed
	St. Christopher CES	OPEN
	St. Elizabeth Seton CES	OPEN
	St. Gabriel CES	Closed
	St. John (B) CES	OPEN
	St. Mark CES	Closed
	St. Patrick CES	Closed
	St. Paul CES	Closed
	St. Raphael CES	Closed
	St. Timothy CES	Closed
Halton Hills	Holy Cross CES	Closed
	St. Brigid CES	Closed
	St. Catherine of Alexandria CES	Closed
	St. Francis of Assisi CES	Closed
	St. Joseph (A) CES	OPEN
Milton	Guardian Angels CES	Closed
	Holy Rosary (M) CES	Closed
	Lumen Christi CES	Closed
	Our Lady of Fatima CES	Closed
	Our Lady of Victory CES	Closed
	Queen of Heaven CES	Closed
	St. Anthony of Padua CES	Closed
	St. Benedict CES	Closed
	St. Peter CES	Closed
	St. Scholastica CES	Closed
Oakville	Holy Family CES	OPEN
	Our Lady of Peace CES	Closed
	St. John Paul II CES	OPEN
	St. Andrew CES	Closed
	St. Bernadette CES	Closed
	St. Dominic CES	Closed
	St. Gregory the Great	OPEN
	St. Joan of Arc CES	OPEN
	St. Luke CES	OPEN
	St. Marguerite d'Youville CES	OPEN
	St. Mary CES	Closed
	St. Matthew CES	Closed
	St. Michael CES	Closed
	St. Nicholas CES	Closed
	St. Teresa of Calcutta CES	OPEN
	St. Vincent CES	OPEN

For more information, visit: [Board Policy I-04, Cross Boundary and Non-Resident School Attendance](#)

CATHOLIC SECONDARY SCHOOLS

Municipality	Secondary School	Cross Boundary Status
Burlington	Assumption CSS	Closed
	Corpus Christi CSS	OPEN
	Notre Dame CSS	OPEN
Halton Hills	Christ the King CSS	Closed
Milton	Bishop P. F. Reding CSS	Closed
	Jean Vanier CSS	Closed
Oakville	Holy Trinity CSS	Closed
	St. Ignatius of Loyola CSS	OPEN
	St. Thomas Aquinas CSS	Closed

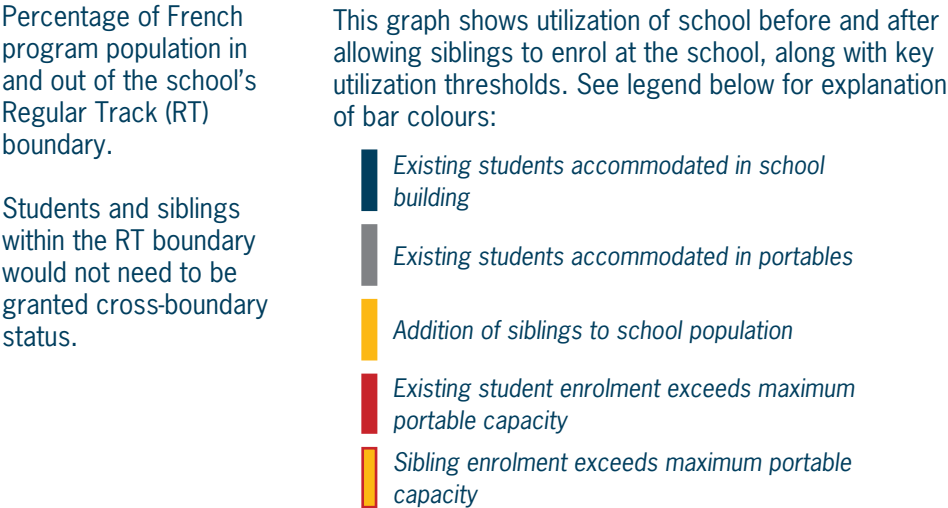
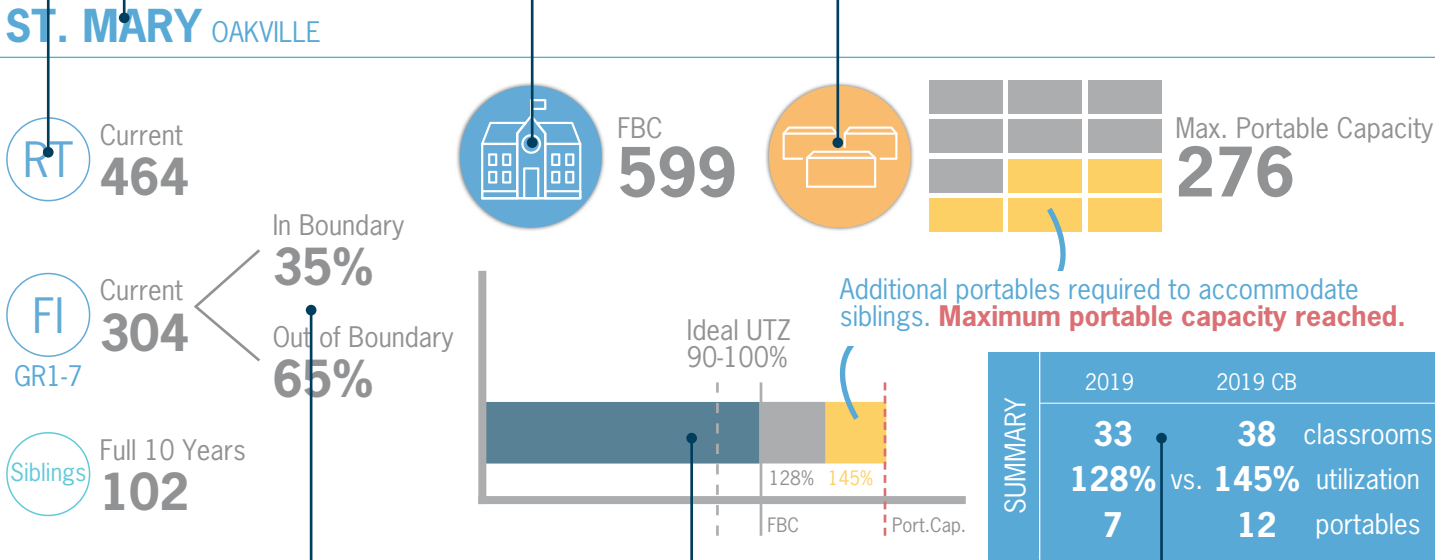
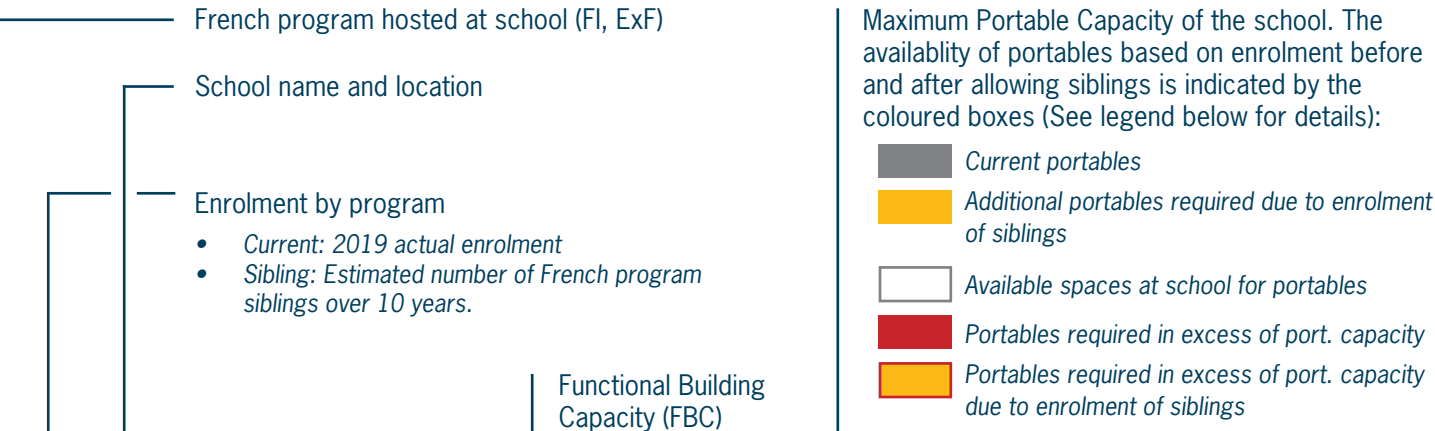
For more information, visit: [Board Policy I-04, Cross Boundary and Non-Resident School Attendance](#)

## **APPENDIX II: INFO GRAPHICS**

# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

French Immersion (FI)

## HOW TO READ INFOGRAPHIC

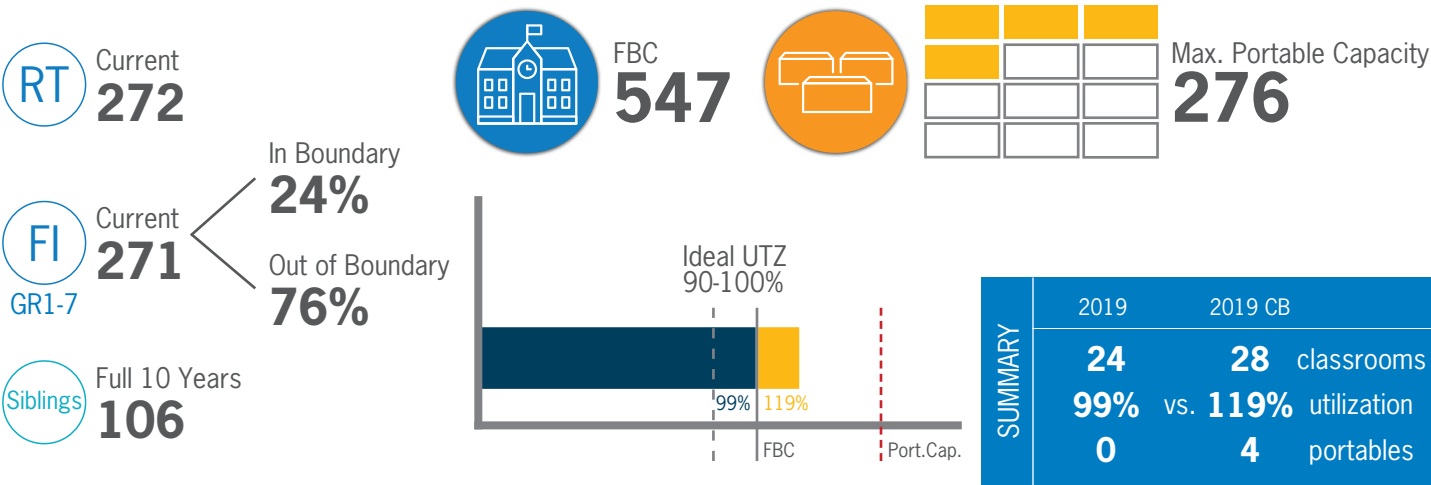


Side-by-side comparison of accommodation indices of current enrolment vs. enrolment if cross-boundary status to siblings was historically permitted.

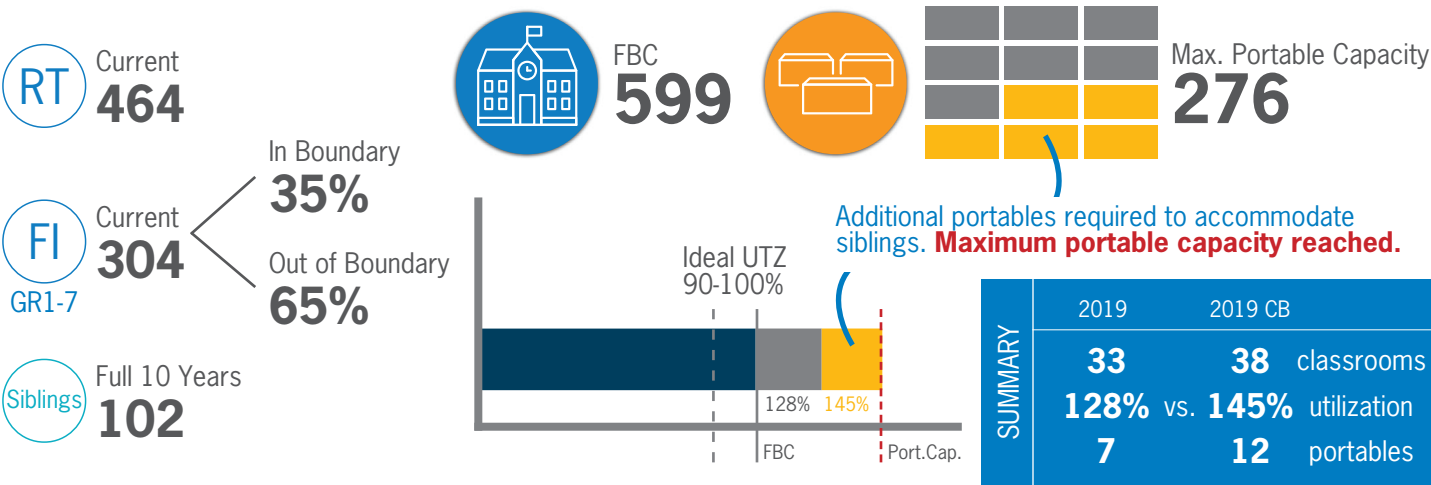
# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

French Immersion (FI)

## SACRED HEART OF JESUS BURLINGTON



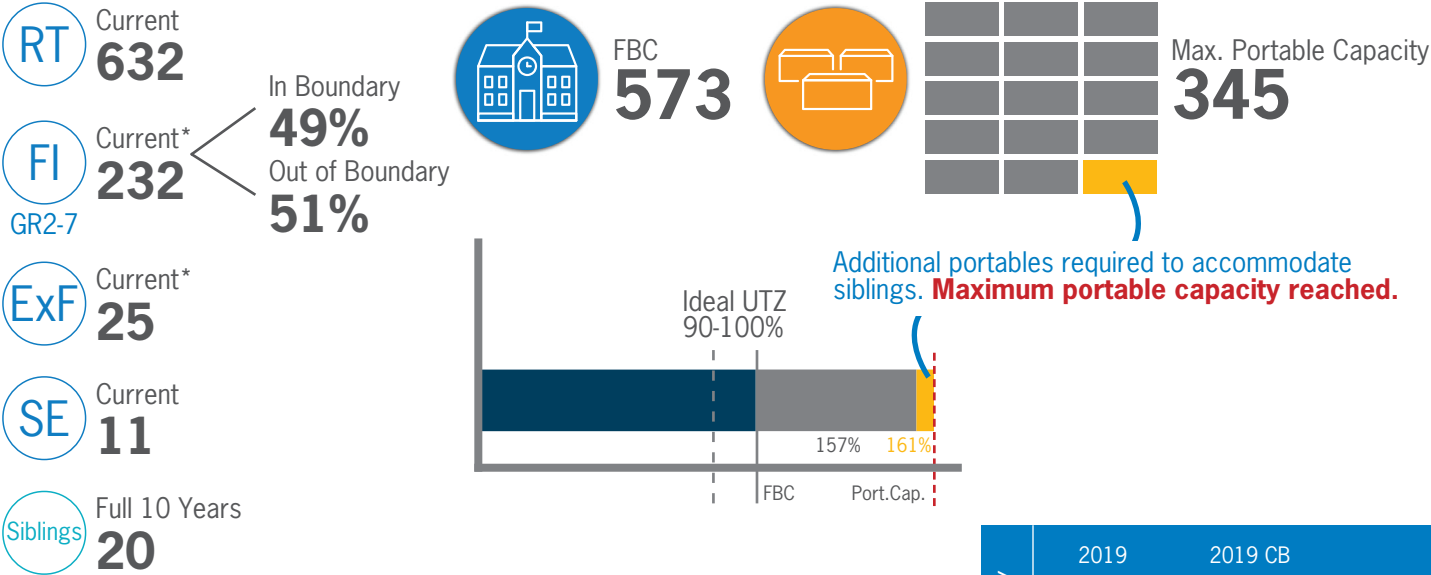
## ST. MARY OAKVILLE



# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

French Immersion (FI)

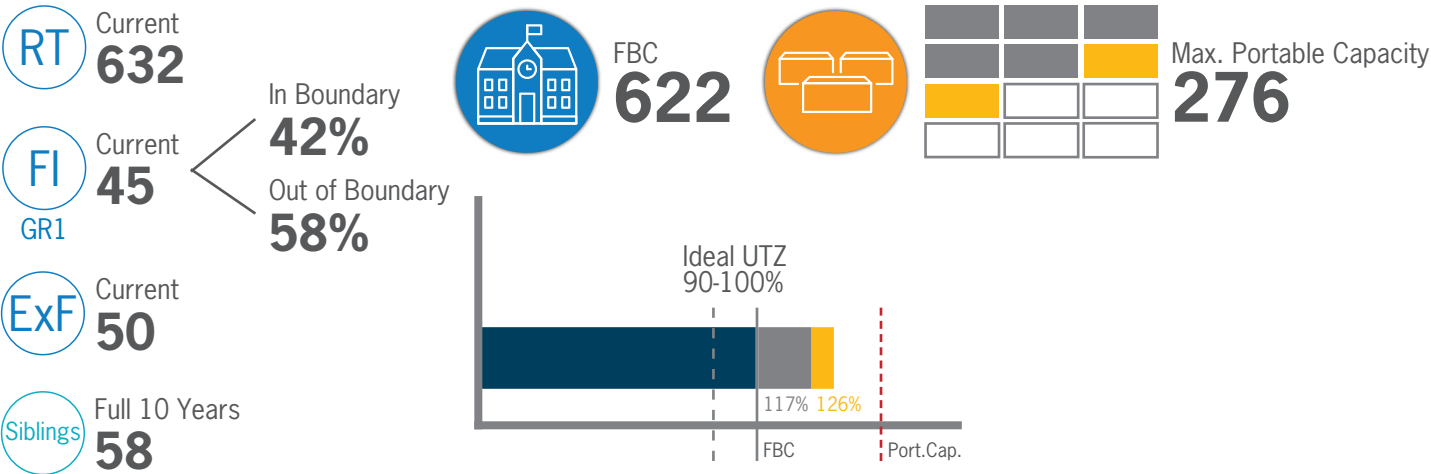
## ST. BRIGID HALTON HILLS



SUMMARY	2019	2019 CB	
	39	40	classrooms
	157%	vs. 161%	utilization
	14	15	portables

\*Phase out of Grade 1-5 FI is currently underway, and will be complete by 2023-24. At that point, the size of the FI program is projected to decrease from 232 students to 130 students. In addition, 2019 is the last year for the full phase out of ExF from St. Brigid CES. However, enrolment is projected to increase with development of Vision Georgetown Secondary Plan resulting in continued accommodation pressure at the school.

## ST. CATHERINE OF ALEXANDRIA HALTON HILLS



SUMMARY	2019	2019 CB	
	32	34	classrooms
	117%	vs. 126%	utilization
	5	7	portables

\*Phase in of Grade 1-5 FI is currently underway, and will be complete by 2023-24. At that point, the size of the FI program is projected to increase from 45 to 228 students. In addition, ExF will be fully phased out by 2022-23. Due to continuing development in Georgetown South, enrolment is forecasted to increase over the next 10 years.

# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

French Immersion (FI)

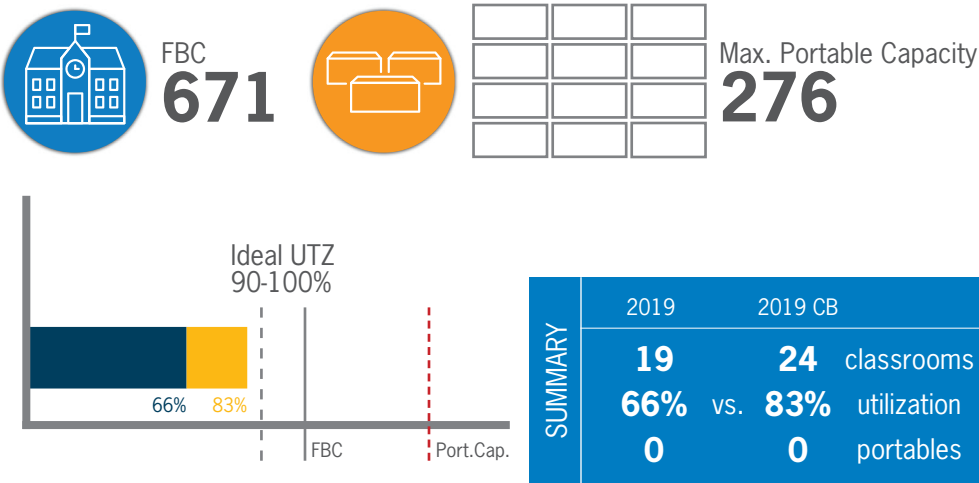
## ST. SCHOLASTICA MILTON

### CURRENT

RT Current  
**395**

FI Current  
GR1 **46** In Boundary **20%**  
Out of Boundary **80%**

Siblings Full 10 Years  
**115**

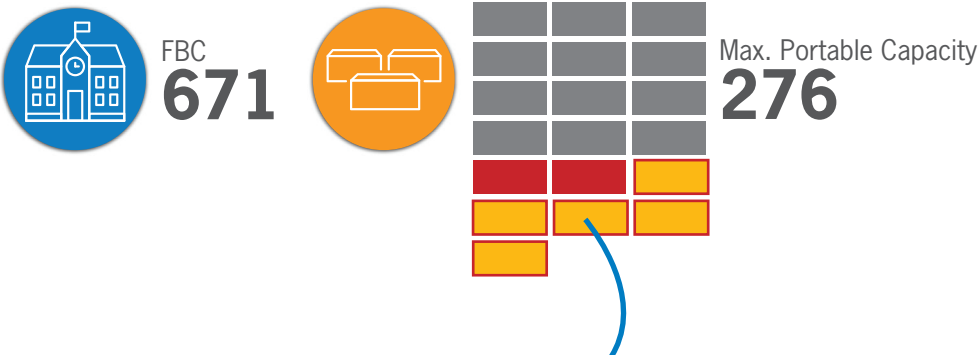


### YEAR 3 OF FI PROGRAM

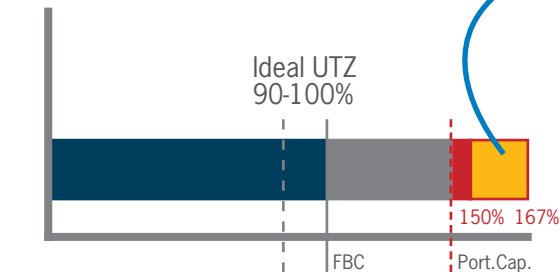
RT Projected  
**872**

FI Proj.  
GR1-3 **132** In Boundary **20%**  
Out of Boundary **80%**

Siblings Full 10 Years  
**115**



Due to ongoing growth in Milton, total portable capacity will be exceeded by 2021-22. **If siblings are permitted to attend St. Scholastica CES, it will put further accommodation pressure on the school.**

