

POLICY COMMITTEE MEETING
AGENDA

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

	Pages
1. Call to Order (P. Daly)	
1.1 Opening Prayer (S. Balogh)	
2. Approvals (P. Daly)	
2.1 Approval of Agenda	
2.2 Approval of Minutes (November 12, 2019)	1 - 6
3. Declarations of Conflict of Interest (P. Daly)	
4. Action Items	
4.1 Election of the Chair of the Policy Committee (December 10, 2019 - December 2020) (P. Daly)	
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4.7 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara)	30 - 34
5. Discussion Items	
5.1 Expanding French Immersion Programming Plan (A. Prkacin, R. Merrick, A. Lofts, F. Thibeault)	35 - 64
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6. Information Items	

6.1	Administrative Procedure VI-20 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat (J. Crowell, R. Merrick)	70 - 75
6.2	Administrative Procedure VI-70 Educational Field Trips (S. Balogh)	76 - 81
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6.4	Administrative Procedure VI-30 Access to School Premises (J. Crowell, R. Merrick)	86 - 90
6.5	Administrative Procedure VI-71 Concussion Safety (S. Balogh)	91 - 101
6.6	Upcoming Agenda Items (January 14, 2020) (S. Balogh)	
6.6.1	Policy II-38 Educational Research (L. Collimore)	
6.6.2	Policy I-01 Catholic School Support (A. Lofts, F. Thibeault)	
6.6.3	Policy I-21 Corporate and Community Investment in Education (A. Lofts)	
6.6.4	Policy II-24 Home to School Transportation (A. Lofts, F. Thibeault)	
6.6.5	Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities (A. Lofts, A. Prkacin)	
6.6.6	Policy III-17 Attendance Support Program (J. O'Hara)	
6.6.7	Policy V-07 Donations Bequests to a School or to the Board (A. Lofts)	
6.6.8	Information Items	
6.6.8.1	Administrative Procedure VI-25 Educational Research (L. Collimore)	
6.6.8.2	Administrative Procedure VI-85 Corporate Investment in Education (A. Lofts)	
6.6.8.3	Administrative Procedure VI-07(a) - School Bus Accident Procedure (A. Lofts, F. Thibeault)	
6.6.8.4	Administrative Procedure VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures (A. Lofts, F. Thibeault, A. Swinden, P. Daly)	
6.6.8.5	Administrative Procedure VI-57 Fees for Learning Materials, Program, Curricular and Co-Curricular Activities (A. Lofts, A. Prkacin)	
6.6.8.6	Administrative Procedure VI-05 Secondary School Cafeteria Commissions (A. Lofts)	
6.6.8.7	Administrative Procedure VI-06 Charitable Receipts (A. Lofts)	
6.6.8.8	Administrative Procedure VI-31 Trust Funds (A. Lofts)	

6.6.8.9 Administrative Procedure VI-76 Attendance Support Program
(J. O'Hara)

7. Miscellaneous Information

7.1 Policy Committee Work Plan 2019-2020 (S. Balogh)

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8. In Camera

9. Motion to Excuse Absent Committee Members

10. Motion to Adjourn/ Closing Prayer (B. Agnew)

POLICY COMMITTEE MEETING MINUTES

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

Members Present	B. Agnew	V. Iantomasi – by teleconference
	P. DeRosa	H. Karabela – by teleconference
	M. Duarte	P. Murphy
	N. Guzzo	T. O'Brien
Staff Present	P. Daly, Director of Education	
	S. Balogh, Superintendent of Education, School Services	
	J. Crowell, Superintendent of Education, School Services	
	J. O' Hara, Executive Officer, Human Resources Services	
	A. Lofts, Superintendent, Business Services – by teleconference	
	A. Prkacin, Superintendent of Education, Curriculum Services	
	D. Ilczynya, Senior Manager, Human Resources Services	
	D. Tkalcic, Manager, Purchasing Services	
	A. Swinden, Manager, Strategic Communications	
	F. Thibeault, Senior Manager, Planning Services	
	R. Di Pietro, Executive Assistant, Office of the Director	
Regrets	J. O'Hearn-Czarnota	
Recording Secretary	J. Neuman	

1. Call to Order

1.1 Opening Prayer (V. Iantomasi)

The meeting began at 7:00 p.m. with a prayer led by V. Iantomasi.