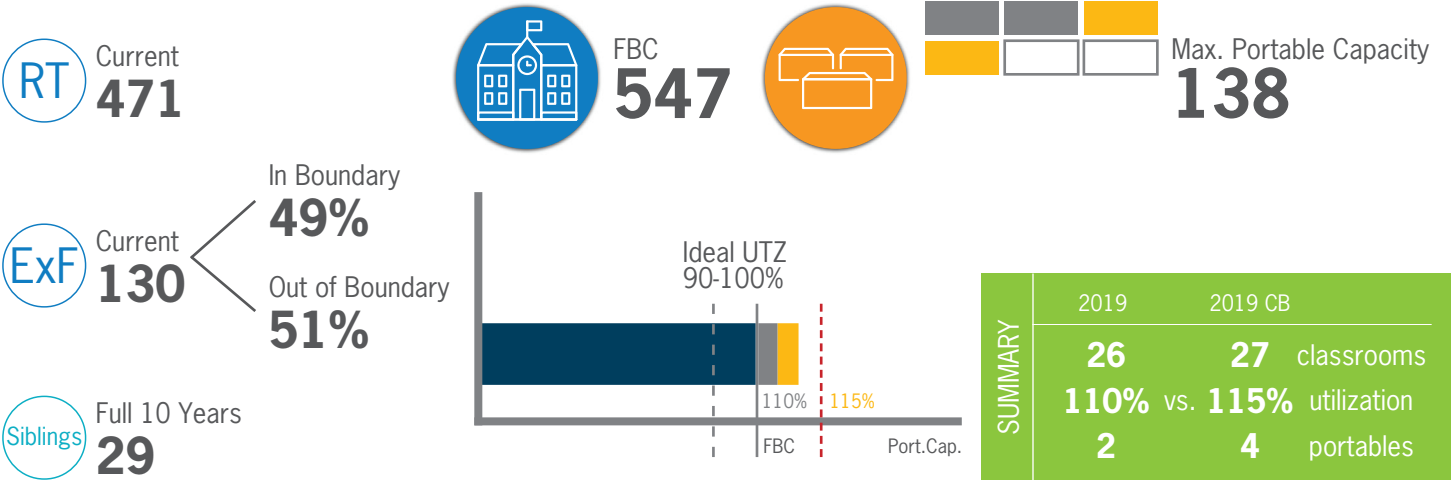




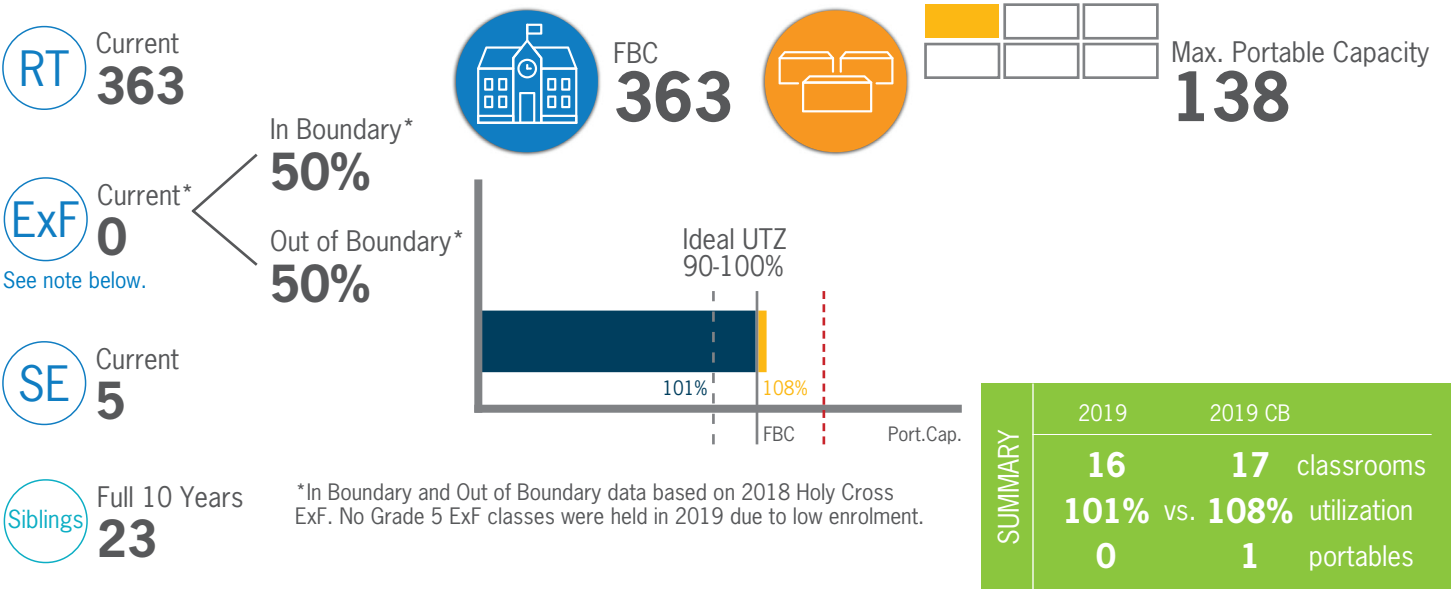
# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

Extended French (ExF)

## ST. GABRIEL BURLINGTON



## ST. FRANCIS OF ASSISI HALTON HILLS

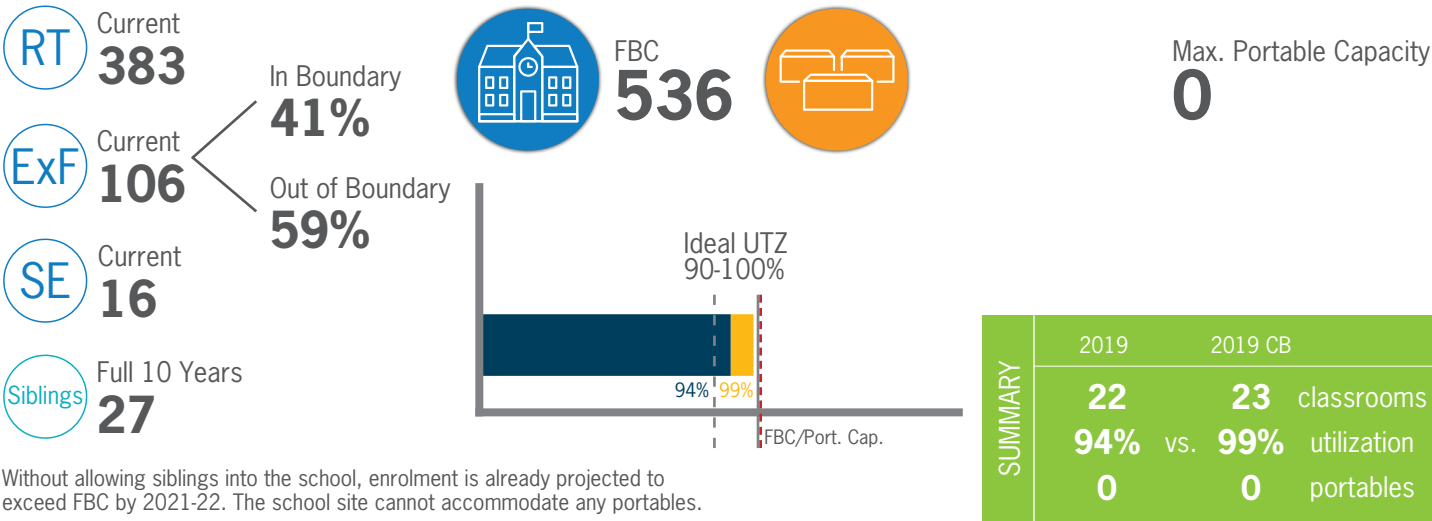


\*In Boundary and Out of Boundary data based on 2018 Holy Cross ExF. No Grade 5 ExF classes were held in 2019 due to low enrolment.

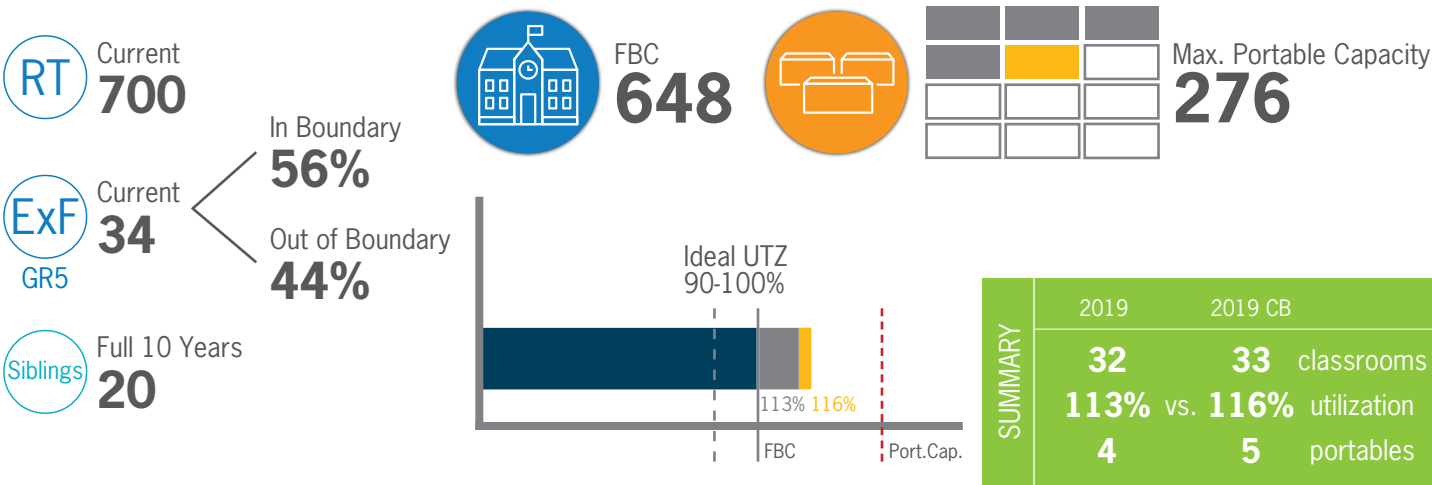
# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

Extended French (ExF)

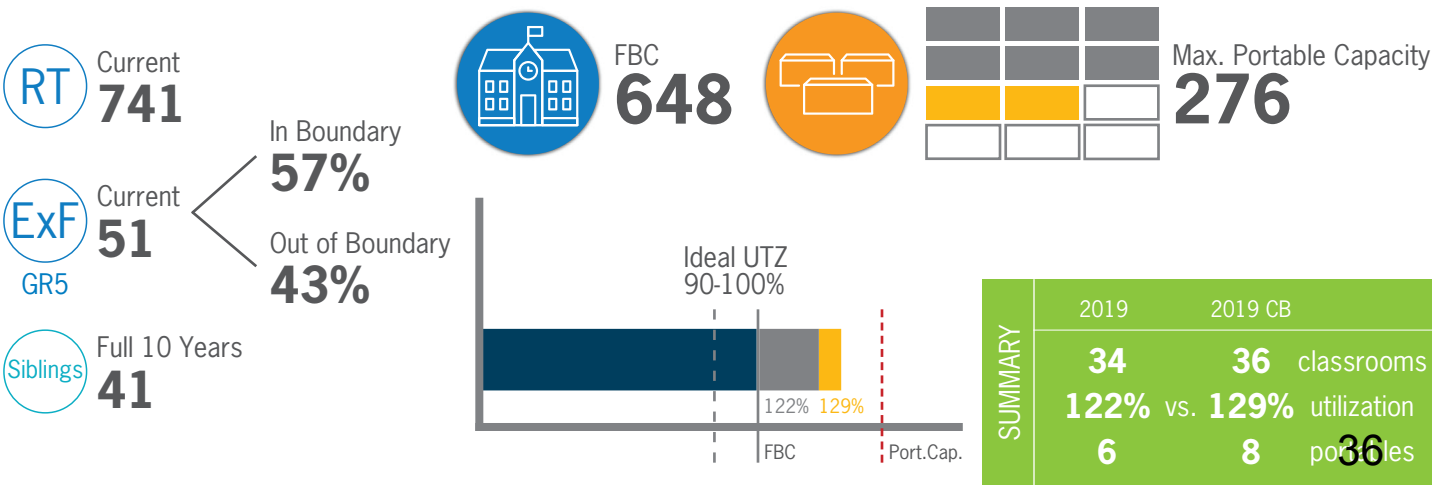
## HOLY ROSARY (M) MILTON



## LUMEN CHRISTI MILTON



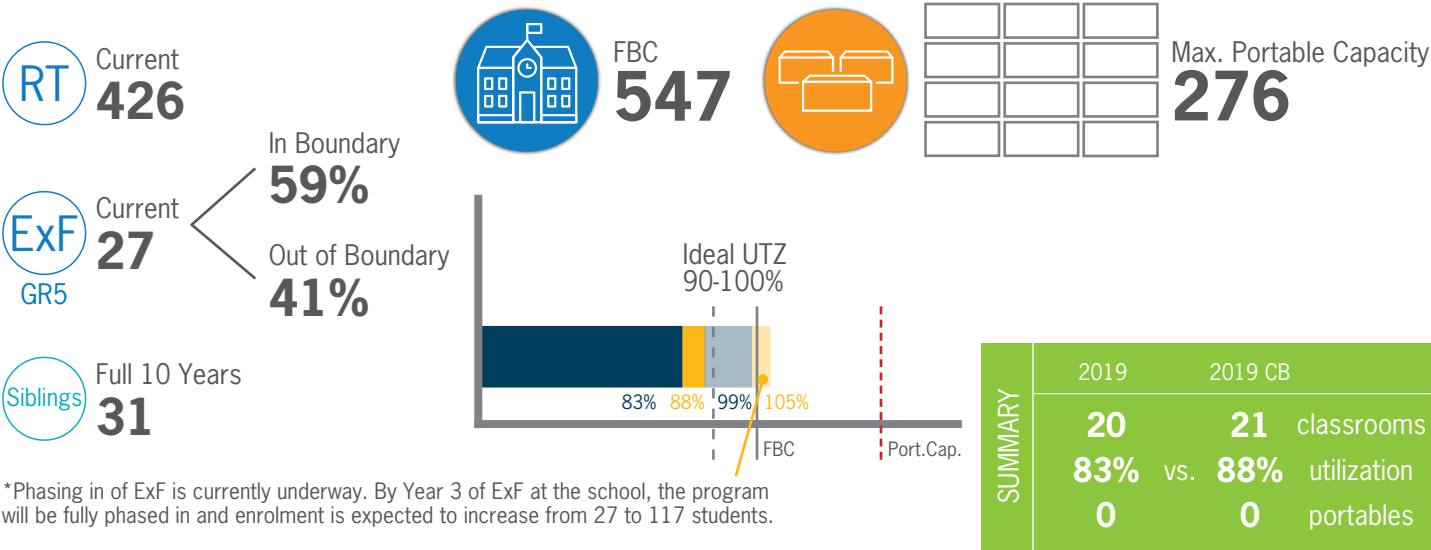
## OUR LADY OF FATIMA MILTON



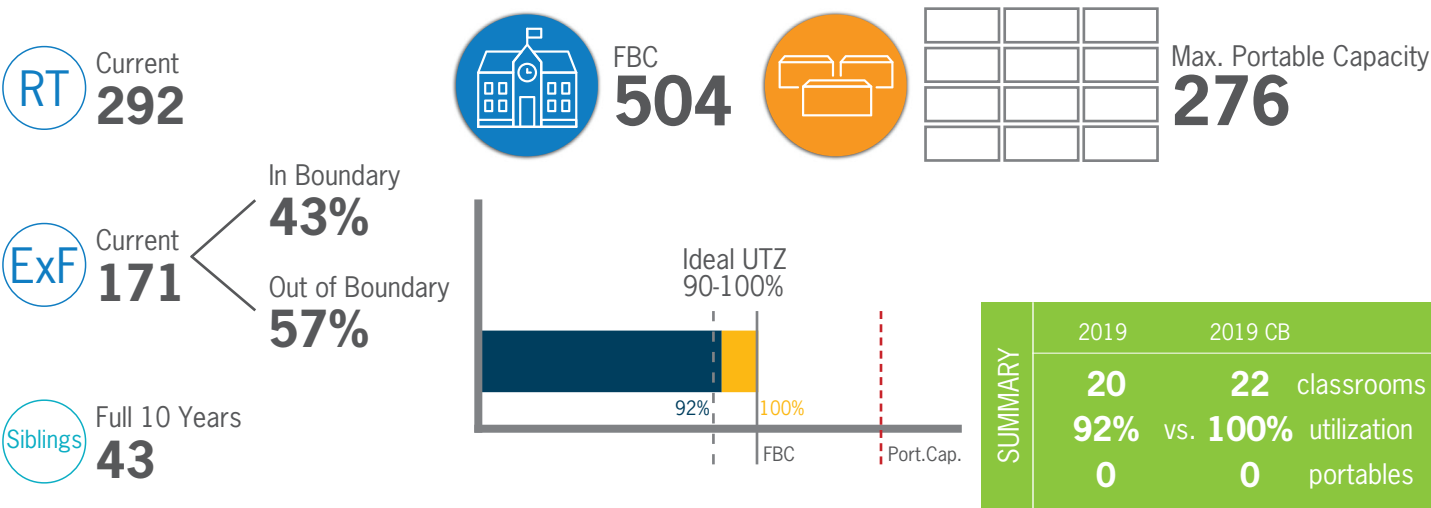
# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

Extended French (ExF)

## ST. JOAN OF ARC OAKVILLE



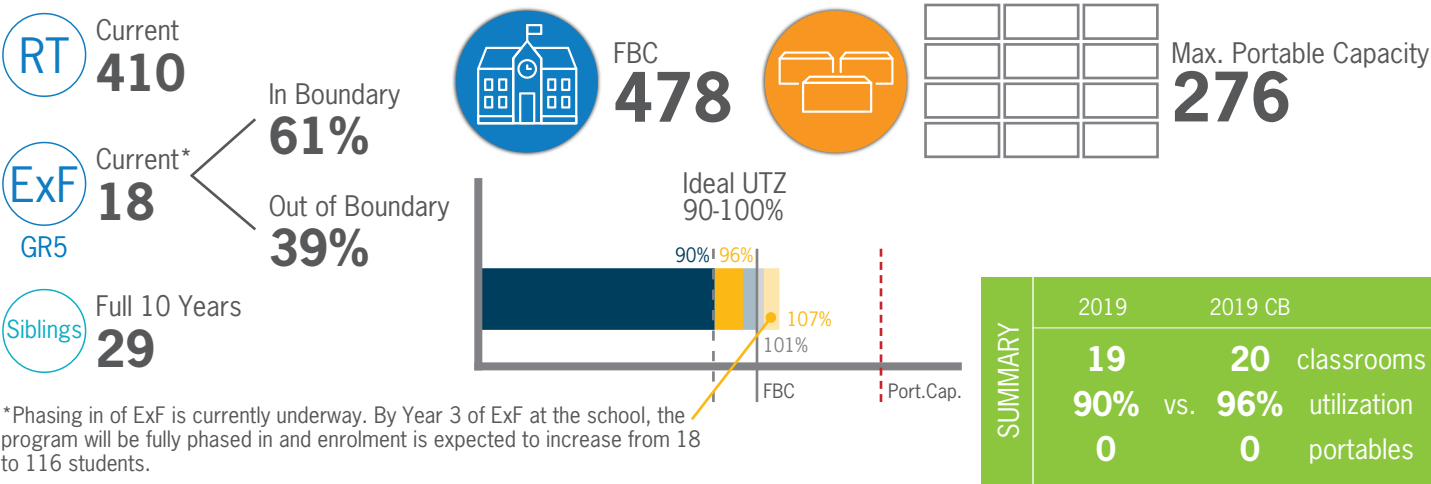
## ST. BERNADETTE OAKVILLE



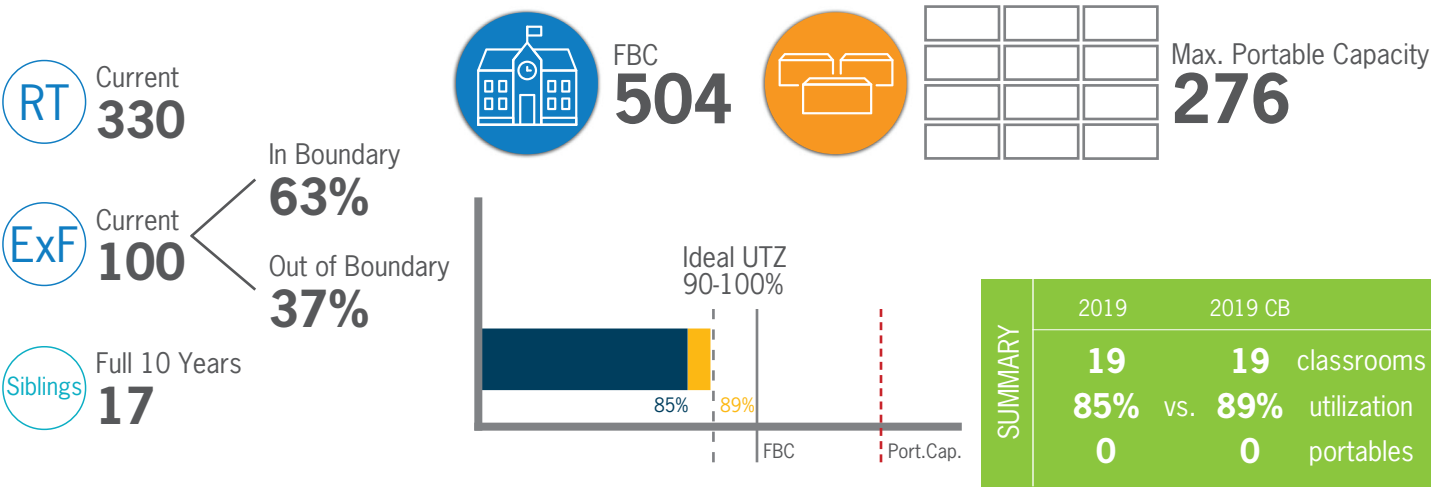
# Overall Impact on School Accommodation: Allowing Cross-Boundary Access to Siblings

Extended French (ExF)

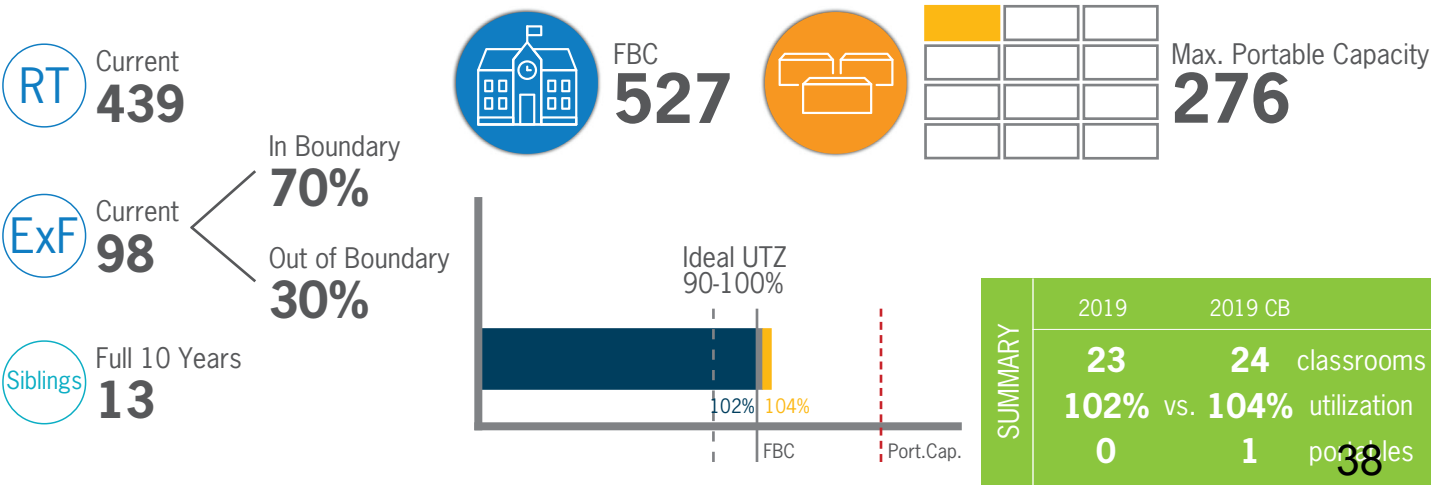
## OUR LADY OF PEACE OAKVILLE



## ST. MARGUERITE D'YOUVILLE OAKVILLE



## ST. NICHOLAS OAKVILLE



Optional French Programming (French Immersion and Extended French)	
<b>Adopted:</b> June 18, 2019	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-53 Optional French Programming</a> <a href="#">I-04 Cross Boundary School Attendance</a> <a href="#">I-22 Admission to Schools Elementary and Secondary</a> <a href="#">VI-19 Admission to Schools Elementary and Secondary</a> <a href="#">I-29 School Boundary Review Process</a> <a href="#">VI-88 School Boundary Review Process</a> <a href="#">II-24 Home to School Transportation</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

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

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

## Application and Scope

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

## References

[Education Act](#)

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

## Definitions

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

**French Immersion (FI)** - 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 occur.
- 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  
(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.
  - 1.5.4. When deciding to eliminate an Optional French Program from the Halton Catholic District School Board (either French Immersion or Extended French), a report will be brought to the trustees for review and a vote for final approval.

**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.

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

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- 3.3. To facilitate meeting staffing needs, and in order to ensure all students will be given placement who apply, all students must be registered for EFl and EF programs by December 1st. It should be noted that where an optional French program still has remaining spaces, Curriculum Services has the discretion to extend the registration period
- 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-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019	<b>Item 4.4</b>
Tuesday, November 12, 2019	

## Purpose

To provide for the consideration of the Policy Committee the newly developed *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* as recommended by staff.

## Commentary

The purpose of the Religion and Family Life Curriculum, as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

According to PPM 162 (issued August 21, 2019), this policy allows for students to be exempted 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* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

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 2019-2020 school year, and no later than November 30, 2019.

The policy will include all the requirements of PPM 162 and a corresponding procedure will be developed which will further outline the communication and notice, process, and supervision of students who receive an exemption.

*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* includes communication plans and the process for schools as well as parents/students to follow when making exemption requests.

**Item 4.4 |** Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

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*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* was forwarded for stakeholder consultation from October 16, 2019 - November 6, 2019. The results are attached as Appendix A.

*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* is attached for review and consideration by the Policy Committee.

**Recommendation**

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

<p>Moved by:</p> <p>Seconded by:</p> <p><b>That</b>, the Policy Committee recommends the <i>Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</i> be forwarded, to the November 19, 2019 Regular Board Meeting for approval at second and third reading.</p>
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**Report Prepared by:** A. Prkacin  
Superintendent of Education, Curriculum Services

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



# Policy II-53 Exemption from Instruction in the Family Life Program

Summary of Stakeholder Feedback

Prepared by:  
*Research and Development Services*

November 7<sup>th</sup>, 2019

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## Introduction

This report summarizes feedback from Halton Catholic District School Board (HCDSB) stakeholders about *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019*. At the October 15, 2019 Board meeting, *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* was approved at first reading. Feedback was sought for the policy from HCDSB stakeholders, between October 16 and November 6, 2019.

## Feedback

On October 16, 2019, the Chair of the Policy Committee invited all HCDSB stakeholders to provide input regarding the Exemption from Instruction in the Family Life Program policy, via an online form on the HCDSB website. Parents were also directly invited via email on October 16, 2019 to provide their feedback on the new policy.

All submitted responses can be found in Appendix Ai, below. Because feedback appears as received, the dataset may contain duplicate responses. The online form was anonymous (aside from a field to include name voluntarily), and not password protected, therefore it was unable to prevent duplicate names and duplicate comments. The form was also unable to ensure that the responses came from authentic HCDSB stakeholders who reside, work, or study in Halton (i.e., HCDSB ratepayers, parents, students, staff, trustees).

## Who Responded?

In total, 468 completed responses were submitted using the online form on the HCDSB website. The chart below displays respondents' roles; the majority of respondents were HCDSB parents (85%, n = 397).

<b>Role</b>	<b>Count</b>
HCDSB Parent	397
Member of the Community	24
Halton Parish Member	12
HCDSB Staff	11
HCDSB Student	11
Other	8
Catholic School Council Chair/Co-Chair	3
CPIC Chair	1
President/Designate of Unionized Employee Group	1
<b>TOTAL</b>	<b>468</b>

## Appendix Ai

## Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

### Comments on the policy:

Human development and sexual health are important topics for children to learn in order to better understand their bodies. This is increasingly important as children reach age of puberty. Teaching these topics within the Catholic school system can provide a comfortable environment for them to learn and discuss these changes, further ensuring that they are physically and mentally prepared for their future. There is no way to ensure that children are being properly informed at home, and this lack of knowledge could lead to a sense of shame, anxiety and other mental health/body image issues. I believe it is in the children's best interests to receive this area of the curriculum.

I don't understand the need for a policy regarding curriculum. This section of the curriculum is vetted by the Bishops of Ontario and thus is deemed as appropriate content. This seems like an absolute waste of time and resources. If parents want to have a say in curriculum, they should pay for private education.

Thank you for the opportunity to respond. The timelines provided can be problematic to teachers. 20 school days in advance is too far for a teacher to know what date they will begin a Unit. As much as we try to plan, there can be interruptions beyond our control which impact the timelines, as well as the progress of the students in the previous unit. We often make last minute changes to accommodate our students and their learning needs. It would be much more reasonable to have parents opt out of the program at the beginning of the year when the outline for the program is provided to them. Most teachers provide notice of the upcoming unit a week in advance so parents are aware that it will be happening and they can plan accordingly.

My concern is where are the children going to go if they are exempt and how do I deal with issues surrounding students talking to one another outside of the classroom about what they've learned?

Nobody should be except of taking the fully alive curriculum, I do not support this initiative.

I do not agree about the exemption. I believe it is part of the curriculum.

I agree with PolicyII-53

I think this policy is backward, regressive, and would potentially expose children to future vulnerability in terms of sexual abuse, sexual health issues, and sexual safety and responsibility. I am totally against offering this exemption.

Please keep it mandatory. Far too many parents fail their children when it comes to sexual health education. The board needs to ensure EVERYONE has access to information and that this is not something parents can opt out of, because they feel "uncomfortable"

I am with the decision of exemption for students from studying sexual health starting from grade 1.

I donot allow my son to attend such classes or participate in any related activity

I believe that it is great that, we actually choose the option wether or not we think our children are ready to recieve and learn such information provided within the fully alive curriculum. I have three children, and all three are different, one is more mature and could handle the topic, the other is more sensitive and it makes them uncomfortable, and the last of the three is of very innocent mind and I would not want them to participate at such a young age. All in due time, all childrens developmental learning and grasping such direct content is all based on how they percieve it. So basically I believe as parents, we know our children individually the best, and it should be our choice wether to engage them or disengage them in such a topic. Rather, present the topic as they are ready to better understand it. At their own pace based on their individual personalities.

Are parents going to receive a copy of the proposed curriculum so an informed decision can be decided upon?

I 100% agree that parents should be allowed to request exemption from teachings contrary to their religious beliefs.

This should be MANDATORY in our curriculum! No exemptions!

Every child should be taught!!! There's a reason new guidelines were put in place! This isn't 1970 anymore; the world has changed, children have changed, disrespect, bullying and hate has reached an all time high.... our children NEED to be taught about it! At home and at school

I do not think this is a good idea. Open the door for exemption on this and what is next? Math? In addition this is important information for the kids to learn. The others will speak about it and they will find out regardless but it could be like a game of telephone and the end message could be worse than the truth.

The wording of this policy is fine. Clear for parents who are interested. One consideration might be to include in the policy for where children will be when that part of the class is taught or of parents are required to remove them from the school and supervise them.

I have an issue with the fact that parents are given the option of opting out at all, with the language of the document clearly stating that the other areas of the curriculum cannot be exempted from. Parents would never opt their children out of visual arts or math, so why is the option there for a small portion of family life? With so much thinking and consideration, not to mention the support of two different political parties basically agreeing to the same thing, why is there still this option?

There is a need for this content, the same need that existed years ago when these same parents were kids themselves.

Just my opinion. To answer the intention of the survey question, I feel the wording of the policy is clear and fair.

I like that parents are advised of what their children are learning so that they may assist in that education. I do not believe anyone should be able to opt out. It is a detriment to the child to shield them from learning this as it leads to poor choices and being exposed to danger by not educating them properly. As Catholics, we may try to feign superiority by stating abstinence only, but as a Catholic

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
who went through the catholic education system, there are many girls who had multiple abortions by 13/14. I often wonder if things had been taught properly, if a different level of respect and forethought would have occurred in each of their sexualities.
I do not agree. I believe that our children need to be educated on these topics so that they are not ignorant and are able to make informed decisions as children and young adults. If we start to allow exemptions here then it is setting precedent for future topics as well. We cannot shield our kids from reality.
I agree with the new procedure notices. Thank you
I personally believe children should be taught about development and families as intended by God. This makes for more rounded and mature individuals and does not leave much for wrong assumptions. So long as the curriculum is taught in an appropriate and cooperative way that aligns with the teachings of Christ, the exemption shouldn't be required. Understanding one's own body and its functions is important and understanding the opposite sex is important too so that our kids aren't oblivious and don't make decisions without being informed. If the curriculum or a teacher's personal opinions will go against what is in the Bible, then yes, I believe parents should be able to choose when their child is exempt from such an influence especially if the parents do not share the same perspectives. I hope our children and their futures are the focus if any decisions made and to ensure that with our joint efforts at home and school, these kids grow to be well rounded and good humans.
While I completely agree that all parents deserve the right to raise their children how they see fit to I do think taking children away from a full rounded sexual education when it comes to development - could create issues in the future in terms of their knowledge base. This is education a child on the human body and is important.
No concerns
This policy should not be supported. There is no reason why parents or guardians should be able to exempt their children from fundamental knowledge about their bodies, how they work, and sexual reproduction. Parents who fear the curriculum need to understand what is being taught and then conform to it, the school board and/or it's policies should not be conforming to the fears and ignorance of the few. There is nothing to be gained by denying children access to this learning. More importantly, supporting ignorance of the subject can be severely detrimental.
First it would be helpful if the email seeking input could be a little more clear about what this is about but I think it's related to the process for exemptions from sex Ed curriculum. It's important that the board find the right balance in allowing families to express their faith but also preparing our kids for being healthy and informed members of society. Some of the topics while controversial for some are so important to health safety and dignity of our kids as they grow older. So for example families shouldn't be able to opt out of discussions about what consent means. Same with discussions about gender identity etc. Literally the safety of children who are struggling with some of these issues will be put in harms way in terms of bullying and discrimination if all the children aren't part of these discussions and taught basic values of respect and love for those who are different. I don't think anything is more consistent with Jesus' teachings than this.
Seems fine but Frankly I don't think it's necessary. Considering the way our world has changed over the last 20 years, we need to arm our kids with knowledge.
If a child is being exempted from this curriculum based on their parent's belief that this information shouldn't be taught in Catholic schools, then please tell me what they were teaching the students of [REDACTED] If this "prestigious" private Catholic school is the benchmark in Catholic education, we absolutely MUST do better to education our children on consent and what constitutes a criminal act. No one should be exempt from learning the law. More specifically, no one should be hiding behind the cloak of the church as a reason for doing so. Especially in light of what we now know. We can't have an open dialogue about all this if we are putting our head in the sand.
Policy seems to capture all important points. I understand this space is for feedback on the policy and the policy is the result of provincial law changes, but I also wanted to leave a general opinion about the Fully Alive content here. In my opinion, the curriculum could have less biological & graphic information and more "best practices" content to help set good standards for kids before they initiate their sexual/family life. For example, touch upon consent, respect for each other, carefulness with addiction, internet issues related to sex, etc. It seems to me that we talk too little about what kids really need and too much about what they already know. It's hard to catch up with this day & age but if I can help further my email is [REDACTED]
Children should *NOT* be exempt from this curriculum in as much as they should not be exempted from any other portion of their curriculum. Health and sexual education is imperative to today's children as they are becoming sexually active much earlier in their lives and, without direction and education, they will be so without vital information. Also, lifting the veil on sexuality will help to mitigate ignorance and discrimination amongst our youth. I am not advocating that we encourage children to have sex or question their own orientation but to make decisions based on facts rather than ignorance.
I think that parents should be allowed to choose whether or not their kids get taught anything related to their human bodies, development or sexuality. Parents have the right to decide and should be allowed to exempt their kids from learning any subject material that they feel their kids aren't ready for emotionally nor psychologically. Thank You.
It seems short-sighted to limit instruction due to the smallmindedness of a small but loud segment of parents. I believe the board should stand up for the well-being of children, instead of bending to the ignorance of their parents.



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
It is very important to respect the families who WANT their child to be educated on Sexual Health. The policy must take them into account as well, it would be unfair that children who are exempted get to go to recess, and the ones who receive sexual health education have to study and take an exam.
I think that the information in the curriculum should be mandatory as it would be for any other subject. However, like any other aspect of the curriculum, parents have the choice to exclude their child. I think they should be marked accordingly if they are not participating in the curriculum like they would be if they missed parts of any other subject as the information is needed and necessary.
The more information the better for the students to understand all situations.
I'm unclear, even after reading the policy, if all children in the Catholic Board are exempt from certain topics at certain grades, take for example, gender identity and sexual orientation or if a parent would receive the option to exempt their child when these topics are discussed.
Exemptions should not be allowed. If the child is absent or does not complete the work a zero should be given.
I think that the sexual development is an important part of life and children should take these courses. They may have questions that they are not comfortable to ask their parents, however their questions may be part of the curriculum or someone else may ask the question in class. It is also ridiculous to think they will not hear about the information from other children in the class, however they may not hear the right information and therefore be misinformed.
I support the new policy.
I appreciate that parents can have the choice of whether or not they want their child to participate. The curriculum however should remain in tact as it was during the previous Liberal government.
I like this policy, since some parents don't feel comfortable with the teaching their kids about it at that young age. I won't probably use it. I still believe that the teacher with my cooperation will explain it tactfully. I believe that our children should learn from responsible adults about it and not find out from friends or the internet.
I am opposed to this policy. All children should receive instruction in sexual health and development. An exemption is not necessary as these areas can be taught in a respectful manner that doesn't oppose the catholic faith. Permitting children to be exempted from this education breeds ignorance of themselves, their bodies and concepts such as consent and tolerance of others. Hiding from sexual health topics creates an atmosphere whereby children can be abused and do not have the knowledge to know it is wrong and/or report it to a trusted adult. I was educated in catholic school over 30 years ago and the pages of the health books were glued shut. This made all of us curious, bred ignorance and resulted in students who entered into unhealthy and inappropriate relationships. I cannot believe that this is still an option so many years later. Knowledge is power. HCDSB should empower the students in its schools.
Fully Alive is a wonderful program that should continue to be available to all students.
I like the exemption students and parents have and this nonsense should never be taken place. And on the side note school should not have anything to do with sex education, this is the responsibility of being a parent. And if parents can't talk about these to their kids shame on them.
Totally agree with the policy
I agree with the policy and appreciate the notification prior to instruction with details on the topics. Thank You
As a parent, I strongly support the instruction of the Human Development and Sexual Health Curriculum. In today's day and age of social media and access to information, both parents and educators are fooling themselves if they believe that their children do not need PROPER instruction and guidance in these areas. I would rather my children receive this correct information in a safe and positive environment.
I have no objection to providing an exemption to those parents that so choose for their children. My concerns would only be: <ul style="list-style-type: none"> <li>* that the curriculum continue to be taught FULLY as required by the Ministry for those children who do not have an exemption;</li> <li>* if a majority of parents in a class/grade elect for an exemption, this will not prohibit full instruction for those that did not so elect;</li> <li>* currently, our school requires parents to sign acknowledgment of the Fully Alive Program and the topics covered (my understanding is that this is consistent across the board). There should only be one form to sign - either an acknowledgment of the program and topics OR an exemption as proposed. My concern is that there will be confusion if both forms are used.</li> </ul>
I agree with the policy of the HCDSB regarding students in Grade 1-8 for exemption from instructions related to Human Development and Sexual Health expectations.
I think that it is fair.
Parents should not be allowed to opt out of curriculum expectations. This will allow for ignorance and misinformation of important and healthy information.
Agree!!!! Thank you for considering the right to choose as parents!
Agree whole heartedly!
I support it
Agree
I support the policy

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
I think that all children should receive education in the Human Development and Sexual Health Expectations in the Family Life Program in the Ontario Curriculum Health and Physical Education. Having some children exempt from it creates ignorance. As Catholics, we preach waiting for marriage for sex and children but how do you protect your children from early experimentation unless you teach them the dangers of trying it too early. Also, how do you identify a problem in development if your not taught what to look for? How do you learn to cope with any changes during puberty if your not told what to expect? If a child feels differently than their peers or is developing at a different pace, how do they learn that they are just as normal as everyone else? Not teaching some children will inevitably end with the more educated students teasing or loading the information over the other students thus causing some of the un-educated students to experiment so as to be on the same level as the others. Many countries where there is less schooling or less sexual education have higher rates of teenage pregnancies. Do we want that to be a problem in Canada? Information is power and we should give all children the power to protect themselves. I personally would rather my children learn about Human Development and Sexual Health in school than learn it from their peers or worse, the Internet.
If students are not educated at school, then where are they going to learn sex ed? Many families still consider it taboo. How are these children going to be informed about the natural processes of humans and their bodies? The internet? Other misinformed children? This is a complete disservice.
Fully agree with this policy. Protecting our children from adult life is another way of giving them a great childhood. Thank you.
All parents should have the right to decide who is going to teach their children about sexual education.
Parents are the primary educators of their children and so it is important that school boards acknowledge and respect parents' rights regarding any decision to withdraw their children from sensitive curriculum materials such as those addressing human development and sexual health. For this reason I support the above Policy No. 11-53.
I am okay with the policy, my children will never be exempted from this program as I feel that we cannot over educate them on these areas. Knowledge is power and I appreciate the schools' curriculum to compliment our own teachings on these areas.
I don't think it's responsible to have kids exempt from Instruction on Human Development and Sexual health. These are part of society and they should learn about it. It can be taught with a Catholic perspective, but it is a necessary knowledge.
Its ridiculous. This information is important for our children to have so they can make informed decisions, be understanding of differences and understand their own bodies.
I like the policy. Parents need to have the right to give informed consent about content taught to our children. This should be completed as a response to genuine concern for family's sincerely held religious beliefs as well as individual student maturity levels.
I agree with this policy. Although I believe that it is extremely important for our children to be informed and learn about, body development and sexual education, from a proper source such as school or from their own parents. I do believe that a parent has the right to decide as to how much and what way they learn and what they feel is appropriate for their child. Not every parent is open to discussing these matters with their children, that is why it is still important for children to have this part of them curriculum, it is still up to the parents if they want their children to be a part of it.
The policy provides a deeper partnership between the education learnings of the "sex Ed" program and parents approval for their child. The policy is good.
Yes, All parents have the right to choose (specially about this topic) if your son/daughter should or not attend these "classes" about these topics at strand D. The parents are the correct persons that should be teaching and talking about it at home. Sexuality and others topics related should be talked at home since the early age day by day according with the age, not at school since it's part of the life.
the Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019 should be for everyone, under a proper curriculum is just science and health education
I feel that accurate scientific education pertaining to sexual health is important for our children so that they can make informed choices based on facts. I would never ask that my child be exempted and feel those children who miss out on this information are really being put at a disadvantage. However, I suppose I'm happy that's my choice as a parent and not at the discretion of any other party.
For decades, cultural Marxists, radical feminists, intolerant social justice warriors, special interest groups of the Left and self-serving psychologists have bullied into submission Christians who hold traditional views on sexuality or any other contentious matter. That educrats with the HCDSB are allowing parents to opt out of the sex ed component of the family life program is a refreshing but token gesture, given the fact it was likely designed by a convicted child pornographer in a government preoccupied with foisting its LGBT ideology on the majority of Ontario's children. Their parents, for reasons that can only be considered tragic, will probably go along with the program – further watering down a Catholic system that is more liberal and secular than anything else.
I am not against the curriculum, but I do support the right for a parent to have the option to withdraw their child from the curriculum when it is being thought.
Policy seems reasonable and clearly worded
I feel the policy addresses all pertinent issues which may arise. The form for exemption is is adequate.

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Comments on the policy:
It's a shame that some parents want to be exempt from this, however, I suppose giving them this option will help to garner more support for Catholic education.
Support the option to exempted from the program
Firstly, I do not believe that any children should be exempted from the Human Development and Sexual Health curriculum. The curriculum is well designed and the expectations are age appropriate. I believe that many parents have not actually read the curriculum and are basing their opinions on rumour and misinformation. While the first bulleted point about providing all parents with a list of expectations by grade is a good one, I totally disagree with making it easier for parents to exempt their children from this strand of the curriculum. The amount of paperwork and extra work this policy is going to create for the teachers, administrators, and support staff is ridiculous, considering the upcoming bargaining situation that is expected in the coming months.
Put the responsibility on the parents who want their children exempted; don't make it easier for them to keep their children uninformed and sheltered.
I agree with policy 11-53
Having a copy of the curriculum for each grade as well as a web link to an online exemption would be a reasonable and efficient way to manage this.
I am happy to see this option for parents. There is an opportunity for parents to decide if they want their kids to attend Fully Alive curriculum or not
This is more than fair for those who wish to opt out. I don't agree with the option to opt out as I think it causes more harm than good.
Students should not be exempt as it is an important message and part of the Ontario curriculum
committed
Committed
committed
Allowing some students to be exempt will only be a disservice to them. The content in these sections are designed for the students in their corresponding grade level and it is up to parents if they want to teach more at home - the curriculum taught at schools should be the standard bare minimum. Knowing about the body, human development and (age-appropriate) sexuality are important topics for students as they grow and encounter situations in their lives to allow them to better navigate through, understand or cope with such situations - but that all starts with knowledge.
Parents have the right to keep their children home.
Exemptions should not be made available to anybody unless extenuating circumstances are made clear. We, as a community, cannot rely on parents to properly educate their children on sensitive topics; whether they are in denial, embarrassed, uncomfortable, or "brush" over the subjects. The teachings within the curriculum, present an opportunity for extended discussion and dialog in the home. It is NOT the responsibility of my children to teach their peers what they have learned @ home (and @ school), when they are still "learning" themselves. Eventually, all of these students will grow up to be sexual beings and they should Be prepared - by adults. This is a recipe for disaster!
As long as the content is age appropriate as I do not think it was.
Great..thank you for making parents part of the decision making process to what..when and how much our children should know about sexual matters.
Full agreement of this policy. The discussion of anti Christian sexual information is for the discretion of parents to decide. I agree of having a formal policy put into place because it reiterates that the curriculum is NOT ok and is not supported by the Catholic board.
Parents should have to pick students up from school if they are not fully participating in school. The school should not be responsible for providing supervision.
I am utterly against this policy. ALL children should be required to take a program regarding Human development and sexual health. It's important that children learn about the bodies of all genders, the concept of sexual health, sexual relations and consent (giving or receiving).
The idea that we would not consider this an important/mandatory part of education sickens me and forces me to question any future intentions of having my children attend a school where sexual education is considered optional.
I do hope that the board/trustees will reconsider for the benefit of our children.
I believe any policy that allows parents to opt out of sexual education is a huge loss for children. Education is how they learn to protect themselves and to make informed sexual choices. We need to protect out children and ensure that we are educating them to prepare them for e world - this includes sexual education!
If an approved curriculum exists I do believe giving exemptions opens doors for future exemptions . I strongly believe it is best for kids to learn from school than from peers or other unreliable sources.Sometimes is hard for parents to be herd specially for so named sensitive topics but if is coming from school chances are much better to be heard and accepted.
If some idiotic parent doesn't want their child to learn about these topics, let them opt out if they want, it doesn't bother me. That's their problem.



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Comments on the policy:
I feel the policy outline appears to accommodate and respectfully incorporate the various feelings parents may have on this topic whether it be cultural or comfort level. However, I feel the Fully Alive program is done appropriately according to the age and developmental stages of the child. As well as embedding and respecting the Catholic Values. This program allows this important information that be otherwise uncomfortable to some parents an avenue where their child can get correct and Catholic based information about this subject.
Parents should have the choice to exempt their child from the fully alive sex education curriculum.
We strongly disagree with the option to be excluded from instruction.
Our children need to be taught all information in the Fully Alive program. Sudents need to be informed so they can make better decisions in the future.
The wording used in the policy is appropriate and as a parent I will be happy if class attendance is optional when this topic is taught. Question: where will the children who opt out of the class be during the class time?
Thank you.
It's good that those who wish to have their child/children not participate have an option. My personal belief is that children need to learn about human development be it religious , values, sexuality, development. This material should be delivered at level/grade the child is in or emotional maturity as it pertains to their development stage. All kids have questions and if they are asking those in education should provide an appropriate response, as this means they are ready for an answer. Kids need to know true information not myth . I have already started to teach my child from a very young age.
I support the policy
When the board sets the curriculum for Math or Language or any other subject, no stakeholder is asked as to what they think about the topics discussed in class so I don't see a difference when it comes to this one. On the contrary, I am happy that this topic is touched upon by a professional who is there to educate my kids. Not sure why anyone would want that not to happen which brings me to ask those parents/ stakeholders oposing this topic, "would you rather have your kid learn this at school by a pro or on the streets from their friends who no nothing about the matter?" I am with sex ed.
No one should be exempted
I think that allowing exception from Instruction in Family Life Program is dangerous territory. The teachings in this curriculum is very important socially, in personal lives for the safety of our children who will grow to be society's adults in the future. Kids will learn misguided ideas and unsafe practices from friends/peers/social media/internet. The idea of consent being taught as early as pre-school and lower grades will prevent sexual assaults and unwanted interactions. THIS IS AS IMPORTANT AS LEARNING TO READ AND DO MATH. School is about development of a child to a young adult. The Family Life Program is a major part of this. For parents to not have this taught to their children - they are doing them a huge disservice.
Exemption should not be an option. Human development and sexual health is scientific. It is safe and important for youth to learn about their development & sexual health. It should be mandatory
Parents of Students should NOT be able to exempt a child from learning about their sexual health. It is so important for them to know what is right and wrong when it comes to their own body. This is vital information so they can intern protect themselves and feel confident to speak up when something is not ok.
Exempting them is only doing them an Ill service and putting them in a weaker position moving into adolescence.
This is absurd! The primary resource is approved by the Catholic Bishops; there is nothing here contravening Catholic principles. Anyone who thinks otherwise needs to read the Catholic Catechism, and decide where it suggests otherwise. It is understandable that broaching the subject matter may make some parents squeamish, but that's precisely why it is taught in schools - leaving it up to parents to make a decision as to whether to teach children age-appropriate sexual education lessons is a sure recipe for making sure the children get only the wrong messages or are left in the dark completely.
Since when are we more concerned with pandering to the whims of the few parents, than we are in the well-being and education of their children? What's next? If a parent decides that they don't like the messages children are taught about First Nations people, do we allow them to opt out of Social studies? What about a child who is self-conscious about public speaking or dancing... do we allow them to opt out? Heaven knows that there are some math-phobic people out there... is opting out of math next? I grant that these hypothetical questions seem extreme, but this is a very slippery slope.
If the HCDSB allows parents to opt out for their children, it will quickly go a long way in reputing itself as having no convictions, and afraid of parent blow-back from the vast minority. This is not an issue of denial of human rights towards the parents... it's one of education and integrity by the school board.
I do not believe this policy should exist. Limiting education, or creating an opportunity to which misinformed or uneducated parents make the decision on behalf of their children is tantamount to child abuse.
Language I used here is strong but dumb people don't make good decisions and nobody benefits from a lack of education.

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Comments on the policy:
I don't think anyone should be exempt. What they are teaching is important and shouldn't be hidden. Giving families the opportunity to exempt their child from these curriculum expectations gives the impression that it is not important and that it is just optional information. It pertains to all of us; things are happening earlier these days, and knowledge is power.
I can respect the fact that its a parent's choice how to raise their child and they may want thier child to learn this type of subject matter from them (or not at all). However, I think this part of children's education is vital for kids to learn to keep themselves safe and healthy. It is important that education and information on this subject should be at school and given by parents to give children a healthy understanding of their bodies, how to stay safe from abusers and to ensure they develop a healthy understanding of thier own health.
I am happy that schools will inform parents when the Sexual curriculum will be teach and what it involves as well as given the parents the option to opt out.
Should be scrapped.
I appreciate the opportunity to withdraw my children from the class if I consider it necessary according to the maturity and sensitivities of each of my children.
I looked over the policy and think it is great. I appreciate being given the opportunity to decide what is appropriate for my children and what is in line with our Catholic values
I am very happy that you have given me the option of removing my child from class if I feel the material is inappropriate for him, thank you.
It is 2019. I see no reason for exemptions from instruction on human development and sexual health, and am opposed to this policy.
For the students you allow to be exempt will you: be held responsible for girls who become pregnant, students who contract STIs, children that get sexually abused, etc.? I think it would be best to add these exclusions to highlight the importance of sexual education, the knowledge it provides to students and the related consequences.
I do not recommend that this policy be instituted. ALL students should receive the comprehensive sex education curriculum prepared by the province. Allowing an exemption for this AND a Fully Alive makes no sense and runs against ALL empirical evidence about what constitutes effective sex education.
Support the policy
My concerns are around the expectations of teaching gender identity to young students. As it is, we see many young adults struggling with this issue, not knowing where they fit. I think our young students need to have a firm foundation about who they are, before introducing the concept of gender identity. However, it is important to continue to teach students at all ages, to respect and to be kind towards everyone, regardless of what they believe in!
A complete waste of time. Every student needs to be educated on sexuality. It is a part of life. Kids are exposed to so much more than their parents probably are even aware of. At least teach them correct information in the classroom. The board needs to spend more time on important issues like ensuring schools have the resources they need to teach core subjects.
The policy looks good, but as a parent i would want to see the actual content to make an informed decision about whether they would participate. And if they do participate, my expectation is that parents would be brought along in what's being taught so we can have informed discussions at home.
Options to be included or not included are great. Parents will/should/hopefully know what their children are ready for, or not ready to learn.
To allow parents to request exemption to sexual education is NOT serving the best interest of children, which the school should have as main objective. In this scenario where kids will not learn about consent, protection, STDs the biggest losers are the girls. Awful decision!
I like it as I don't think it's important for kids below grade 7,8 to learn sex Ed. I would rather they focus on math reading and writing so I hope this is successfully.
I do not agree that exemptions should be provided. All children should be required to fully participate in the curriculum as designed.
I believe the policy is appropriate
There should not be education of sexual in class for catholic school.
I think it's ridicules that an exemption policy is required and teaching our kids about human development and sexual health expectations. Kids are so ill advised today and misinformation spreads so quickly it's unfortunate that some kids might be opted out of learning these basics. The exemption policy is fair. Informing the parents of the upcoming lessons and giving them an option to have their child opted out makes sense if such a policy is required.
Frankly, I'm horrified that this was even proposed, never mind passed a first reading! Consent, awareness, knowledge and equality should be cornerstones of our community, not something anyone needs to be sheltered from. My daughter doesn't need this information covered at school, as we are teaching it at home and in everyday life; it's the kids whose parents want to "protect" them from this that need it the most, who require intervention, as they are NOT being taught it at home. That boy could later date rape a classmate because he wasn't taught about consent; that girl could find herself pregnant at 15 because she doesn't understand sex and reproduction; that boy or girl could be the one who later struggles with their homosexual or transgender feelings and has no one to turn to for answers, so finds answers on the internet, through potential predators. To put it bluntly, if this bill is passed, I will be removing my daughter from the Catholic school system, where she will likely be safer among the more educated.

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Comments on the policy:
It is fair.
I am for this policy.
I agree with the exception. Parents need to be informed of what is being reached and when; and also have the option to accept it or not
The information about Sexual Health expectations found in strand D of The Ontario Curriculum: can still being delivered to the children if is manage with love and respect, we as parent cannot leave the total responsibility to the school and the teachers, we together can improve the lives of the children working together toward a better future, because they need to learn property how to face challenges and even how to say NO when something is risky for them. I respect that other parents do not want this information for the children, however knowledge is power.
Although I value and respect the catholic faith, teaching human development and sexuality cannot be "shun" or "turned a blind eye" by a parent. Parents should not be aloud to exempt children from teaching this topic, if they want a well rounded and educated child that's well versed in all aspects of life.
Exemption should not even be an option.
What will you do with the child that will be exempt? Will they go to another room? Stay home? This sets the child up for potentially being picked on or bullied by the rest...
It is a fair policy and gives parents the option whether to exclude their child or not.
As far as the curriculum goes, it needs to be taught with a Catholic lens and not graphic.
Properly educating our children about their sexual health and that of others that may or may not share their gender and/or sexual orientation is - for me - a basic social responsibility. However if a parent wishes to remove their child, that is their right provided it doesn't infringe on the rights of others to receive that education.
I support the policy
There should be no exemption allowed. This should be mandatory.
All children need to learn this. It's is detrimental to allow parents to pull them out. Children who know this important information are less likely to be victims of sexual assault.
I don't believe an exemption should be available as I believe that all children should be taught this topic as it is important in understanding ones development and understanding of others.
The policy is fine, however it should maybe include that it is the responsibility of the parents who choose to exempt their children from the curriculum to find alternate arrangements for their children during that time and it should not be the responsibility of the school/teachers to find additional/alternative work or supervision for the children.
Exemptions are not needed. We need to teach our children and prepare them for the world. Exempting students from sexual health is a backwards mentality. Why should the children that attend catholic school be in the dark about these subjects? If i had known about this, i would not have enrolled my child in catholic school.
What are the exempted students going to do while the rest of the class receives this instruction? Is there a plan? How are you going to mitigate any "stigma" exempted kids might face from teachers, staff and fellow students, real or perceived? I don't think I would exempt my child, but I'm curious if any consideration has been given to these realities that would arise in an environment where confirming and "fitting in" is a part of a child's identity and existence amongst their peers. I understand that this is being mandated from above, but the repercussions are firmly in the lap of the school administrators and staff.
I agree with being kept in the loop as to what our children will be taught regarding sex and relationships in the Catholic scope, especially as I would like to be on stand-by with supplementary information if/when my children need it.
I am very pleased that policy II-53 was approved.
I think that this curriculum is important for students to learn about in a way that is appropriate for their age. I dont believe students should be exempted from this. Students should learn about human development and sexual health because it is part of being human and its very important to talk about ; both from a professional and their family.
I want my sons to participate fully in the new curriculum. I think it is important for them to be educated as much as possible and with information that is relevant to the world we live in. DO NOT EXEMPT
Human development and sexual health are important parts of growing up responsibly. The curriculum, if based on scientific evidence and if gone through the correct process of consultation should be reasonable for every student in Ontario. Thus, should parents request exemption, HCDSB should consider implementing a small fee to help pay for the extra staff required to supervise the student being exempted. The additional financial burden placed by parents who wish to be exempt from a reasonable program should not be on HCDSB nor should it be at the expense of Ontario taxpayers.
I encourage this policy because I don't want my son to get any sexual education from grades 1-8. There will be plenty of that AFTER grade 8. Please allow kids to be kids and stop allowing evil ideas to enter the minds of these angels. There will be plenty of sexual education starting from grade 9 and after. Thank you.
Policy seems reasonable. It is important for parents to be able to filter any content that may negatively affect their child's development.
I agree with the policy



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Comments on the policy:
I agree with this policy. The children should be educated and informed about their bodies, health and their sexuality.
I think families have the right to exempt their children from certain curriculum so long as they are prepared to educate their children on these topics in a safe and inclusive way. I'd like to see more focus balanced lifestyles, education on all kinds of relationships & more inclusiveness within our sexual health curriculum.
I disagree with this completely. All children need the full education.
Totally on board with the optional exemption just concerned about how students who were not exempted can impact the students that are exempted from the teachings by delivering incorrect information.
Parents should be provided with a copy of the curriculum to discuss at home with students whenever they see is required and needed.
Although I understand why the board must offer the opportunity for exemption, I fully disagree with the opportunity for a student to be exempted even if this policy is only offering exemption from Strand D.
It is a reasonable policy that gives autonomy to parents. I support that policy
I do NOT believe that parents should have the right to withdraw their children from any aspect of the curriculum. Children have a right to a complete education and that includes ALL the information contained in the Physical and Health Education curriculum. Having said that, I believe any parent wishing to exempt their child should first be required to attend an information session conducted by school staff so they have a clear and true understanding of what they are objecting to. Only then should they be able to exempt their child.
Parents should NOT be allowed to exempt their children from these lessons.
I Believe, it is in the right way and our obligation, to teach moral, good sex education and behaviour to our children at home and at schools. This is fundamental for a normal mental and physical development of our kids.
Seems straight forward. I would be interested in knowing what the student will be learning if exempted from these teachings.
I like that Provides an option to parents.
Every student should be learning health and sexual education. During puberty the brain and body go through changes and these should be explained in a educational setting.
I dont think students should receive exemptions from sexual health curriculum. People do not choose to be abused. Nor do they choose their sexual identification or orientation. Everyone needs to learn abuse is abuse and its not ok. Everyone needs to learn there are many ways to be human and to love.
I object to the policy. Children should not be exempt from education. Even in a Catholic school we need to uphold the rights of ALL children. Parents need to know the curriculum being taught, that is for sure, however do we send parents a 20 day warning about Science topics? Science and Catholicism have always been at bat with one another. There is scientific evidence as well as research stating Jesus was not in fact born in the winter and yet we teach and celebrate that Jesus was born on December 24th. Students have a right to be educated and I don't believe they should have the right to be exempt. If we use the logic that parents know better than maybe I should take my children out of school when they are learning about the birth of Christ? I should get to choose when to exempt my children at any part of the curriculum. I feel you open up multiple opportunities for parents to object to any part of the curriculum they do not believe in. What message do we send to our children. Inform parents yes, but do not exempt the children from learning.
I would prefer the current sex ed curriculum to be scrapped altogether to preserve chastity of young students, and protect them from grooming. I welcome any efforts to protect our children from this version of sex ed that our family deems deeply harmful. Please notify us, so that we can exempt our kids from attending those classes.
Pro choice.
I disagree with this amendment I think that teaching that part of curriculum is important.
Parents should be able to impact and decide what is appropriate for teaching to their children especially as it relates to sex. Many children are not mature at this age and as such don't comprehend the sensitivity around the subject. Sex is a very intimate subject matter and it's more appropriate for discussion and teaching once children are older. Let's try and preserve the innocence of our children a bit longer please.
I have two kids in HCSB in grades 1-8. I never agreed with Sex-education curriculum. My biggest reason for switching my kids to Catholic school is hoping to avoid sexual education programs. It's sad that many parents are scared to speak up. <a href="http://www.family.org">www.family.org</a> website should be reference to all schools. All teachers should read books by Dr.James Dobson in order to teach kids. Thank you.
Instead of creating an exemption policy why not changing curriculum so students dont have to be exempted?
This policy should absolutely not pass.
There is no "opt-out" option for a child going through puberty and body changes. There is no "exemption" to hormones, especially in a world filled with social media, group chat, instagram, picture messaging, music and many other TV and movies referencing sex. We all know children break the rules, disobey parents, will do what they want and sometimes in completely immoral ways. So let's re-evaluate how it's taught, focus on the sex education by explaining what's happening during these changes and end the stigma that this strand of education is taboo.
The policy sounds extremely reasonable as it enables parents to have control over whether or not your child is exposed to the curriculum as it relates to sexuality.

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Comments on the policy:
I don't believe that exempting children from properly learn G about healthy relationships and swxuality should be optional. It is a subject like all others and children need to be taught and exposed to board approved curriculum programs. E can't bury our heads in the sand and hope for the best. Let's educate our children so informed decisions can be made o. Their part.
I personally like the new curriculum but parents should be able to opt out of it on behalf of their children
I appreciate this policy, and am unclear if/request that information about the specific topics to be covered and method of instruction accompany the exemption form so parents can make an informed decision
I think it's unfortunate that parents will be given the option to deny their children knowledge that would otherwise make them more informed and safer individuals when it comes to the subject matter. Also, I have no doubt that learning about different forms of sexuality would make them more inclusive individuals within our society.
Whether it be self acceptance or acceptance of others, school educators must take the lead in fostering an inclusive environment for all- this is aligned with the teachings of our faith.
If students are not allowed to opt out of Ontario curriculum courses such as Mathematics or History, then there is no legitimate reason why parents should be able to choose for their children to opt out of the Fully Alive curriculum. By continuing to inform parents when the Fully Alive curriculum will be covered, parents will have the opportunity to discuss the subject with their children before, during and after it is taught. Many parents aren't even comfortable talking to their children about sexuality; as educators, it is your duty to educate, regardless of parental discomfort.
Would really appreciate keeping the catholic morals when it comes to raising little angles.
I think my wife and me would support that policy and would love to have the choice of screening such a material before it reaches my son in the wrong age.
A Catholic school with appropriate curriculum and resources should not scare parents away from their child learning an important subject.
Kids are vastly misinformed about Sex health, information is power and the more, well guided, information we can provide to them, will lead to better decision making in the future. If there is no exemption for other topics in a regular curriculum, I don't think this should be allow to be submitted to exemption, the school should make sure the information is properly presented so it is actually useful and not portrait in a way that makes it shameful or uncomfortable. Sexual health should not be stigmatized. Thanks
I do not think any child should be allowed an exemption for sexual education. Instruction that happens in school supports what we as parents teach at home and often prompts additional questions at home. As a parent, I want children to be given as much information as possible in an age appropriate manner so that they understand their own development and how it impacts their health and safety. Even with children participating in fully alive there is a lot of misinformation discussed between students. Exemption would make this worse.
I would like to be informed in advance of a new unit outlining in detail what will be taught to my child, to determine if it is keeping of the teachings of our catholic faith.
If a parent doesn't want their child to participate that is ultimately their decision. BUT I believe what they learn about their bodies and sexuality in school might be the ONLY education they get regarding the subject as some parents might be too religious and not talk about anything sexual with their children. We live in a different world now and these kids need to understand what it's all about at an early age.
This is phenomenal. Thank you.
I think it is fair to give parents the chance to exempt their children from this unit (though I don't believe they should); they should have the right to choose. I wonder what the exempted children will do during this class time, however. I don't think it is fair to create more work for the teacher to plan separate things for the exempted students to do.
I think is really good to give parents the option to get their child exempted from this instruction without any further implications.
Students should not be exempt from this program. The study of human sexuality and health is paramount to a child's development. I do not support exemption but support the curriculum
No child should be exempt, they all need to know where they come from, the story of Adam & eve, kids now days are becoming so developed and fast! Kids need to understand the responsibility of having a child at a young age, taking one individual out of the equation will be making it harder for them to fit in and the potential for children to exempt or bully that child, no child should be exempt to learn the human anatomy of how we all came into this world, every child deserves to know!
I support this
I understand that the policy allows parents or guardians to be able to have their child or ward exempted from receiving instructions on human development and sex education. Why is this policy been implemented now? I currently have a child in the elementary school system and have 2 children who recently completed elementary school in the HCDSB. I was not given an option to exempt my children from participating in instructions on fully alive. Initially, I was a bit uncomfortable with it but as time went on and I was provided with information on what was been discussed at time of instruction, I came to appreciate the fully alive program as it was a way for my child to learn about human development and sex education as it pertains to our catholic faith, values and life in our community. My feedback is to leave things the way they are and continue to keep parents informed of the content of instructions so we can help reinforce and support our children at home. With the onset of internet and smart phones, one way or another our children are



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
exposed to a myriad of sexual content and inappropriate information at continually younger ages. I see the Fully Alive program as a way for the catholic school system to play it part in responsible support of our children sexual, human development and health education.
Thank you for giving us the option to decide and have control over our kids education inside the school system ! I agree with the policy !
I think freedom of choice is important and this policy allows parents to make a choice about how and what material is provided to their children about sexual health.
kids should be aware and thought the familylife program on human development and sexual health.But I agree as not every parent would like their kid to be thought this topic they must be giving an exemption upon request.
While the necessity of this HCDSB policy is acknowledged due to Ministry policy, it remains disappointing that students may be precluded from receiving this curriculum - particularly as this is the only part of students' curriculum that is presented as optional to families. Not receiving this curriculum poses risks for students' health and safety.
Looks good
As the primary educator of my children, I'll like to take the responsibility of introducing human development and sexual health expectations to my kids. If the school also wishes to provide education on this, please do so for grade 8 and above
hello, my mother Of [REDACTED], she is attended [REDACTED] french program,, and she is unhappy and cry every evening day , she is depressed and what cancels to attend your program .she is so smart and clever , but have contact with teachers, I have concern very much.she is cry ....every night ..i feel not safe,,,i will take action,and bill the wall,pls i do nt accept simply answer wirthout explanation
I think the essence is fine. However as parents in a Catholic school system we have to be mindful of the level of ignorance that sometimes exists among our children, especially those who seem to reach puberty with limited knowledge of the reality and value of their human sexuality and health. As a result knowledge is independently extracted from media or their friends. This can be misleading and lead to dangerous experimentation. However, if parents wish to exempt their children so they can bridge the knowledge gap and instruct them in a meaningful manner that is aligned to Catholic values, then it is within their right to exempt. I would be wary of becoming lax on matters that are actually very important for the purpose of appearing to be politically correct.
Policy meets covers concerns about the program and provides options of exemption as long as parents are provided with full view of the curriculum to make informed choices.
What's the recourse against teachers that refuse to keep the sexual health component only in sexual health class. You've left a glaring loophole for the teachers to abuse their power and push their own agenda with this clause "References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to Human Development and Sexual Health expectations are not included in the exemption policy/procedure". Please remove this section as I do not want my children unduly influenced by a teacher taking curriculum into their own hands. Thanks.
Students should not be able to be exempt from human development and sexual education. It is being taught for a reason, as is every other subject in school. Students cannot be exempt from other curriculum expectations, why is that option available for this?
I think the policy is fine, I'm disappointed that parents would actually want to exempt their child from this part of the curriculum. I think this has potential to spill over into other areas of curriculum though. If i can exempt my child from instruction with no academic penalty from this topic, why can't I do it for another? Slippery slope.
? Free form answers rather than scales of I agree or disagree.? Very odd.
My feedback is now about how feedback is collected. Seems wasteful and unnecessary to have someone sift through piles of answers. It brings about a level of subjectivity for the person collating and interpreting the data. Shame.
Anyhow .. I agree with the policy.
Unreal how bureaucratic this is. You could have passed these surveys through an algorithm to analyze and present the data. Rather than spend money on this garbage....spend it on data tools and extra help in the classroom so my son doesn't have to listen to troubled students disrupt his studies all day long ...to the point he has to work in the hallway to get anything done.
I am against this policy. I believe children will benefit from sexual education an no one should be exempt. There is no better way to learn about this then in a safe and supportive environment at school. I believe HSDSB students deserve the best education and we should not cut corners and avoid difficult subjects.
I fully support the new policy. As parents, we are the first educators of our children and should have a right to know what and when will be taught to our children regarding sexuality. We should most rightly be given the option of exempting our children from such teachings.
Why people let teachers talk to their kids about sex is beyond me. I register my son to catholic school to avoid these type of education to my innocent child! I would add that this process is brainwashing children in my opinion. are we going against our faith? Telling little girls and little boys they may not be little girls or boys is denying them of their dignity and their rights of self determination. They make up 99.3% of the population. They are not "identifying earlier, they are being indoctrinated to question their gender earlier. The mass majority of these children do not question their gender, only a small percentage do. It is not in the best interests of these children or the public scholastic system to indoctrinate children.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
As a parent, I am against it specially in catholic school. people have a choice to put their children in public if they wish to receive these type of education. THIS IS A CATHOLIC SCHOOL for God sake!
Exemption should NOT be permitted. These topics are important for all children to learn. We need to make sure our children learn actual truth about human bodies and what families consist of that is relevant to today. If not, archaic values will continue to be instilled in children.
Freedom of choice is important but it is important for children to learn about their bodies and about the sacredness of them. This is because they are more vulnerable to abuse and misunderstanding as they explore their bodies and the changes they undergo. Even the public system has a way for children to learn about their bodies and unfortunately parents don't always have those discussions with their children. I had a friend who is a teacher in a school and there was a girl who became pregnant in his class and didn't know what pregnancy was, so the awareness of her own body and how to protect it was never taught which is very unfortunate. I think if there is an alternate program offered to children of parents who would prefer for the to be exempted after school twice a year in each grade to cover some basics about their body, how it works and the sacredness of it that would be a better option then complete exemption. Children need to have all the tools as they go through life including those in the Fully Alive program in order to make informed life choices.
Agreed on the exemption program.
I disagree with the policy. There should be no exemption from learning about Family Life Program and Fully Alive. I think they are learning about themselves in a supervised environment, where teachers know how to answer questions appropriately and parents do not always know how to, if they answer at all. My belief is that this is a perfect way to teach children about human development and sexual health. The children will be more open to asking questions rather than discussing these topics with their parents. We don't always know what is taught in the homes and/or if children are even allowed to ask these kinds of questions in their homes. My belief is its much easier for a teacher to deal with in a class situation and of course they should be told that they can discuss further with the teacher if needed or at home if needed.
I do not agree with the exemptions as it is part of the provincial curriculum. Human development and science are one in the same and not faith exempt. Ignoring or denying science is not the answer to a healthy society. It is the parents right to then advise how to use this information in a way related to their faith. Our education system has a responsibility to provide the curriculum based in facts as we know them today and will let down our children if we allow parents to pick and choose what facts are a convenience to to them. This is a health and safety issue.
It's difficult to evaluate the policy without some context and background on what the "exemption" means for students and parents. Just releasing the policy to a parent that doesn't understand what the practical application will be and without a more plain language document absent of "policy speak" makes any evaluation a challenge.
Is this exemption for all sex ed? Is it for some aspects that don't agree with Catholic teaching? I have no idea from reading the policy.
The policy is fine. If a parent chooses to not have their child learn about sex in school, so be it.
I do not believe that children in younger grades should be taught same sex relationships. In the church it is still frowned upon to get married in the church yet the curriculum is being taught that you can be in a relationship with someone of the same sex. Children are very influential and if you instill this in them at a young age that is going to be the only thing they know. Leave the same sex stuff for high school. Let kids be kids. Or let parents choose how to address this not pushing it on them.
I personally do not think exemptions should be allowed. The purpose of fully alive and sexual health is to inform student about what is normal with their bodies, to not feel shame about the changes in their bodies and to understand what is appropriate touching and sexual behavior. Exempts would allow student to enter high school not understanding about these topics and they would have a greater risk of being victims of sexual assault and having unwanted pregnancies. Teaching about sex health is not against the teachings of the church; it does not lead children to want to have sexual encounters early in life. It simply informs them about their bodies and encourages good decision making. I ask that you consider these before allowing exemptions and putting children at risk. We all know that the children who are exempted likely will not receive this education at home.
If it is part of the cirriculum then students/parents should NOT be able to opt out of the cirriculum.
The Policy seems fair and reasonable. I have one comments on the content. The Policy could clarify the timeline for exemption. If parents wish to exempt their child at any time of the year, would the exemption policy apply? In the email to parents, I suggest that the email inform parents whether the policy is new, revised and if so, highlight the revisions to the policy. This would help streamline review and simply input.
I think that the topics covered in Strand D are very important for all students to be able to make informed decisions regarding their personal health, mental health, wellbeing and healthy lifestyle.
I believe that all students should learn this and don't understand the value of excepting them from it.
It is better to learn these topics in a safe and informed environment, like the school can provide, rather than learning by themselves from questionable sources.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
I feel that this makes sexual health dirty and it clearly is not. It's education, empowerment and knowledge...We all need to educate our children together ie: school and parents. I feel that if some education is not taught in school and not taught at home children learn the "street" way and that is unhealthy. Thank you for the opportunity to voice my opinion...Mara Giardini
While I believe everyone should have the right to choose, my stance is that the education of these critical topics needs to be incorporated into the curriculum without exemption or exception. I understand that some parents believe these topics should be taught in the home rather than the classroom, but I think the majority of these parents with this opinion would likely neglect discussing these topics outright or sufficiently. That is a generalization and surely not true of all parents who are for the exemption, but as stated before, it opens the door for parents to neglect these discussions, and removes the opportunity for children to have a fulsome understanding of this important and potentially confusing subject matter. Everyone should have access to the same information, and better to guarantee a minimum baseline of education surrounding sex education topics by allowing teachers to teach it in a professional classroom setting. Parents should use this baseline of education as a springboard to further explain these crucial topics to their children to help develop a healthy and educated understanding.
Sexual health is a public health issue, not a moral and religious issue. There should be no exemptions granted excusing students from being educated about their mental, emotional and physical health, and that of others.
I do not believe that anyone should be exempt from any curriculum within a educational system. The lessons thought within Fully Alive have already been compromised with the current provincial government and our youth are missing out on important life lessons.
The policy seems fair, ensuring that children are not penalized with their grades if they are exempted from the Human Development and Sexual Health Component based on the parent's request. I'm not clear if the application for exemption must be for the entire unit or if it could only pertain to specific topics being covered within the unit, which would allow children to partake in some topics but not others. Also, not clear if the application process needs to be submitted once for all school years, or if it would be required to be submitted annually based on the topics and where parents feel they do/do not want their children involved.
I would like to protect my child from Sexual health expectation education at school. And would like to be informed in advance when Sexual health expectation lessons will be provided, so I could keep my child at home that day/days.
Why do we have an exemption option for a Ministry Curriculum Document, we do not exempt our children from Math or English. It is critical for our children and our society that they learn about Human Development and Sexual Health. I think maybe sharing the Fully Alive text with parents who are uneasy about it, and sharing the curriculum expectations with them will help them understand that the focus is actually around good choices, abstinence, and healthy relationships.
I disagree with the allowance for exemption.
Although I have no intention of seeking exemption for my child, I see no problem with the policy or the way in which it is worded.
I think it's unfortunate that parents will be given the option to deny their children knowledge that would otherwise make them more informed and safer individuals when it comes to the subject matter. Also, I have no doubt that learning about different forms of sexuality would make them more inclusive individuals within our society. Whether it be self acceptance or acceptance of others, school educators must take the lead in fostering an inclusive environment for all- this is aligned with the teachings of our faith. If students are not allowed to opt out of Ontario curriculum courses such as Mathematics or History, then there is no legitimate reason why parents should be able to choose for their children to opt out of the Fully Alive curriculum. By continuing to inform parents when the Fully Alive curriculum will be covered, parents will have the opportunity to discuss the subject with their children before, during and after. Many parents aren't even comfortable talking to their children about sexuality, as educators, it is your duty to educate, regardless of parental discomfort.
I personally do not believe that any child should be exempt from learning this information. There are far too many avenues or places to learn incorrect information in the "real" world we live in today....although it may be a difficult topic to learn/hear about, I believe all students should participate in the learning process; it's far better to learn it at school and know the information and then be able to talk about with your peers or parents, or other trusted sources, then not knowing and being oblivious to the facts. I wish parents would consider this before deciding to exempt their children from learning vital information.
There should be rules on which parts of the curriculum students can or cannot be exempt from. For example, education on consent, body parts, violence, sexting, mental health and illness, etc. should not be exempt. While as an active member of my church and a Sunday school teacher to gr. 7&8 students, I don't agree that this policy should exist, I understand that each person should be able to choose how they parent. I feel the curriculum is necessary and ALL students should be educated on sexual health, development, and mental health, I understand.
I don't feel the course should be mandatory and not a washed down version of what the Public board is teaching. I understand that as Catholics we are taught/told being LGBTQ is wrong but as a human being and also as Catholics we should be taught to accept everyone for who they are. All aspects of the "updated" sex ed curriculum SHOULD be taught to ALL students!
I think this policy is great as not all children are ready developmentally to be receiving the information taught in schools. Teachers should also be focusing on core curriculum subjects vs this non-sense, considering the latest EQAO results which are very concerning and frankly sad.
Yes i want my son to be exempted from sexual education
If any content of 'Human Development and Sexual Health Expectations' is not in alignment with Catholic values, it has to be intimated specifically to the parents of a particular grade.



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
It will help us to know when to opt out.
It will also be great if the parents are intimated about the percentage of opt out in a particular grade.
I think it's a bit ridiculous to be honest. I feel the program is designed very well and I feel our kids need this knowledge. The parents that don't want their kids to be a part of it are most likely also the parents that won't speak to their kids about it themselves. They are doing their kids a disservice by taking them out of the program.
To whom it may concern, I was saddened to read that the HCDSB would consider making exemption an option for the Human Development and Sexual Health Education curriculum. Today, where our children have access to information from unmonitored sources, needs to be taken into consideration. Because children mix with others in various outside-of-school programs, have multicultural and multi-faith friends, and will eventually learn this information otherwise, children should be openly taught and exposed to the same information of their peers in other education programs. I don't agree that any student in the Ontario school system should have an option to be exempt from the Human Development and Sexual Health Education curriculum. All students across all faiths should have equal tutelage for this subject matter. Given the risks involved to the children due to negligence and misinformation (online, friends, caregivers) it is critical that this information is provided in a controlled manner in an educational setting to ensure our children have the knowledge to make educated decisions.
Hi I think it's wonderful that you're allowing parents to make this choice as to whether or not they feel that their children (who they know best) are mature enough for this subject I believe that sexual health should be taught at home so I am in full agreement that you are giving parents the option to opt out thank you
I accept and agree with the policy. It is important for us as parent to prepare our kids at home with these themes before the heard it in the classroom, or decide to opt-out if children are not mature enough for these topics. Regards,
no problem with the policy but don't understand the necessity - I believe the school environment is perfectly suited to assist learning about human development and sexual health
I think parents should have a say on "what and when" they think it's appropriate for their kids to learn about these issues in a way that protects the beliefs of each family. I'm glad you recognize that as parents it is primarily OUR job to guide our children. Well done.
The policy looks complete and the 20 days advanced notice should be plenty of time.
Very good of awarness for such issue which is considered the most crucial for the coming new generation being protected by the christian evaluations and principles.
Hi I think it's wonderful that you're allowing parents to make this choice as to whether or not they feel that their children (who they know best) are mature enough for this subject I believe that sexual health should be taught at home so I am in full agreement that you are giving parents the option to opt out thank you
A fair and balanced approach to a politically sensitive topic. However, I firmly believe that there shouldn't be an exemption since we are teaching children about their body and how it works. The curriculum is based upon accurate and factual information. We do not dispute the "facts of math" nor do we have exclusions for math class. The same should apply for this topic. We need to teach tolerance and love for all of God's creation. This implies that there should not be any exclusions to appease closed-minded and xenophobic parents.
If parents have the right to rub tea tree oil on their kids bodies instead of taking them to a Doctor, they also deserve the right to make choices to keep their kids ignorant in regard to sexual education instead of educating them to keep them aware and safe. As much as I personally can't identify with not teaching a child proper sexual education, it's not my place to judge other parents for what they consider appropriate for their own children (no matter how stupid I might personally find these kinds of parents). please remove
I don't agree that there should be any exemptions, and by the way the earth is round.
There should be absolutely NO EXEMPTIONS from this curriculum. All children should be made aware of the development of their bodies and sexual health for several reasons, not least of which is so that they can recognize and verbalize potentially abusive behavior. Children without the age-appropriate verbiage and understanding are at risk of not being able to communicate if they are being interfered with, and they are at risk of not understanding what is appropriate when interacting with their peers. This can further compound confusion regarding consent at a later stage. In addition, this kind of curriculum gives students an idea of what general bodily sexual health is, and can help them to identify when something isn't right with their own body in order to be assessed by a medical professional.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
Finally, studies have shown that blocking students from discussing sexual health and development does not deter them from exploring sexually - in fact it makes the topics seem taboo and mysterious, and they are more likely to experiment unsafely because of this. Arming students with clear, factual information allows them to grow into their bodies with understanding and confidence, instead of ignorance and shame.
I would like my child to receive this education. I believe it is independent of faith to be properly educated in sexual health and human development.
While I understand the reasons that parents are given the opportunity to exempt their children from this portion of the curriculum I think it is important that kids who are exempted not be singled out and that children who are not exempted do not feel like they are missing out on other activities.
As an example any exempted students should remain in an instructional environment doing other curriculum work as opposed to being given extra library, gym or recess time as this would make it seem like the students who are not exempted would be "missing out". Over and above this it would be helpful if parents were provided with a high level overview of what the curriculum in strand D covers so that they can make an informed decision as opposed to making assumptions about the content being presented.
Policy looks good but parents should not be given an option to exempt their child from something that they are exposed to every day... on tv, commercials, video games, Youtube. Knowledge is power/ confidence/ self awareness and by limiting certain kids while all other kids talk about it and laugh about it; the exempt child will be in the dark. As educators and professionals; the district school board should be guiding parents and not allowing them a ticket out of something they themselves might fear. Kids are different today and if they are not taught properly (by the school)and will their peers, they will learn it themselves from the internet and there won't be anything "catholic" about it.
This is going to only increase the ignorance that people who choose to exempt out of this will have towards others. It isn't going to hurt someone to learn how different people choose to express their sexuality (so long as it doesn't infringe the rights + freedoms of others), learn about consent and other related topics. I'm not saying you have to accept or condone the expression of other's sexuality but in Canada we have to tolerate it at a bare minimum (it's a human rights issue).
Also, I have seen/read many stories of people who were sexually abused by a close peer or family member, who thought that these interactions were normal given their young age in combination with the grooming used by the predator. Had these people been educated on consent, sexuality and appropriate expression of such the abuse would have stopped at a much earlier age as these ignorant kids would have self reported instead of allowing the abuse to persist.
I say follow the data, which makes people safer in their future lives if they learn about these things and prevent the perpetuation of ignorance by allowing parent's/guardians those who are uncomfortable or whom have rigid views to exempt.
Thanks for your time in reading my response.
I believe the curriculum should be taught to all with no exemptions. It should be about educating all and including all. Allowing exclusion from the curriculum just fosters ignorance, stereotypes, and hatred. This should be about moving forward, not regressing back to the past
I will not be exempting my children. Without knowing the specific content that is up for exemption, it is hard for me to make a decision on whether I support parents having a choice to exempt their children from school curriculum. I do think that it is important for children to have an unbiased and inclusive teaching environment where in which the parents' personal beliefs systems do not impede on the child's access to information relevant to the current realities of the 21st century.
This policy is exactly what I as a parent of a child in CATHOLIC school am looking for! Well done, although I would expect nothing less than this! Where or not this policy passes my child will not participate in any of the Family Life Program Fully Alive Related to the Human Development and Sexual Health Expectations
So this is a policy where a parent can exempt their child from proper school education on sexual reproduction etc based on personal ignorance?
And this will force the child to learn from these parents, or exist in ignorance themselves.
I do not pretend to understand what discussions are behind this policy and I find it in a word...ignorant.
Pass this policy or not...we plan on ignoring it
I can understand being sensitive to the desires of parents. I'm happy to see that parents are going to be informed of the learning objectives each year. I am concerned however that exemption may put children at risk. I would like to see parents offered more informed consent which would include the risks and benefits of both exemption from and inclusion in these lessons. Maybe then parents can make more informed decisions and might even see the risks of exemption outweigh the risks of being taught.
I think this creates more division in the classroom and all students should be educated.
<b>SUPPORT THE POLICY</b>
Why would we want to exempt students from learning about how the body works? Or...is it more that we want to limit any discussion of modern approaches to marriage and homosexuality etc.. Can't put the genie back in the bottle on that one! It is probably more damaging to the student to have them removed from these classes while the majority of their peers do participate and would raise a lot of questions for them from their peers and for themselves...that could lead to other issues.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
agree
I vote that my child should be exempted from this class.
It's good that parents have the choice to inform school on how they want their children excepted from receiving the health and sexual education outlined in the policy.
Agree that parents should have a choice to have their kids not be taught something they might not agree to at that particular age.
I support a full education on sexual health, awareness and gender identity. I do not want any censorship or exemptions for my child.
I strongly feel that these concepts and lessons should be introduced at later grades, such as highschool rather than elementary school, as student must be mature to properly handle and grasp such concepts.
Thank You.
Parents should have a choice whether or not they want their children to participate in such curriculum. School is for academics, not for personal teachings.
Students need to be informed about sexuality, consent and health by a knowledgeable, professional teacher. Not by students/peers. These topics need to remain in the classroom as our society is changing we need to keep our children informed and prepared.
I expect all adults around my children to be understanding of differences. I would be ashamed to be in the presence of an individual who is so weak in their belief system that they are afraid to even hear a different perspective. My expectation is that the HCDSB educate my children. They will be strong leaders.
Don't fail them due to an inability to reconcile a mistrust that you may have in the foundation of your belief. My question is "What is there to be afraid of?" My beliefs stand up to criticism, if yours do not then you have your own education to think about and you have no place taking away the potential that the children under your ward possess.
I disagree with this policy, some parents due to religious ideology or helicopter over-parenting are keeping students from learning these important life-related content. We need to protect these children's health and provide them the information they need to make informed decisions on their own, even if their parents are unwilling or more often too afraid to discuss this content with them.
I disagree that children should be exempt from learning this very important information. The curriculum is created (all Ontario curriculum) at the development appropriate age for the content. This means that children learn the appropriate content in all areas ( language, math, social studies) is given to student at the age when they can comprehend the content. a lot of important research has been done to ensure children are learning appropriate information at the right time. Sexual health and development is very important and should be delivered by teachers and the education system to ensure they are receiving accurate information. The best way to prevent pregnancy, STD and prevent sexual abuse is through education. Parents should not be able to opt out of this, just like they can't opt out of teaching their child to read do math or learn about aboriginal communities in social studies.
I strongly disagree with this policy
all schools should teach human development and sexual health in the ontario curriculum, because some parents are embarrassed to talk to children of sexuality and this is a normal process of life, they shouldn't put so much mystery to the matter.
The policy should include that parents must pickup their child from school during that instructional time. Just as we don't provide supervision for children who do not wish to attend liturgies etc., we should not provide supervision for parental course exemptions.
It needs to be updated. Kids are exposed to so much more information at a younger age due to social media and other outlets. No matter what kids are going thru at any age, they should know they're accepted no matter what their religion says. Also, in regards to kids learning about sex etc. That needs to be updated too. The Fully Alive book is outdated. The school and Fully Alive can still discuss the big issues that have changed in a religious and positive manner. The discussions on these topics should be discussed at home with parents and kids too. Parents play a huge roll in this too in teaching their kids about these topics too.
I am totally agree with this policy
Agree
I think all students should remain in the classroom for the study of Human Growth and Development. No exemptions.
In consideration of the different cultures and values in our community and our country as a whole, I believe that this instruction SHOULD NOT BE mandatory for all students. This is something that can lead to sensitive topics. To be blunt, two years ago.. we insistently wrote a letter to have our child removed from this class after we've been told that the teacher bluntly told them that you put a penis in a girl's vagina to get her pregnant (not by kissing). This lack of finesse in dealing with certain topics and sensitive inquiries is not how this course or subject has to be handled. It needs a certain skill-set, emotional intelligence, and a dedicated workshop that the School Board needs to provide to teachers delivering this material and subject-matter and have them more accountable to what they say.
I advocate that parents and children should not be forced or stigmatized to take this subject if they choose not to, and a reasonable and good alternative should be provided for them ( e.g. meditation, mindfulness, public speaking, to name a few)
Principle 7 "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." is unacceptable- MAJOR LOOPHOLE- Must be amended!



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
I would prefer that the Catholic schools not teach anything contrary to Catholic values in regards to sexuality and gender. Not sure why all Catholic children could not be automatically exempt. However, if they must teach it, I am glad that my children will be exempted.
Why does this have to be taught at all in Catholic schools? We should exempt all Catholic children from non Catholic teachings.
I agree
I would say a bit too earlier for Grade 1-8 Children to start Sexual Health Expectations, therefore BIG NO
My wife and I find this proposed policy extremely unsettling. We are not in the dark ages. Children should be taught the basics of human reproduction, sexuality, diversity and inclusivity. It seems to me that those who wish to opt out of a standardized, practical and uniform approach to the education of their children on these topics are least likely to have the inclination or ability to home-teach these topics in any meaningful manner on their own.  In particular, ensuring that children understand consent and their rights/private space is of paramount importance, and should be taught at an early age. Sexual abuse is, unfortunately, a reality in this world. I have personally seen the aftermath of such things in people close to me, and it is devastating. A child's understanding and confidence in their rights to safeguard their own bodies—not just with peers but also against those in positions of authority, who may use that authority for insidious purposes—should not be left to chance under any circumstances. I agree that this includes parental guidance, but that should not be the sole source of influence. In fact, I'm sorry to say, in some families it can be completely the wrong source of influence.  If the HCDSB decides to fully implement this policy, we will strongly consider moving our daughter out of the Catholic school board.
I believe that it is ridiculous to allow student to opt-out of curriculum that was developed for ALL students in the HCDSB. If you do not like the HCDSB curriculum, there are public schools and alternative schools available in the area. Further to that, the fact that there is no academic penalty is unfair to the majority of the students that do attend the classes. I am sure there will be homework and testing about these classes, so unless those grading components are removed, it is unfair to the majority. This should not be removed from ANY child's curriculum and should be thrown out.  While this policy pertains only to the Human Development and Sexual Health aspects of the curriculum, my question is, what is next? For a child whose parents believe the Earth is flat, should they be able to exempt their children from geography and science classes? Is the image of a globe or having a globe in class offensive?  The reality of the situation is that most children, unfortunately, will have been exposed to things that are much more graphic and sexually revealing than Fully Alive. This is the digital age and whether parents like it or not, if one kids has access to the internet, all kids have a chance for over exposure.  Putting forward a policy like this is like pulling at loose thread, pretty soon parents will be allowed to opt-out of any and all curriculum and the current education system will be no more. I believe school is important and being educated means that you sometimes learn things that you might not want to or care to learn but that's how constructive conversations happen and the real learning takes place.  Giving parents the option to withdraw their child from instruction is a step is a necessary provision, because sexual education should be taught by the parents, not institutions. Parents and only parents have the stewardship of their children and are in control of their wellbeing. This stewardship was received from God. Parents are entrusted with the task of helping their children get to Heaven.  This is not ok. Every child should learn about how we are created because not all parents teach their kids. By cutting off this crucial part of the curriculum many kids will be at risk again and not now that what they are going through is normal. With the new curriculum their was also alot more exceptence towards everyone no matter their sexual orientation. We need our curriculum to go back to pre-Ford coming into Ontario.  Thank you for creating this policy to allow parents the opportunity to exempt their child(ren) from specific sexual education instruction. I agree that parents should be informed before hand as to the information that will be discussed in a classroom in regards to sexual education, so they may make an informed decision as to whether or not this information is appropriate. I believe this policy is needed to allow parents, who are raising their children in the Catholic Religion, to have their beliefs acknowledged and valued.  I don't believe this policy should exist, but it does give an option to the ignorant parents that can't handle their child being exposed to human development and sexual orientations that society endures daily. Our children need to be exposed, inclusive and aware. This curriculum will ensure our children are aware of their own human development and sexual orientations for future education and life experiences.  Policy is clear and concise, providing 20 days notice is reasonable.  I don't believe parents should have the right to exempt their children from these lessons. There also should in fact be an academic penalty. It is a grave mistake to miss being taught this subject.  I think this is the wrong direction to be taking.  Educators create curriculum based upon most recent research , legislation and best practices. We should not be giving parents the option to dictate against this.  Our children deserve the very best programming available and so if parents choose to enrol their children in our schools this should be considered their consent to all programs.  This is a slippery slope for Catholic Public Education.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
Thank you the opportunity to provide input
I am in favor of the policy,
I appreciate the policy whereby being notified prior to, as I don't want my children to participate in the new program as I've heard from friends of the elementary board what it consists of and I'm not interested in having my child learn about this nor be in a setting in school when they learn about this. Thank you.
I think it's a bad idea to exempt kids. Kids who don't attend will still learn about sex and their bodies, but from the internet and friends. They should all be given the proper information.
I'm a healthcare professional, and I see first hand what happens when kids are "sheltered". They get STI's, unplanned pregnancies, and other health issues. Kids need to understand what is happening with their bodies. They need to understand what sex means, and what consequences exist if they choose not to wait for marriage and/or are not safe.
I really want my child to be withdrawn from these lessons, I don't want them to listen those absurdities and to muddle them up in their minds.
The schools rather should be more focus about math curriculum as, the level of math, and not only math in Ontario is dropping year by year.
It is unbelievable for me how Ministry of Education came with this idea to teach children such a things. Unbelievable.
Also I would like to be informed when these lessons will take place.
So what I have read in this policy meets my expectations.
I hope it meets my expectations in a real life too.
I appreciate being given the opportunity to provide feedback and thank you for asking your stakeholders to do so. I am of the mindset that knowledge and education is a powerful thing. I am in full support of my children learning the Health and Physical Education curriculum. I understand that it is not everyone's belief or preference to learn about the details in the curriculum around gender identity or sexual orientation but I think learning about this is important (even in a Catholic school). Acceptance and empathy are two things that can create peaceful relationships and existence for our children. I want both of my children to grow up in a world where acceptance of our differences is the cultural norm. More education and steps toward understanding our differences will help move our society forward.
It could be a huge disservice to not provide this information to students, parents and educators. The reality is with choosing Catholic education, you will likely not interact (as much) with students/families that deal with these identities however, it is important to educate your children to interact with others in the community (and world).
I think in 2019 we need to start thinking more globally about acceptance (and acting on it too), with of course being respectful of Catholic beliefs and values.
I do see that not all parents will agree with me but giving them the choice does allow for them to withdraw their child. My hope all parents is that find other ways in their own time and comfort to educate their children too.
Thank you for asking for my feedback and thank you for your time and consideration.
It is not clear what will be taught in it's place.
It is not enough to exempt students from class. Rather HCDSB should take a firm position NOT to incorporate it into its curriculum. It goes against our catholic faith
I feel the policy is comprehensive and allows adequate time for parents to make an informed decision on their child's participation in the program. It is clear on what areas a child may be exempt from and how exemption will not effect a child's academic evaluations.
I don't think is good to start teaching anything about sex with little children, they are too young for this.
I WANT MY CHILD TO B ABLE TO BE EXEMPTED FROM THIS COURSE.
THANKS
I would like my child to be exempt from this program
As a parent, this policy will allow me to have some control over the material teaching in Health and Physical Education class. I think this is a great tool to have to be able to exempt the child from Human Development and Sexual Health class. Parent should be always first educators to their children when it comes to Human Development and Sexual Health.
Suggest that the wording and details during the program be age appropriate
Thanks
I agree with exemption.
Thank you
Please allow parents to know when their children classroom teachers are planning to teach sex-ed. It is the parents right to be able to augment the teaching or remove the child from the classroom, as the parent knows best what is right for the child - not the government.



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
Please pass this policy!!! It gives parents the rights that have been taken from them. The government does not know what's best for the individual child. Parents know what's best for their child.
I have reviewed the policy changes and have no issues. In future it would be helpful to highlight the specific changes and reference the current clauses related to the change. Thanks
I am in agreement with the policy as it stands that allows for parents to be informed in timely fashion and exempt their children from certain lessons should they choose to do so.
I am agreement that kids should be allowed to be exempt.
While I understand that this is not a new policy in that parents have had the opportunity to opt out of sections of the Healthy Living curriculum, it is my hope that no parents are removing their children for these teachings. It is 2019. Education on important, relevant topics such as online bullying, consent and the concept that families are made up in many different ways (2 moms, 2 dads, divorced parents, adoptive parents, etc) need to be taught to our children. Acceptance, inclusion, kindness and being loving towards all people should be the message being taught within the Healthy Living curriculum. Teaching our children how to handle themselves on line as well as how to consent to sexual activity should not be a choice, but a given.
I think it's important to have sex education in the classrooms and I think what HCDSB provides is reasonable and beneficial. I wouldn't personally opt out my children and I hope others do not as well.
I feel that students should be learning about this material and should not be exempt from this part of the curriculum. Students are not exempt from other areas of the curriculum, I don't believe this subject matter should be treated any differently. The human development sexual health expectations are taught in a factual and respectful manner. I believe that knowledge is power and by educating our students this will hopefully reduce the amount of incidents involving our youth in regards to sexual activity and sexually transmitted disease etc.
The policy presented does not enumerate the elements of the curriculum that are eligible for the exemption - the relevant section is not listed explicitly in terms of content, teaching hours, relevant discussion topics, etc. I don;t see any links/references as to what is included in the "exemption-eligible" portion of the Family Life program. Basically, I cannot tell from the presented policy what the exemption covers.
More generally, I am concerned that the board will allow exemptions from teachable content that I feel has societal merit. Although as a Catholic, I am aware that certain facets of the curriculum may run contrary to Catholic dogma, I feel that Christ's primary mission was one of love, inclusion, and forgiveness. I am worried that on a broad level, our board may be focusing on the venal sin angle more than required and that we may not be capturing the core commandment to love our neighbours as we love ourselves.
Fully agree with this direction and giving a child's parent/guardian more of a say and decision on sensitive topic matters!
Agree
Thank you for the opt out option; however why is this even an option or tolerated. I would ask for a list of teachers who have not opted out of this.
Absolutely no tolerance for Wynn/Ford sex ed agenda written by a known pedophile. It was revealed in January, Ontario teachers can teach ANY topic of sexed at ANY grade level. How does a Catholic parent protect their child from this? Where does the Catholic School Board stand on this.
I agree that students should get exemptions and parents should be notified beforehand when talking about homosexual or transgender issues. Parents are first educators when it comes to sexual morality, not the schools or the government. The Church is the second educator on these matters.
As Transgenderism is not based on science, it should not be taught in school.
Students must be taught to love homosexuals, but understand that homosexual acts are wrong.
I agree that parents are first educators in sexual morality issues.
I agree that parents should be notified in enough time when teaching certain controversial and questionable sexual topics.
I agree that parents should be allowed to take their kids out of controversial and questionable sexual topics.
I would like an opt-out for any material relating to gender identity theory or other sex-ed related topics, taught from the sex-ed curriculum, in the Fully Alive program AND any other subject it is used or taught!!!! I would also like to see Halton put some mandates to their teachers surrounding appropriate resources to use, so material being shown the students is regulated and contained.
I believe there needs to be ONE notice to parents at the beginning of the year that they may opt their children out of any HPE related material for the ENTIRE year
I also want the ability to opt out of specific topics (ie gender identity theory).
I don't recommend to teach the sex ad to my kids , I don't agree with sex ad
Parents to be notified 20 days prior to any lesson related to sex education
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:	
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.	
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.	
I don't want my child to have the sex education	
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Parents are first educators of their children School are allowed to have our children as their STUDENTS not as their children	
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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

## Comments on the policy:

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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

## Comments on the policy:

In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.

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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:	
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Parents need to be informed when these matters are being covered in the classroom.	
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"Gender Ideology" or "Gender Fluidity" is only that an ideology; a human approach. Gender ideology is concerned with normative beliefs about the proper roles for and fundamental natures of women and men in human societies; but does not consider Biology	

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

## Comments on the policy:

whatsoever, in a nutshell, You must not detach the human normative beliefs from their intrinsically physical human body (male or female body) and pretend that Human History has done a mistake for thousands of years.

The normative beliefs have contributed to the progress of human societies and they are the foundation for every family to thrive through the history of this planet; therefore, the detaching family beliefs from their members is the most outrageous approach of our times, as Humans being are meant to be social and interact within frameworks of self-respect and respect to others.

"Gender Ideology" definitely is a direct attack on the conventional family normative beliefs and most specifically on the Catholic framework, a direct attack against Christianity, Jesus and our God.

So, PLEASE GIVE 90 DAY NOTICE to OptOut with no deadline to respond and even cancel Child attendance the day of the class.

Genesis 1:27

So God created man in His own image; in the image of God He created him; male and female He created them.

gender theory is just that. a theory. not based on the science of biology. young children do not need to be indoctrinated this way and should not be. parents need prior notice so they can opt out and it should not be made inconvenient. one opt out notice for all lessons in any class that broaches the topic should be the expectation.

I think it is always wise and respectful to honour the parent as the first educator and to allow the parent to determine whether or not a child should participate in a particular educational opportunity or not (within the guidelines of the law, of course!). This seems in line with Catholic values and views. I moved my children from the public school to the Catholic school for several reasons: 1) I wanted my children to have a faith paradigm through which to view and understand the world, and 2) I wanted my children in an educational environment that honours my God-given role as the parent of my child (a role that I take very seriously and view as a deep trust).

I agree that parents are the first educators of their children and should have the right to "opt them out" of lessons in the HPE curriculum which they feel either their children are not ready to learn, or are problematic. More importantly, the curricula of the schools of the HCDSB should be drawn up in harmony with Church teaching. The following quotation from ICE resources gives me the sense that the authors of the curricula are trying to sensitively introduce modern ideologies which contradict not only Church teaching but science as well: "Those people who believe that gender is socially constructed, and is separate and distinct from sexual identity also may understand gender not as binary (male and female) but as something more fluid, non-binary, and an element of identity that may be changed?" (ICE resources, grade 8, 160b).

This should not be taught in school...leave our children alone and let the parents raise their children the way they need to.

Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.

In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.

The opt out must apply to all lessons and class discussions including: discussions and lessons outside of sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies

This opt-out is very important to me as a potential future parent in Halton. The sex-ed curriculum in many instances is age-inappropriate. Partly due to content, but also every kid is different and can process things better at different ages depending on their maturity. Thus, parents need the right to be informed when the sex-ed curriculum will be taught. Parents also ought to be informed whether or not "gender identity"/"transgender" stuff will be mentioned at all in their lectures during the year.

Regarding the content:

Young children who are subject at times to bullying and self-image issues should not be taught that they can choose a sex, or that their sex is non-binary subject to the whims of their feelings (feelings in grade school are changing anyway as they are approaching puberty which naturally makes young people (girls especially) lose self-confidence due to the rapid changes taking place). Sadly, 20-43%\* of the young people who undergo the sex-change surgery try to commit suicide. This means A, this is not good for them and B, they were already mentally unstable before Doctors carved up their body and pumped them full of hormones, they were just seeking to "transition" as an escape...an answer to their problems.

\*<https://www.suicideinfo.ca/resource/transgender-people-suicide>

In schools, the kids who undergo this radical surgery are instantly the school hero as they are throwing off traditional views and paving their own way. This creates a bandwagon effect that encourages more kids to do the same which compounds the problem.

It is foolish to teach kids that they can design their own bodies to match their wishes and feelings. You ought to teach them to mold their wishes and feelings in line with the beautiful body God has given them.

"So God created man in his own image,  
in the image of God he created him;

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
male and female he created them." Gen. 1:27
Parents understand the maturity and mind of their own child and must decide when their child is exposed to sexuality in the class room and to what extent. It is not a one fits all solution. If gender is non binary then surely whether a child should learn these topics at grade 8 or 12 should also be non binding.
- As a parent I would like to have one notice at the beginning of the year and to have an opportunity to opt my children out of any HPE related material for the entire year.
- I would like to have an opportunity to opt out of the HPE topics if they are to be discussed in classes besides Fully Alive.
The danger is that Doug Ford's government in court earlier this year, gave carte blanche to all teachers to teach any sex-ed topic they like, at any grade, using any resources the teacher chooses.
This sounds an alarm; the Doug Ford Government opt-out only applies to topics where it is clearly a teaching objective for that grade, in the sex-ed class, but not if the topic is taught in a different grade or in a different class. This is why we say the opt-out is useless. This is what parent's are scared of and are fighting against.
My suggestions are:
1. I suggest that it would be more practical and effective to require ONE notice to parents at the beginning of the year that they may opt their children out of any HPE related material for the ENTIRE year.
2. To fully protect children from being indoctrinated into gender identity theory or other sex-ed related topics, I also ask for the opt-out to cover the topics if they are to be discussed in classes besides Fully Alive.
I like many parents hate this sex ed curriculum and will do everything to fight against and protect these wonderful children that GOD has given us.
This curriculum is ungodly, unfair, unnecessary and evil.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
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In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

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The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.	
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The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.	
Transgenderism is not scientific and should not be taught.	
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.	
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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
<p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Please protect our children from being taught HPE materials anytime at school. If we are truly Catholics it is our duty to teach our kids according to our beliefs of our Catholic Church.</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Gender is NOT socially constructed. Do NOT FORCE gender identity and homosexual teaching upon our kids. Let them grow up independently and make up their own minds as they get older. Their own sexual orientation will become apparent as they mature.</p> <p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Thank you for considering this feedback.</p>
<p>I agree that it would be more practical and effective to require ONE notice to parents at the beginning of the year that they may opt their children out of any HPE related material for the ENTIRE year.</p> <p>I also agree that the opt-out should cover all gender identity theory topics if they are to be discussed in classes, not just those covered as part of the Fully Alive program.</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p>

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Comments on the policy:
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
Ensure that a very detailed list of the information being delivered and taught to each grade is provided to the parents so that the parents can decide, based on the detailed curriculum description, whether to request an exemption for their child.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
It should be assumed that all children gets the education but exemptions should be granted when requested by a parent/guardian. However in the event of an exemption the exempted individuals parent(s) will be provided an educational package to review with their children and a letter of understanding must be returned that the material has been reviewed with the exempted child.
I fully support Policy No. II-53 as parents should have a say on what is being taught to their children and when it should be taught.
This is unacceptable teaching kids about third gender options
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
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The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
We require ONE notice to parents at the beginning of the year that they may opt their children out of any HPE related material for the ENTIRE year. We ask opt-out to cover the topics if they are to be discussed in classes besides Fully Alive.
Leave our kids alone for God's sake!
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
<p>the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>First and foremost we (the school board, teachers-OECTA, community at large) must remember that the only law and truth that matters is God's....there MUST be a duty to teach the children in a way that represents God's love and laws....deviant agenda's have no place in the CATHOLIC school board</p>
<p>If there is a HPE content to be taught to the class of my child I need as a parent minimum 10 days in advance to be able to talk yo my child and possibly arrange to opt out if the content doesn't align to our catholic faith</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt-out form must, therefore, be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt-out must apply to all lessons and class discussions including discussions and lessons outside of set sexed lessons and outside of grade-level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
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<p>The whole indoctrination of children to sex Ed , gender identity, is of a perverse nature and I greatly am opposed to such teaching</p> <p>I am a supporter of Catholic schools and my taxes are directed to them. I expect schools to follow our catholic believes and standards. If catholic boards will deviate from Christian values and teaching, we will unfortunately stop forwarding our taxes to them. I have family members with kids going to catholic schools. We all agree that because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p>

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The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
Too bad that the catholic schools are allowing such controversial and non scientific theories to be taught to our innocent kids. So disappointing!!!
Parents must have right to choose if their children participate in sex-ed. This should be optional subject and only with parental consent. No negative options.
Teacher must have clear parental consent for child to participate in sex ed class
I vote for opt out option.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
Genders are biologically assigned not socially chosen.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
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In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
Teachers must notify parents before teaching any planned or unplanned topics from Fully Alive, especially topics of gender identity and sexual relationships. This opt-out form must be sent to parents at the beginning of the academic year.
Well done. Thank you for your effort.
The policy seems fine in scope. I'm supportive provided that our Children are learning about sexuality in a fact based environment.
Agreed to the policy. Kids from grade 1 to 8 can be exempted from the sexual development classes.
I am on-board with this policy with the caveat that I as a parent are given enough time to thoughtfully review the curriculum so that I can make a confident decision to include or exclude my child.
Every parent should have the option for their child to be exempt from the sexual education. I understand it's more work and more papers, but parents should have the right to decide when they want to introduce sexual education to their children. In my opinion the whole Sexual Education, conception and how the babies are born is introduced way too early in their life.
On the other hand, how are the exempt students will feel, if let's say, there is only one student in the class that is exempt. Honestly, I don't know what I would do when filling out the exemption policy form.
Provide an opt out form at the beginning of of the school year when all major paperwork is completed by the parent or caregiver.
While I appreciate parents being given the opportunity to help shape their child's education in relation to Human Development and Sexual Health, which are sensitive and personal topics, to be sure, I have some concerns about students being able to opt out of this learning. In particular, I worry about how this policy may impact students who themselves are beginning to address questions of sexual orientation and gender identity and expression.
Some students will be learning about their own sexual orientation and gender identity while still in elementary school, while many other students will have family members, friends and neighbours who identify as part of the LGBTQ2S community, and for these students to see their classmates walk-out of the room when these issues are being discussed does not promote an inclusive, welcoming environment, and could result in the further marginalization and stigmatization of the LGBTQ2S community.
Thank you for taking the time to read my comments.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.
The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.
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Exception must include a paragraph to prevent teachers or other school personnel to talk about the subjects for which the exception will be granted, outside of the specific class that parents have been informed they have the right to pull their kids out of.
Full lessons need to be available to parents for them to review with their kids so they can ensure proper understanding by their kids as they will still get the information through their friends which can lead to bigger confusion. Maybe plan sessions at school to discuss with parents so they can support at home?
Ensure lessons contain the catholic perspective in each subject.
Is there a possibility to remove subjects from elementary school? I know of kids at age 16 making the decision to get surgery to change their sexual identity and having depression and suicidal thoughts after it... you're too young at 16 to make a decision impacting the rest of your life, let alone in elementary grades. it bothers me that we don't even have the ability to avoid this thru the catholic system... we are living a moral and ethical crisis

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
I am in support of this policy and value transparency and early communication of the content in the fully alive curriculum each year as outlined in the policy. I believe that parents should have the option of exempting their children from material that they seem inappropriate or that they believe is overstepping the boundaries that should be taught by the HCDSB. Thank you for including parents in this process.
My strong believe is that sex education should be thought by parents at home If how ever other parents think differently then I as a parent I should have an option to allow or disallow my children to receive teaching that I may disapprove of . There for I believe and I expect that it will be my decision of what knowledge my children will get and when they will receive it . When it comes to sex education. I will never agree or allow anything different even if it would take removing my children from system that climes that it knows better what is right for my children.
The parental right to opt out their child from any materials planned/unplanned pertaining to sexuality and relationships should apply to any subject/lesson where these are topics are discussed.  If teachings were kept to a minimum regarding physical changes in the body and reproduction, there would be no need for the opt out form.  Parents should be the ones responsible for directing their child in the areas of sexual relationship especially in relation to gender identity and physical mechanics around sex.  Thank you for your consideration as we are the ones who have to deal with the impacts when our children are exposed to information that may be contrary to our traditional Christian values.  Our children need to fully understand their identity in Christ and not have that message convoluted, through their place of learning. Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.  I believe an opt out form must be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.  The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies
The problem is these offensive topics are discussed in classes not related to the family life curriculum. Any opt-out notice should apply to all classes where this false teaching about human anthropology is brought up.
No normalization of Transgender or homosexual content; and age-appropriate stuff only. Back to Catholic family values.
I strongly agreed with this policy
I suggest that it would be more practical and effective to require ONE notice to parents at the beginning of the year that they may opt their children out of any HPE related material for the ENTIRE year
good policy
Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.  In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.  The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.
I don't believe that HPE needs to be taught in school at any level nor that teachers should have full discretion as to what is taught, resources and materials used, without approval of parents.  Parents should not have to opt out of each session or class where HPE is taught. This would be a huge waste of time, money and other resources. Parents should be able to opt out once at the start of the year for the entire year in any class and not just in Fully Alive.
I have cut and pasted the relevant paragraph (paragraph 3) below from PAFE's letter but it articulates what I already believe. In my opinion gender identity is being taught and promoted as fact when it is theoretical at best. When someone has a different opinion (ie: gender is largely biologically based) they are treated as though they have comitted a hate crime. At [REDACTED] students have told me that if they disagree with the gender ideology they are threatened with a visit to the office or merely shot down by the teacher in classes such as law, history, religious studies and physed. That is why I agree with paragraph 3 below (again from PAFE).

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
<p>According to our faith God created human beings in his own image and he created them male and female. This doesn't mean that there aren't exceptions and that we don't have to approach these cases with love and understanding. However, these cases are extremely rare and they have nothing to do with what's going on politically (ie: the idea that there are an infinite number of genders). I do not want my children being taught that militant ideologies are more important than faith or that their identity is primarily based on a chosen gender. These are a few of the reasons that I agree with the statement below.</p> <p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>To be notified at least 20 days before content from the Health and Physical Education (HPE) curriculum, strand D, or the related unit in Fully Alive is taught.</p>
<p>I believe parents should have the right to remove their child from Sex Ed curriculum which does not line up with Catholic Biblical teaching</p> <p>The transgender sex Ed is not based on science of how we were created. Young children need to be protected from this confusion and chaos and for what can bring them harm.</p>
<p>I Want to have the choice of opt out my children from sex Ed curriculum and fully alive</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year</p>
<p>I hundred percent agreed that parents should be notified 20 days ago and the right make a decision to Opt out their children from that education.</p>
<p>I do not encourage this. There are public schools who are supporting them so leave Catholic system out of it and stop imposing something that goes against our beliefs</p> <p>Thank you</p>
<p>I do support 2 sex only as God create Male and Female.</p>
<p>It's super important to stay true to Christian teachings and values! You don't modernize God's laws/teachings etc.</p> <p>It would probably be more practical and effective to require ONE notice to parents at the beginning of the year to opt our children out of any and ALL HPE related material for the ENTIRE year!!</p> <p>Also, Opt-Outs should cover and include Gender Identity theories and other sex-related topics besides those mentioned in Fully Alive.</p> <p>Thanks</p>
<p>ONE notice to parents at the beginning of the year to opt our children out of any HPE related material for the ENTIRE year would be easier and more practical. Also, the opt-out should also protect children from unscientific and unChristian ideologies like the Gender Identity Theory.</p> <p>Please keep Catholic Schools Christian!!!</p>
<p>I support the policy.</p> <p>As Catholics, we should have the right to opt-out of Government agendas which contradict our Catholic values.</p> <p>Otherwise why have a Catholic system, the government would love to save money by amalgamating the boards.</p>
<p>I fully support the Policy II-53 Exemption from Instruction from the Fully Alive Program.... I feel that much of this content should not be taught at the elementary school level or at school. This is something that should be learned from parents. Also keeping in mind that all children are raised differently - not all kids have phones and free reign of the internet at home. If this program is to remain in catholic elementary schools, I strongly support the policy to pull my kids from instruction.</p>

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:
<p>Parents should get 1 notice at the beginning of the year so they can opt their children out of any and all HPE related material for the WHOLE year rather than continuously having to OPT out several times a year.</p> <p>AND THE OPT OUT SHOULD INCLUDE ALL MATERIAL RELATING TO GENDER IDENTITY THEORIES AND ALL OTHER NON-CHRISTIAN IDEOLOGIES!</p>
<p>I feel it is extremely important to give parents advanced notice of sexual education as well as an opt-out option if parents find the content inappropriate for their Catholic children.</p>
<p>As far as I am concerned the opt-out solution is nonsense. As described the age inappropriate sexual health education seems to be throughout the curriculum no matter which subject? How often can you keep your child at home?</p> <p>Homeschooling would be the best solution.</p> <p>For the worst junks of age inappropriate contents parents should be informed about what will be taught, when it will be taught, to give parents the option to keep children home as many times as they seem fit.</p> <p>Parents have to be informed HONESTLY of what will be discussed and when.</p> <p>To keep children at home is not a good solution - but for what it's worth one signature should suffice to cover the school year.</p> <p>Does "Fully Alive" include any Gender Ideology stuff? Gender Ideology, Gender Expression, Gender Identity?</p> <p>The LGBTQ Lobby is so keen to indoctrinate our children and grandchildren - and once they have brainwashed them our culture, our civilization as we know it, will go off the cliff. Our children's future will be insane!!!!!!</p>
<p>YES to: One notice to parents at the beginning of the year that they may opt-out their children of any HPE related material for the entire year.</p> <p>YES to: the opt-out has to cover the topics if they are to be discussed in class besides Fully Alive.</p> <p>NOOOOOO: I do not want children taught that people who believe that gender is socially constructed, and is separate from sexual identity also may understand gender not as binary, but as something fluid, non binary, and an element of identity that may be changed.</p>
<p>To reduce the administration of paper work and the time unnecessarily wasted for teachers and parents filling out forms and signing, verifying and reconciling the class list for received opt out forms.</p> <p>My spouse and I believe that the opt for participating in topics should be signed-off at the beginning of the school year. It is cumbersome and above and beyond our expectation to expect a teacher to know when exactly he or she will discuss the topics outside of the planned sex-ed lessons. Because these topics of gender identify, sexual relationship, sexual mechanics and family composition are not only learned and taught in the Fully Alive program.</p> <p>Therefore, it is easier and a more streamline process if an opt out form be sent home to parents at the beginning of the academic year, so that it would apply to all teaching for the year. The opt out should apply to all lessons and class discussion. Discussions &amp; lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p>
<p>Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p> <p>In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.</p> <p>The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.</p> <p>Catholic teaching must be maintained. God made us male and female. We do not make up our our sexuality. To suggest so, in a Catholic school system, is a betrayal of our clear mandate.</p>
<p>It would probably be easier if parents were sent out ONE notice at the beginning of the year to opt their children out of any HPE related material for the ENTIRE year.</p> <p>Also, the opt out should include other non-scientific ideologies like gender identity theory as well.</p> <p>The opt-out should also cover these topics if they are to be discussed in classes besides Fully Alive.</p>
<p>I support this policy as it is</p>
<p>I am a Catholic who lives in Halton and who has had three children to date attend Halton Catholic schools.</p> <p>I would like to see the proposed policy to be amended to require teachers to provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially on the topics of gender identity, sexual relationships, sexual mechanics, and family composition.</p>



# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

## Comments on the policy:

I further propose that, to streamline the process, an opt out form be sent home to parents at the beginning of the academic year which would apply to all teaching for the year and that the completed form apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.

I'd welcome the opportunity to be given the 20 days notice as not having this would render my role as "primary educator" (long held Catholic teaching upheld by several documents not least of which is Familiaris Consortio) to my children less than true. Particularly in matters of morals, I have the right as a Catholic rate payer to have HCDSB be the first one to respect & defend my parental rights even if and when some views may be seen as less than popular. The option to opt out of certain topics should be permitted as a right contemplated within the protection of Ontario law as well as one that satisfies all parties concerned. Disallowing such option would position the board as an instrument of indoctrination on ideologies contrary to moral and natural law. Furthermore, disallowing this option would definitely engage educational systems on a path by which governments may dictate and force agendas well beyond the boundaries of the spirit of education rendering an entire society less democratic and free, and one, moist Canadians, would react against very strongly. On the other hand, allowing notice, and opting out options would satisfy the concerns of all parties thus maintaining the stability of the democracy and contributing much into the overall common good.

Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.

In order to streamline the process, an opt out form must therefore be sent home to parents at the beginning of the academic year which would apply to all teaching for the year.

The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.

Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.

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The opt out must apply to all lessons and class discussions including: discussions and lessons outside of set sex-ed lessons and outside of grade level objectives, in all classes including those whose subject matter is related or unrelated to sex-ed and family studies.

Because in Catholic schools HPE objectives are taught through the Fully Alive program, not only in theme 3 but elsewhere in the program, teachers must provide notice to parents about any plans to teach any planned or unplanned teacher material and topics in the HPE outcomes for any grade level, especially the topics of gender identity, sexual relationships, sexual mechanics, and family composition.

# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

Comments on the policy:	
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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

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# Stakeholder Feedback -- Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019

## Comments on the policy:

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Exemption from Instruction in the Family Life Program Fully Alive Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019	
<b>Adopted:</b> October 15, 2019	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b>	

## Purpose

The purpose of the Religion and Family Life Curriculum as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

As per PPM 162 (August 21, 2019), this policy allows for students to be exempted on an individual basis at the request of their parents, 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* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

## Application and Scope

This policy pertains to pupils enrolled in elementary schools, in Grades 1 to 8, and all individuals who may be involved in the exemption, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

## References

[Education Act](#)

[Policy/Program Memorandum \(PPM\) 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations, Grades 1-8, 2019](#)



## Principles

- The Religious Education and Family Life Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System
- The Home, the Church and the School are partners in the education of children in faith and morals
- The religious environment and climate of the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. With the expectations outlined in PPM 162, students in Grades 1 to 8 in the HCDSB may be exempted from instruction related to the Human Development and Sexual Health expectations in strand D of the *Ontario Curriculum: Health and Physical Education, 2019* as well as the related unit in the *Fully Alive Catholic Family Life* program.
- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations in both the *Ontario Curriculum: Health and Physical Education* as well as the *Fully Alive Catholic Family Life* program.
- 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.
- 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.

## Requirements

The policy will require all HCDSB elementary schools every school year to:

**Policy No. II-53** | Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 (PPM 162) and the Fully Alive Catholic Family Life Program

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- provide parents with a list of all Human Development and Sexual Health expectations by grade. The Institute for Catholic Education has prepared letters for every grade pertaining to the related unit in the Fully Alive Catholic Family Life program outlining the same.
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations in both the *Ontario Curriculum: Physical and Health Education* document as well as the Fully Alive Catholic Family Life program 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. 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” related to the Human Development and Sexual Health expectations. Inform parents the deadline for the submission of the 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, 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.
- Furthermore, the Board will develop an Administrative Procedure, which will support the directive and requirements of this policy, and will include further particulars regarding Notice and Communications, Process and Supervision of Exempted Students.

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 4.5
Tuesday, November 12, 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. Associated Policies and Procedures were added.

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:

Moved by:
Seconded by:
<b>That,</b> the Policy Committee recommends that <i>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</i> be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

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](#)

[I-16 Records Management Under MFIPPA](#)

[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 Records Management Under MFIPPA and 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]:** Both are standing policies. Policy I-16 was withdrawn and not rescinded and I-02 was subsequently developed

**Commented [JN2]:** Reporting occurs more frequently.

APPROVED: Regular Meeting of the Board

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

2019-2020

# Public Consultation Plan - School Uniforms

## About HCDSB

HCDSB is a publicly funded Catholic education system located in the Region of Halton, which spans across four municipalities: Burlington, Halton Hills, Milton, and Oakville. With a focus on *Achieving, Believing, and Belonging*, HCDSB employs more than 4500 staff, serving over 36,000 students across 45 elementary schools, 9 secondary schools, and 3 adult learning sites.

### Our Vision:

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, **providing exceptional education**, while **nurturing the call to love and to serve** as a people of faith, living out God's plan.

### Our Mission:

The Halton Catholic District School Board, in partnership with home and Church, is **dedicated to providing excellence in Catholic education** by **developing Christ-centred individuals** enabled to **transform society**.

### Our Values:

At the Halton Catholic District School Board, **we value:**

#### **Our Catholic Faith**

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

#### **The Whole Child**

and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

#### **Excellence in Learning**

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

#### **Relationships and Partnerships**

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

#### **The Importance of Contributing to Our Communities**

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.



## Our Strategic Priorities:

**Achieving:** Meeting the needs of all learners.

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ.

**Belonging:** Embracing relationships & sustaining safe, welcoming schools.

**Foundational Elements:** Optimizing organizational effectiveness.

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## PART I: PURPOSE OF THE CONSULTATION

The Board's current contract with its sole school uniform provider, ISW Uniforms, will expire on December 31, 2020. In accordance with [Procedure VI-11, Purchasing](#), the Request for Proposal (RFP) will need to be issued by the Spring of 2020, and awarded by the end of June, 2020 in order to allow the successful proponent with adequate time to launch the uniform program.

**Before moving ahead with the RFP process, HCDSB staff and trustees are seeking input from parents, students and staff on the requisite characteristics of an ideal school uniform provider.**

## PART II: DESIRED OUTCOME

### Goal

To gather feedback from HCDSB stakeholders that will guide the development of the Request for Proposal for the Board's school uniform provider, in accordance with [Policy II-41 School Uniform Dress Code/School Dress Code](#).

## PART III: STAKEHOLDER GROUPS & LEVEL OF ENGAGEMENT

### HCDSB Stakeholders

INTERNAL	EXTERNAL
<ul style="list-style-type: none"><li>- Students</li><li>- Parents &amp; Guardians</li><li>- Trustees</li><li>- Staff: <a href="#">school administrators</a>, <a href="#">teachers</a>, <a href="#">school support staff</a>, board office personnel</li><li>- Parishes</li><li>- <a href="#">CPIC</a></li><li>- <a href="#">SEAC</a></li><li>- Presidents of Unionized Employee Groups</li><li>- Volunteers</li></ul>	<ul style="list-style-type: none"><li>- Ministry of Education</li><li>- Educational Partners (e.g. HRPS, HIEC, Our Kids, Associations)</li><li>- Halton District School Board</li><li>- Other Catholic school boards</li><li>- Local politicians</li><li>- Area residents (and potential future students and families)</li></ul>

*\*NOTE: stakeholder groups impacted by this consultation are highlighted above in blue font.*

## Levels of Engagement



### Inform



### Consult



### Involve



### Collaborate

#### GOAL

Increase awareness and understanding.

Gather feedback on policies, options and/or decisions.

Work together to ensure feedback is understood and reflected in the options developed and/or decisions made.

Work together to develop options and solutions.

As much as possible, the advice, feedback, and/or recommendations are incorporated into the final decision.

## Stakeholder Decision Impact & Communication Matrix

Stakeholder Group	Level of Engagement			
	Inform	Consult	Involve	Collaborate
Parents/Guardians				✓
Students				✓
School Administrators				✓
Teachers		✓		
School Support Staff		✓		
Catholic School Councils				✓
CPIC		✓		
SEAC		✓		
Trustees	✓			

## PART IV: COMMUNICATIONS

### Overall Communications Strategy

Historically, the issue of school uniforms has been contentious in our district, and it continues to be controversial in some school communities across HCDSB. Ensuring that we **communicate with a clear purpose and establish a well-defined set of parameters** for the consultation will help to manage expectations and keep the feedback focused on the goal of the consultation.

### Consultation Methodology & Timelines

Communications Tactic	Channel	Key Audience	Frequency/Timing
<b>Website updates</b> – dedicated webpage; button on each school site	Online	All Stakeholders	TBD
<b>Social media updates</b> – redirect to website for consultation details, timelines, reports, etc.	Social media	All Stakeholders	TBD
<b>Emails to parents/guardians</b> - to keep them informed at each step of the consultation process	Email	Parents/Guardians	TBD
<b>Catholic School Councils</b> - to gather collective feedback	Online Submission Form	Catholic School Councils	TBD
<b>Presentation to CPIC</b> – to gather collective feedback	Online Submission Form	Catholic Parent Involvement Committee	TBD
<b>Presentation to SEAC</b> – to gather collective feedback	Online Submission Form	Special Education Advisory Committee	TBD
<b>2 public consultation meetings</b> – one in Halton Hills/North Milton and one in North Oakville	In person	Parents/Guardians Students	TBD
<b>Online Survey</b> – for parents/guardians/staff who were not able to attend one of the public consultation meetings	Online	All Stakeholders	TBD

Trustee Honoraria	
<b>Adopted:</b> October 5, 2010	<b>Last Reviewed/Revised:</b> October 16, 2018
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To establish requirements for Trustee Honoraria as outlined in Ontario Regulation 357/06.

## Application and Scope

This policy applies to all honoraria for trustees for the trustee term of office beginning December 1, 2018.

## References

[Public Sector Compensation Restraint Act to Protect Public Service Act \(2010\)](#)

[Ontario Regulation 357/06](#)

[Ontario Regulation 412/00](#)

[Ontario Regulation 163/07](#)

## Definitions

Honoraria is defined in the Public Sector Compensation Restraint to Protect Public Services Act, 2010 as “...all forms of payment, benefits and perquisites paid or provided, directly or indirectly, to or for the benefit of” a trustee.

## Principles

The annual amount for a trustee, not including student trustees, is based on:

- the base amount for the year;

- the enrolment amount for the year;
- the attendance amount of the year;
- the distance amounts payable for the year, as per O. Reg. 357/06, s.2 (1).

## Requirements

### HONORARIA COMPONENTS:

- Base Amount as outlined in O. Reg. 357/06, s. 5 (1 – 4):

For a member, other than the chair or vice-chair, the base amount limit for the year is as follows:

- For each year of the term of office beginning on December 1, 2014, \$5,900. O. Reg. 357/06, s. 5 (2)
- For the chair, the base amount limit for the year is determined by the addition of \$5,000 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (3).
- For the vice-chair, the base amount limit for the year is determined by the addition of \$2,500 to the amount determined under subsection (2). O. Reg. 357/06, s. 5 (4).

- Enrolment Amount as outlined in O. Reg. 357/06, s. 6 (1 – 4):

The enrolment amount is calculated anew in each year of a member's term of office, using the Original Budget Estimates projected average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins.

- Attendance Amount as outlined in O. Reg. 357/06, s. 7 (1 – 2):

The attendance amount may be paid to a member for attending any meeting of a committee of the board that is required to be established by an Act or a regulation made under an Act. O. Reg. 357/06, s. 7 (2). The Board does not incorporate the attendance amount in calculating the Trustee Honoraria.

- Distance Amount as outlined in O. Reg. 357/06, s. 8 (1-3):

The distance amount may be paid to the member for attending any meeting of the board or of a committee of the board that is required to be established by an Act or a regulation made under an Act, if:

- The board member is a member of a board that has:
  - A board area greater than 9,000 square kilometres, as set out in Table 1 of Ontario Regulation 412/00 (Elections to and Representation on District School Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4, or
  - a dispersal factor of greater than 25, as set out in Table 5 of Ontario Regulation 412/00 (Elections to and Representation on District School

Boards) made under the Act, as that regulation reads on the day that the board makes its determination under section 4.

- On the day of the meeting, the distance between the member's residence and the place where the meeting is held is more than 200 kilometres. O. Reg. 357/06, s. 8 (2); O. Reg. 163/07, s. 5.

The Board does not pay out a distance amount, as the eligibility criteria are not met.

- Section 8 of the Public Sector Compensation Restraint Act to Protect Public Service Act (2010) prohibits any increase of any honoraria provided to a trustee during a period of public sector restraint as determined and announced by the Premier.

APPROVED: Regular Meeting of the Board

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



<b>Photography, Advertising and Sales Representatives</b>	
<b>Adopted:</b> October 17, 1972	<b>Last Reviewed/Revised:</b> March 5, 2019
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-21 Corporate and Community Investment in Education</a> <a href="#">VI-85 Corporate and Community Investment in Education</a> <a href="#">I-25 Purchasing</a> <a href="#">VI-11 Purchasing</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through School Board</a> <a href="#">VI-40 Request for Promotion and Distribution of Program/Activity Related Materials Through School Board</a>	

## Purpose

To establish a system protocol in respect to photography, advertising and sales representatives.

## Application and Scope

This policy applies to all schools and Board locations within the jurisdiction of the Halton Catholic District School Board.

## References

[Ontario Regulation 298](#)

## Definitions

**Advertising** - may involve items such as yearbook advertisements, special event programs, fun fair sponsorships, partnerships, donor recognition, athletic uniforms and T-shirts.

**Photography** – the practice of taking and processing photographs, particularly for the purpose of generating revenue.

**Sales Representative** - a person or agent designated by a company to solicit business on its behalf.

## Principles

The Halton Catholic District School Board:

- recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board (*Regulation 298 Section (24)*);
- makes explicit its position that students and families in our school system are not to be exploited for commercial purposes;
- acknowledges that class photographers, First Communion and individual photographers are permitted on school premises at the discretion of the principal;
- recognizes that while photography sessions may be permitted by a school, parents/guardians are under no obligation to purchase any such photographs;
- expects that all class, or group, photos are to reflect the equitable and inclusive environment of our schools; and
- expects all service providers to follow the Board's direction on providing an equitable and inclusive environment for all our students and staff.

## Requirements

The Halton Catholic District School Board:

- will notify parents and/or guardians of all photography of their children/wards taken on school premises;
- requires that all materials approved for distribution will be in keeping with the Board's Mission and Values Statements and will not be in contravention of any Board policy;
- requires that electronic communication be governed by the appropriate Information Technology policies and will be consistent with this policy;
- requires that all agents and sales representatives wishing to present and/or advertise their products to a school must first obtain approval from the Principal. System-wide advertising requires approval from the Director of Education; and,
- requires that any use of the Board logo, in part or in full, is prohibited in conjunction with commercial logos and advertisements without the approval of the Superintendent of Business Services and Treasurer

APPROVED: Regular Meeting of the Board

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

## Educational Field Trips

**Adopted:**

October 6, 2014

**Last Reviewed/Revised:**

November 4, 2019

**Next Scheduled Review:** 2018-2019

**Associated Policies & Procedures:**

[II-19 Educational Field Trips](#)

[VI-07 Transportation of Students in Private Vehicles Driven by Other Students](#)

[VI-07\(A\) School Bus Accident Procedure](#)

[VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers](#)

[II-37 Volunteers in Catholic Schools](#)

[V-04 School Fundraising Activities](#)

[VI-59 School Fundraising Activities](#)

[III-14 Employee Code of Conduct](#)

[II-39 Progressive Discipline and Safety in Schools](#)

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

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

[II-42 Medical Health Conditions](#)

## Purpose

To outline procedures and expectations to be followed by staff regarding all educational field trips for consistency and safety of all.

## Application and Scope

This procedure applies to school administrative staff, teaching staff, support staff and volunteers in the Halton Catholic District School Board for all curricular and co-curricular trips.

## References

[Ontario Highway Traffic Act](#)



## Principles

The Board acknowledges that educational field trips enhance learning opportunities for students.

- Educational field trips may be considered only insofar as they meet each of the following educational validity criteria:
  - The experience shall lie within the competency and /or understanding of the students involved;
  - The experience shall have a curricular and/or co-instructional relevance for the group of students concerned;
  - The experience shall meet the Ministry of Education curriculum expectations and/or Catholic School Graduate Expectations that have been clearly identified by the teacher/trip organizer;
  - The experience shall have educational value in proportion to the time spent traveling and the time spent on the activity;
  - The experience shall promote student engagement, community and asset building, citizenship, and/or student leadership opportunities.
- Educational field trips are encouraged for all students at every grade level.
- Educational field trips shall promote learning.

## Requirements

### Principal Responsibilities

- For all educational field trips the Principal shall ensure that:
  - The trip activities reflect and promote our Catholic philosophy of education and include a Faith component.
  - The contents of the “HCDSB Out of Classroom Program Safety Guideline” and its companion safety guideline “Out of Classroom Program – Teacher Checklist” is referenced and followed as the mandatory minimum safety standards for all educational field trips.
  - Volunteers on excursions must meet eligibility requirements as listed in *Policy II-37 Volunteers in School*.
  - All supervising staff, including volunteers, must be aware of the Board's expectations for staff and student behaviour and conduct as outlined in Board Operating Policies *III-14 Employee Code of Conduct*; *II-39 Progressive Discipline and Safety in Schools*; ~~*II-27 Student Behaviour*~~; *II-40 Bullying Prevention and Intervention*; *II-42 Medical Conditions*.
  - Staff are responsible for addressing and resolving any medical or behavioural issues of students through the duration of the trip, i.e. 24/7, in accordance with Board policy and in consultation with school administration, when required.

**Commented [JN1]:** II-27 Student Behaviour was rescinded



- Students and staff are not permitted to use or be in possession of illegal drugs and/or alcohol.
- Any Code of Conduct provided and accepted by school personnel from the trip provider(s), by extension becomes the accepted Code of Conduct for staff and students in association with *III-14 Employee Code of Conduct* and *II-39 Progressive Discipline and Safety in Schools*.
- When students will be participating in physical activities on the field trip (e.g. swimming, canoeing, hiking, alpine skiing, snowboarding, cross country skiing, cycling, wall climbing, etc.), the trip organizer is to reference and follow the mandatory minimum safety standards of the activity as outlined in the "HCDSB Physical Education Curricular Safety Guidelines" for the specific activities taking place. An individual certified with St. John Ambulance Emergency First Aid or equivalent is mandatory as a participant in all excursions approved by the Extensive Trip Advisory Committee (ETAC) and is recommended in all other excursions.
- Consent to Participate, Emergency Contact and Medical Information Forms ~~for DAY TRIPS, OVERNIGHT TRIPS, EXTENSIVE TRIPS~~ Day Trips, Overnight Trips, and Extensive Trips, - including offsite physical activities must be completed and signed by the parent/guardian and are to be received from each student participating in the educational field trip, prior to the trip. These forms must be brought on the trip by the trip organizer. Verbal consent is not an accepted practice to permit students to participate on trips.
- ~~○ Consent to Participate, Emergency Contact and Medical Information forms specific to the following offsite physical activities must be completed and signed by the parent/guardian and are to be received from each student participating in the trip, prior to the activity. These forms must be brought on the trip by the trip organizer:~~
  - ~~Skating Activities Form~~
  - ~~Aquatics Form~~
  - ~~Winter Ski Board Activities Form~~
- Teacher-student ratios for the effective supervision (quantitative, qualitative) of students must be maintained throughout the entirety of the field trip:
  - while being transported to the site;
  - while on site;
  - participating at activities on site;
  - being transported back to school.

With the exception of emergency circumstances that arise on the trip.

Refer to current "Out of Classroom Programs Safety Guidelines" for grade appropriate ratios.

- ~~Out of province/country medical insurance provisions must be made for health care insurance. Extended Blue Cross or equivalent coverage must, and must~~ be in place for each participant involved in activities that occur out of province/country.





- o Often, outside organizations insist on “waiver, release/hold harmless form or agreement” being signed (by school staff or by parents/guardians) as a condition for visiting a site or participating in an activity operated by an outside vendor. If so, send the “Letter to Activity Operators from the School” to the facility before the trip is booked. This should avoid any disagreement with the facility, which could lead to the cancellation of the trip/excursion. Principals, Vice Principals or any school staff should NOT sign waiver forms on behalf of students as a condition for visiting any location owned/operated by an outside party. If the outside organization continues to insist on waiver forms being signed by the parents/students as a condition for visiting a site or participating in an activity, schools are advised to look for an alternate vendor.

### Health Advisories/Travel Warnings

In consultation with Halton Region Health Department, the following recommendations for student international trips must be considered:

- before planning the trip, check the travel advisories with particular attention to influenza spread for that area or any other high incidence of diseases (refer to the Public Health Agency of Canada Travel Health Notice website - <http://www.phac-aspc.ca/tmp-pmv/notices-avis/index-eng.php>);
- carefully check the cancellation insurance clauses provided by the transportation carrier – know what is covered and what is not;
- refer to the Foreign Affairs and International Trade Canada Travel Reports and Warnings website: <http://travel.gc.ca/travelling/advisories>.

### Cancellation Insurance

All overnight or extended excursions must make cancellation insurance available to parents. In some cases, the tour provider will provide this option with the cost of the cancellation insurance being embedded in the total price of the trip. If the cancellation insurance is offered separately, parents may choose not to buy the cancellation insurance thereby affecting the total amount payable for the trip. The tour provider should provide a disclaimer outlining any potential refund policy, if applicable.

No student will be denied participation in a trip if the parents/guardians choose not to purchase the cancellation insurance, with the exception of Extensive Trips (i.e. trips requiring ETAC approval).

- Day Trips: In the event that a trip must be cancelled for reasons beyond the control of the school and/or Board, the school principal will attempt to recover costs already paid by the parents/school or arrange to reschedule the trip on another date.
- Overnight and Extensive Trips: In the event that a trip must be cancelled for reasons beyond the control of the school and/or Board, and cancellation insurance has not been purchased by the parent/guardian, the school and Board may not be able to reimburse parents for monies already paid for the trip.
- Students, who for disciplinary reasons, are excluded from participation of any trip, at the discretion of the Principal, after refund deadlines have expired, may not be eligible for either partial or full refunds from the school or Board.



- The principal may, at their discretion, reimburse all or partial funds in extenuating circumstances.

**Personal Electronic Devices (PED) Use on Day, Overnight or Extensive Trips:**

- Principals may govern and restrict the use of PED's by students while on any type of school trip. Under the Progressive Discipline and Safety in Schools Act, principals shall remind students that the students are responsible for their conduct to the principal while on these trips which are considered an extension of the instructional day. Accordingly, inappropriate, immoral or illegal use of any PED is subject to consequences as outlined in the School Code of Conduct.
- Digital cameras and audio/video recording devices are permitted. Principals may apply consequences for the inappropriate use of digital cameras or other photographic devices that are consistent with the School Code of Conduct.
- The Board is not responsible for loss and/or damage or cost incurred with the use of PED's on the trip (i.e. Roaming Charges; Long-Distance Fees, etc.)
- The designated teacher in charge of the trip will confiscate any PED for inappropriate or unlawful use. The PED will be returned to the student at the conclusion of the trip.

**Teacher in Charge**

The "in charge person" is to implement the trip planning procedures as outlined in the current Out of Classroom – In Charge Teacher Implementation Checklist and be familiar with the contents of the current Halton Catholic District School Board Out of Classroom Safety Guidelines Program.

**Transportation**

A passenger list for each vehicle (private – e.g. car and/or commercial – e.g. bus) with license plate for each vehicle must be completed with one copy retained in the school with the Principal/designate and one copy for the vehicle.

When using Public Transit, identification of route number and/or schedule shall be communicated to the Principal, as early as possible.

When transportation is by private vehicle:

- a) Driven by Staff/Parent Volunteer: The form 'Authorization to Transport Students Participating in School Events' must be completed by the driver and approved by the Principal/designate prior to the trip.

NOTE: OSBIE does not recommend transportation of students by staff members in private vehicles for liability reasons.

- b) Driven by Students: To be an approved student volunteer driver by the principal/designate all of the following conditions must be present:
  - a registered student in the school;
  - 18 years of age or a grade 12 student;
  - holds a valid Ontario Class G2 license;



**Procedure No. VI-70 | Educational Field Trips**

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- vehicle has the Board required \$1,000,000.00 insurance;
- the Student Driver Authorization form must be completed *by the owner of the vehicle signed by the parent/guardian* with signed authorization from the principal/designate prior to the trip;
- The *Student Passenger Form* must be *completed and signed by parent/guardian* of the student and approved by the Principal/designate prior to the trip. Refer to *Administrative Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students*.

APPROVED: Regular Meeting of the Administrative Council

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

## Transportation of Students in Private Vehicles Driven by Other Students

**Adopted:**

February 1996

**Last Reviewed/Revised:**

November 4, 2019

**Next Scheduled Review:** 2018-2019

**Associated Policies & Procedures:**

[II-19 Educational Field Trips](#)

[VI-70 Educational Field Trips](#)

[VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers](#)

## Purpose

The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles driven by other students.

## Application and Scope

It is understood that the procedures apply to all appropriately licensed students who on occasion drive and/or are transported in private vehicles to school-approved activities in which they are participants.

## References

[Ontario Highway Traffic Act](#)

## Principles

The Halton Catholic District School Board (HCDSB) generally requires and provides Board-approved transportation to students attending school-approved activities. The HCDSB prefers parents to drive their own children, however, it is acknowledged that on occasion and upon student/parent request it is more practical for appropriately licensed students to transport themselves and/or other students to school-approved activities in which they are participants.

## Requirements



1. The Ontario Motorist Protection Plan (1990) has replaced the right to sue for damages with guaranteed compensation for personal injury regardless of who caused the accident except in the event of serious accidents.
2. According to the above-noted legislation, lawsuits will still be permitted in such cases, i.e., where an accident has caused “death, permanent serious disfigurement or permanent serious impairment of an important bodily function caused by continuing injury which is physical in nature.” Amendments to the legislation (Bill 198) have increased the right of suit to include the right to sue for pain and suffering, subject to a \$30,000.00 deductible.
3. The H.C.D.S.B. provides Non-Owned Automobile Liability Insurance for claims that exceed the owner’s insurance, while the vehicle is being operated on Board business. Volunteer drivers are ~~required~~ recommended to carry \$1,000,000.00 of liability insurance; therefore, this coverage would respond to liability claims that exceed \$1,000,000.00, up to a combined limit of \$20,000,000.00.

Commented [JN1]: Consistency of language in document

**Please note:**

1. The standard personal automobile policy permits the occasional driving of students for school activities. Those who wish to assist by driving on a regular basis should be advised to notify their insurance agent for an interpretation of what constitutes “occasional” driving of students, and to ensure that their auto policy is correctly rated for the use of the vehicle. It is recommended that individuals using personal vehicles for Board business carry a minimum of \$1,000,000.00 public liability coverage for their own protection.
2. Parents are to be advised to review the recommendation to add the Family Protection Endorsement (O.E.F. #44, formerly S.E.F. #44) to their automobile policy. This is to provide coverage for the remote possibility when their sons or daughters are being transported in another vehicle other than their parents’, which is involved in a serious accident caused by an underinsured motorist.
3. All applicable Ministry of Transportation regulations when transporting students in private and/or commercial vehicles must be followed. Principals/designates should ensure that individuals transporting students to school activities are aware of the Ontario ~~seat~~ Seat belt ~~Belt~~ legislation Legislation, and the most current ~~Distracted~~ Driving Legislation.
  - ☞ ~~Seat belts must be used at all times.~~
  - ☞ ~~The driver is responsible to see that children from the age of 5 to 16 years of age are wearing a seat belt buckled up.~~
  - ☞ ~~Children under the age of twelve (12) should be placed in the back seat of the vehicle and provided with the appropriate seat belt/restraint system. (Highway Traffic Act)~~
  - ☞ ~~Regulation 195/05 prohibits transportation of students, under eight (8) years of age, in cars, minivans or taxis unless an approved booster seat is used.~~
  - ☞ ~~Legislation makes it illegal for drivers to talk text, type, deal or e-mail using hand held cell phones and other handheld communications and entertainment devices.~~

Commented [JN2]: Updated requirements



- ~~o The law also prohibits drivers from viewing display screens while driving, such as laptops, DVD players that are unrelated to the driving task.~~
- o Ontario's distracted driving laws apply to the use of hand-held communication/entertainment devices and certain display screens.
- o Seat belts must be in working condition and used by all passengers. All vehicle drivers and passengers must wear a seatbelt that is properly adjusted and securely fastened.
- o
- o Drivers are responsible for ensuring that all children who are not big enough or old enough to use a seatbelt are secured in an appropriate child car seat or booster seat.
- o Passengers who are 16 years of age or older are responsible for buckling up themselves, otherwise the driver is responsible to ensure that children are buckled up.
- o Children under the age of thirteen (13) should be placed in the back seat of the vehicle and away from active airbags.

4. Strict adherence to the provisions/regulations of the government's graduated license system are to be ensured. Specifically,

A G2 allows a driver to drive:

- o without another experienced driver in the car
- o on all Ontario roads
- o at any time of the day, in most cases

You must still:

- o have a zero blood alcohol level
- o carry only as many passengers as there are working seatbelts
- o If you are 19 and under, some other restrictions still apply:

- o G2 drivers 19 and under:

- Between midnight and 5 a.m.: you can only drive with one passenger who is 19 or under in your car.
- This condition applies for the first six months of G2. After six months, you can drive with up to three passengers 19 or under between midnight and 5 a.m.

This condition does not apply, if:

- o you have a fully licensed driver in the car (with four years plus experience driving)
- o your passengers are immediate family members (e.g., a parent, brother or sister)

5. A passenger list for each vehicle with a license plate must be complete with one copy retained in the school with the Principal/designate and one copy in the vehicle.



**Procedure No. VI-07** | Transportation of Students in Private Vehicles Driven by Other Students



6. Students and staff must not be transported by 9 passenger vans or greater, according to OSBIE guidelines.
7. The Student Passenger Forms (A and B) must be completed and signed by the parent/guardian of the student and approved by the Principal/designate prior to the trip.
8. To be an approved student volunteer driver by the principal/designate all of the following conditions must be present:
  - o a registered student in the school;
  - o 18 years of age or a grade 12 student;
  - o holds a valid Ontario Class G2 license;
  - o vehicle has the Board required \$1,000,000.00 insurance;
  - o the Student Driver Authorization form is completed with signed authorization from the principal/designate.

APPROVED: Regular Meeting of the Administrative Council

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



**Form A**

**Halton Catholic District School Board  
Transportation of Students in Private Vehicles Driven by Students**

The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles driven by other students. It is understood that the procedures apply to all students who on occasion drive and/or are transported in private vehicles to school-approved activities in which they are participants.

**Student Driver Criteria to be a Trip Driver:**

To be an approved student volunteer driver by the principal/designate all of the following conditions must be present:

- a registered student in the school;
- 18 years of age or a grade 12 student;
- holds a valid Ontario Class G2 license;
- vehicle has the Board required \$1,000,000.00 insurance;
- the Student Driver Authorization form is completed with signed authorization from the principal/designate.

**Government Graduated License System and Passengers:**

Strict adherence to the provisions/regulations of the government's graduated license system is to be ensured (September 1, 2005). The number of passengers in the vehicle is limited to the following if driven between the hours of midnight to 5:00 a.m.

- for the first six (6) months – limit of one (1) passenger aged 19 and under,
- after the six (6) months – limit of three (3) passengers aged 19 and under.

*The passenger limitations do not apply if the G2 driver is operating a motor vehicle after 5:00 a.m. and before midnight.*

**Board's Excess Liability Insurance:**

The Halton Catholic District School Board provides Non-Owned Automobile Liability Insurance for claims that exceed the owner's insurance, while the vehicle is being operated on Board business. Volunteer drivers are required to carry \$1,000,000.00 of liability insurance, therefore, this coverage would respond to liability claims that exceed \$1,000,000.00, up to a combined limit of \$20,000,000.00.

Student Drivers/Owners of the Vehicle are advised that, in order to bring into effect the Board's Excess Liability Insurance, they must:

- a) use a licensed automobile which carries valid third-party liability insurance as required under legislation in the Province of Ontario;

**Procedure No. VI-07** | Transportation of Students in Private Vehicles Driven by Other Students



- b) volunteer drivers must carry a minimum of \$1,000,000.00 of third-party automobile liability insurance;
- c) provide the Board prompt written notice, with all available particulars, or any accident arising out of the use of a licensed automobile during a trip on business of the Board;
- d) be aware that the Board's Excess Liability Insurance comes into effect only after the "trip drivers" insurance has been exhausted;
- e) be aware that any damage to the volunteer's vehicle, the cost of insurance deductible, or premium adjustment as the result of an accident while the vehicle is being used on Board-related business, is not covered by the Board's Excess Automobile Liability Insurance.

APPROVED: \_\_\_\_\_ Regular Meeting of the Administrative Council

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

**Commented [JN3]:** This is included twice, and should only be on page 3.



Form A

**Halton Catholic District School Board  
Student Volunteer Drivers**

**Authorization for Student to Transport Other Students  
Participating in School Sponsored Event(S)**

**Declaration to be Signed by Driver:**

1. I have read and understand the requirements of a student volunteer driver for the Halton Catholic District School Board as outlined on the previous page.
2. I declare that I am licensed to drive in Ontario and meet or exceed the criteria for a student volunteer driver for the HCDSB s outlined on the previous page.
3. I have been given authorization by the owner of the vehicle to transport students participating in the school even(s) listed on this form.
4. I am aware that the transportation is limited to and from the listed school-sponsored activity.

\_\_\_\_\_  
(Name – please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Declaration to be Signed by Owner of the Vehicle:**

1. I have read and understand the requirements of a student volunteer driver for the Halton Catholic District School Board as outlined on the previous page. I know that the driver meets the criteria for a student volunteer driver for the HCDSB.
2. I give permission for my vehicle to be used by the driver indicated on the form to transport him/herself and other participating students to and from school-approved events.
3. I certify to the Principal and the HCDSB that the vehicle and driver indicated are covered by the minimum amount of insurance indicated, i.e. \$1,000,000.00.

INSURANCE CO:

POLICY NO.

EXPIRY DATE:

4. That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

\_\_\_\_\_  
(Name – Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

cont. ...



**Principal/Designate Authorization:**

This will authorize: \_\_\_\_\_:  
(Print Name of Student)

- To transport students participating in the event(s) listed on the attached school schedule

**OR**

- To transport students participating in the following school activity: \_\_\_\_\_

\_\_\_\_\_  
Principal/Designate Signature

\_\_\_\_\_  
Date

NOTE: The principal shall keep a record of the names of students who qualify to drive.

*This information is collected in accordance with the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.*



Form B

**Halton Catholic District School Board  
Student Passengers**

**Transportation of Students in Private Vehicles Driven by Students**

The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles driven by other students. It is understood that the procedures apply to all students who on occasion drive and/or are transported in private vehicles to school-approved activities in which they are participants.

Parents are to be advised to review the recommendation to add the Family Protection Endorsement (O.E.F. #44, formerly S.E.F. #44) to their automobile policy. This is to provide coverage for the remote possibility when their sons or daughters are being transported in another vehicle other than their parents', which is involved in a serious accident caused by an underinsured motorist.

**Student Passenger Criteria:**

- each student passenger must have a seat belt and use the seat belt;
- students must not be transported by 9-passenger vans or greater

**Student Driver Criteria to be a Trip Driver:**

To be an approved student volunteer driver by the principal/designate all of the following conditions must be present:

- a registered student in the school;
- 18 years of age or a grade 12 student;
- holds a valid Ontario Class G2 license;
- vehicle has the Board required \$1,000,000.00 insurance;
- the Student Driver Authorization form is completed with signed authorization from the principal/designate.

**Government Graduated License System and Passengers:**

Strict adherence to the provisions/regulations of the government's graduated license system is to be ensured (September 1, 2005). The number of passengers in the vehicle is limited to the following if driven between the hours of midnight to 5:00 a.m.

- for the first six (6) months – limit of one (1) passenger aged 19 and under,
- after the six (6) months – limit of three (3) passengers aged 19 and under.

*The passenger limitations do not apply if the G2 driver is operating a motor vehicle after 5:00 a.m. and before midnight.*





Form B

**Halton Catholic District School Board  
Transportation of Students in Private Vehicles Driven by Students**

**Permission for Student to accept ride in Private Vehicle by Students**

**TO:** \_\_\_\_\_ **Catholic Secondary School**

I/WE give permission for our son/daughter to be transported by a student driver in a private vehicle to and from the school activity or activities in which they are participants on the date(s) as indicated below:

**(Please Print)**

**Student Name:** \_\_\_\_\_

**Course/Activity:** \_\_\_\_\_

**Location(s) of**

**School Activity:** \_\_\_\_\_

**Date(s) for**

**School Activity:** \_\_\_\_\_

**Estimated Departure Time(s):** \_\_\_\_\_

**Estimated Return Time(s):** \_\_\_\_\_

**Parent/Guardian Authorization:**

I/We have read the requirements on the reverse side of this form.

\_\_\_\_\_  
(Parent/Guardian Name – Please Print)      Signature      Date

**Principal/Designate Authorization:**

This will authorize: \_\_\_\_\_ to be transported by a  
(Print Name of Student)  
student driver in a private vehicle to and from the school-sponsored event.

\_\_\_\_\_  
Principal/Designate Signature      Date

<b>Transportation of Students in Private Vehicles Driven by Volunteer Drivers</b>	
<b>Adopted:</b> January 1998	<b>Last Reviewed/Revised:</b> November 4, 2019
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <b>II-19</b> Educational Field Trips <b>VI-70</b> Educational Field Trips <b>VI-07</b> Transportation of Students in Private Vehicles Driven by Other Students	

## Purpose

The following procedures have been established for the purpose of providing consistent directives relative to the transportation of students in private vehicles driven by volunteer drivers.

## Application and Scope

It is understood that the procedures apply to all appropriately licensed volunteer drivers, i.e., teachers, other Board employees and parents, who on occasion, drive students in private vehicles to school-approved activities.

## References

[Ontario Highway Traffic Act](#)

## Principles

The Halton Catholic District School Board generally requires Board-approved transportation to students attending school-approved activities. Parents driving their own child is preferred; however, it is acknowledged that on occasion it is more practical for appropriately licensed volunteer drivers to transport students to school-approved activities.

## Requirements

1. The Halton Catholic District School Board provides excess coverage insurance for teachers, other Board employees, volunteers and students driving their own cars on Board business.

## Procedure No. VI-14 | Transportation of Students in Private Vehicles Driven by Volunteer Drivers

2. The Ontario Motorist Protection Plan (1990) has replaced the right to sue for damages with guaranteed compensation for personal injury regardless of who caused the accident except in the event of serious accidents.
3. According to the above-noted legislation, lawsuits will still be permitted in such cases, i.e., where an accident has caused “death, permanent serious disfigurement or permanent serious impairment of an important bodily function caused by continuing injury which is physical in nature”. Amendments to the legislation have increased the right of suit to include the right to sue for pain and suffering, subject to a \$30,000.00 deductible.
4. The HCDSB provides Non-Owned Automobile Liability Insurance for claims that exceed the owner’s insurance, while the vehicle is being operated on Board business. Volunteer drivers are required to carry \$1,000,000.00 of liability insurance; therefore, this coverage would respond to claims that exceed \$1,000,000.00 up to a combined limit of \$20,000,000.00.
5. Principals/designates are requested to ensure completion of the “~~Volunteer Drivers – Authorization To Transport Students Participating In School Activities Form~~Events Form” for all approved volunteer drivers. ~~(Revised September 2009)~~ Regulation 195/05 prohibits transportation of students, under eight (8) years of age, in cars, minivans or taxis unless an approved booster seat is used).
6. The standard personal automobile policy permits the occasional driving of students for school activities. Those who wish to assist by driving on a regular basis should be advised to notify their insurance agent for an interpretation of what constitutes “occasional” driving of students, and to ensure that their auto policy is correctly rated for the use of the vehicle. It is recommended that individuals using personal vehicles for Board business carry a minimum of \$1,000,000.00 public liability coverage for their own protection.
7. All applicable Ministry of Transportation regulations when transporting students in private and/or commercial vehicles must be followed. Principals/designates should ensure that individuals transporting students to school activities are aware of the Ontario ~~seat~~Seat belt~~–Belt legislation~~legislation, the most current Distracted Driver Legislation and the attendant requirements outlined in this administrative procedure.
  - ~~○ Legislation makes it illegal for drivers to talk text, type, deal or e-mail using hand held cell phones and other handheld communications and entertainment devices.~~
  - ~~○ The law also prohibits drivers from viewing display screens while driving, such as laptops, DVD players that are unrelated to the driving task.—~~
  - Ontario’s distracted driving laws apply to the use of hand-held communication/entertainment devices and certain display screens.
  - Seat belts must be in working condition and used by all passengers. All vehicle drivers and passengers must wear a seatbelt that is properly adjusted and securely fastened.
  - ~~○ The driver is responsible to ensure that children from the age of 5 to 16 years of age are buckled up~~

**Procedure No. VI-14** | Transportation of Students in Private Vehicles Driven by Volunteer Drivers

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- Drivers are responsible for ensuring that all children who are not big enough or old enough to use a seatbelt are secured in an appropriate child car seat or booster seat.
- Passengers who are 16 years of age or older are responsible for buckling up themselves, otherwise the driver is responsible to ensure that children are buckled up.
- Children under the age of ~~twelve (12)~~ thirteen (13) should be placed in the back seat of the vehicle and away from active airbags. ~~and provided with the appropriate seat belt/restraint system.~~

8. Students and staff must not be transported by 9-passenger vans or greater

**Note:** Parents are to be advised to review the recommendation to add the “Family Protection Endorsement” to their automobile policy. This is to provide coverage for the remote possibility when their sons or daughters are being transported in another vehicle, other than by their parents, which is involved in a serious accident caused by an underinsured motorist.

APPROVED: Regular Meeting of the Administrative Council

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

## AUTHORIZATION TO TRANSPORT STUDENTS PARTICIPATING IN SCHOOL EVENT(S)

Please Note:

REGULATION 195/05 PROHIBITS THE TRANSPORTING OF STUDENTS UNDER EIGHT (8) YEARS OF AGE IN CARS, MINIVANS OR TAXIS UNLESS AN APPROVED BOOSTER SEAT IS USED.

PARENT SUPERVISORS MUST HAVE THEIR VULNERABLE SECTOR SCREENING CHECK ON FILE AT THE SCHOOL PRIOR TO THE TRIP.

**\*\*STUDENTS ARE NOT TO BE TRANSPORTED IN 9 SEAT (OR GREATER) VANS.**

THE SCHOOL BOARD VALUES YOUR CONTRIBUTION AS A VOLUNTEER DRIVER AND WOULD LIKE TO THANK YOU.

PLEASE BE INFORMED AND REVIEW THE BOARD'S INSURANCE COVERAGE SUMMARY OUTLINED ON THE REVERSE

### VOLUNTEER DRIVERS

THIS WILL AUTHORIZE:

\_\_\_\_\_  
(NAME OF STAFF MEMBER OR OTHER VOLUNTEER DRIVER)

1. TO TRANSPORT STUDENTS PARTICIPATING IN THE EVENTS LISTED ON THE ATTACHED SCHOOL SCHEDULE:

OR

2. TO TRANSPORT STUDENTS PARTICIPATING IN THE FOLLOWING SCHOOL ACTIVITY:

\_\_\_\_\_  
\_\_\_\_\_

3. VEHICLE INFORMATION:

MAKE:	YEAR:	LICENSE #:
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ALL "TRIP DRIVERS"<sup>1</sup> INCLUDING VOLUNTEER DRIVERS ARE ADVISED THAT, IN ORDER TO BRING INTO EFFECT THE BOARD'S EXCESS LIABILITY INSURANCE, THEY SHOULD:

- Use a licensed automobile which carries valid third-party liability insurance as required under Legislation in the Province of Ontario
- Provide the Board prompt written notice, with all available particulars, of any accident arising out of the use of a licensed automobile during a trip on business of the Board.
- Be aware that the Board's Excess Liability Insurance comes into effect only after the "trip drivers" insurance has been exhausted**
- Carry a minimum of \$1,000,000.00 of third party automobile liability insurance
- Be aware that any damage to the volunteer's vehicle, the cost of insurance deductible, or premium adjustment as the result of an accident while the vehicle is being used on Board-related business, is NOT covered by the Board's Excess Automobile Liability Insurance.**

<sup>1</sup>N.B. A "TRIP DRIVER" IS DEFINED AS ANY PERSON AUTHORIZED BY THE BOARD WHO HAS AGREED TO BE A DRIVER FOR A CERTAIN TRIP WHILE THEY ARE DRIVING THEIR OWN OR ANOTHER LICENSED AUTHORIZED AUTOMOBILE; TO INCLUDE TRUSTEES, EMPLOYEES, TEACHERS, PARENTS, VOLUNTEERS AND OFFICIALS OF THE BOARD.

1. DECLARATION TO BE SIGNED BY DRIVER:

- I declare that I am licensed to drive in Ontario and my vehicle is insured by valid automobile liability insurance as required by Ontario law.
- That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

\_\_\_\_\_  
(NAME – PLEASE PRINT)

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

2. DECLARATION TO BE SIGNED BY THE OWNER OF THE VEHICLE, IF THE VOLUNTEER DRIVER DOES NOT OWN THE VEHICLE:

- I declare that I have authorized \_\_\_\_\_ to drive my vehicle to transport students participating in the school event(s) listed on this form.
- He/she is licensed to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario Legislation.
- That the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

\_\_\_\_\_  
(NAME – PLEASE PRINT)

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

3. PRINCIPAL/DESIGNATE AUTHORIZATION:

This will authorize \_\_\_\_\_ to transport students participating in school  
(NAME – PLEASE PRINT)  
sponsored events to and from the activity site.

\_\_\_\_\_  
PRINCIPAL/DESIGNATE SIGNATURE

\_\_\_\_\_  
DATE

## Selection and Appointment of Positions of Academic Administrative Responsibilities

**Adopted:**

December 17, 2002

**Last Reviewed/Revised:**

~~April 18, 2011~~ November 4, 2019

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

**Associated Policies & Procedures:**

[III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel](#)

[I-02 Records and Information Management](#)

[I-16 Records Management Under MFIPPA](#)

[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;

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

- 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~~ Up to three (3) Trustee representatives, 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~~ Up to three (3) Trustee representatives, 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.

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Administrative Responsibilities

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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.

APPROVED: Regular Meeting of the Administrative Council

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