2. Approvals

2.1 Approval of Agenda

P#78/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the agenda be approved, as amended.

The chair rearranged the agenda as follows:

Move Item 4.3 to 4.1

Move Item 4.5 to 4.2

The Chair called for a vote. Recommendation **P#78/19 Carried**

2.2 Approval of Minutes (October 10, 2019)

P#79/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the minutes of the Policy Committee Meeting held on October 8, 2019 be approved, as submitted.

The Chair called for a vote. Recommendation **P#79/19 Carried**

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

4. Action Items

4.1 Policy II-51 Optional French Programming (French Immersion - Extended French) (A. Prkacin, F. Thibeault)

P#80/19

Moved by: P. Murphy

Seconded by: B. Agnew

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.

F. Thibeault presented the supplementary information regarding the impact of siblings of students on the schools offering the French programmes either by admission to the program or cross boundary access.

Questions regarding infographics, percentages and immediate placement, and projections were asked and answered.

Discussion regarding the policy ensued.

M. Duarte recommended a change to section 2.3 of the policy.

Discussion ensued. It was determined that section 2.3 will read as follows: *Prior to any changes being 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.*

Discussion ensued regarding the Multi-Year French Teacher Recruitment Plan. Questions for clarification were asked and answered. It was determined that the policy should include a reference to the recruitment plan and that section 1.1 will read as follows: *Where feasible and staffing permits, an increase of program offering of optional French Programs will occur. Staff will report annually on the Multi-Year French Teacher Recruitment Plan.*

Discussion ensued regarding expansion of the French Immersion program. Trustees requested that the existing report in regards to expansion be reviewed at the next policy committee meeting.

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#80/19 Carried**

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

4.2 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara)
P#81/19

Moved by: P. Murphy

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

A point of order was raised that a motion to amend the policy was made at a previous meeting that was not acted upon.

The Chair ruled the Point of Order was not well taken, as the motion was superseded by a motion to defer, and recommended that a new motion be brought to this meeting.

T. O'Brien recommended changes to bullet 5 and create bullet 6 in the Principles. Discussion ensued. It was noted that the candidate for the system chaplain is reviewed and approved by the Chancery Office.

P#82/19

Moved by: T. O'Brien

Seconded by: M. Duarte

That, the word "sole" and the final two sentences of the bullet, be removed. Bullet 5 will read: *The Director of Education is the employee of the elected Board of Trustees, and reports directly to the Board.*

And,

That a new bullet will be added and will read:

The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources; and a Senior Staff member, will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.

The Chair called for a vote. Recommendation **P#82/19 Carried.**

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

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#81/19 Carried**

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

4.3 Policy II-10 Releasing Pupils from School (S. Balogh)

P#83/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy II-10 Releasing Students from School, be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

S. Balogh shared the amendments to the policy.

Discussion ensued. Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#83/19 Carried**

In favour	Opposed	Abstain	Absent
B. Agnew		P. De Rosa	J. O'Hearn-Czarnota
M. Duarte			
P. Murphy			

T. O'Brien			
V. Iantomasi			
H. Karabela			

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

P#84/19

Moved by: T. O'Brien

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy II-19 Educational Field Trips, be forwarded, along with amendments, to the November 19, 2019 Regular Board Meeting for approval.

S. Balogh shared the amendments to the policy.

Discussion ensued. Concerns regarding requirements for accessibility were raised. A recommendation to remove the word "or" from the phrase - *The experience shall have a curricular and/or co-instructional relevance for the group of students concerned* - was made. Trustees did not agree to the change.

Trustees were all in agreement to defer the policy to the December Policy Committee Meeting with an addition regarding accessibility included for review by SEAC.

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

P#85/19

Moved by: B. Agnew

Seconded by: M. Duarte

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 November 19, 2019 Regular Board Meeting for approval at second and third reading.

There was no discussion

The Chair called for a vote. Recommendation **P#85/19 Carried**

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

H. Karabela left the meeting.

5. Discussion Items

5.1 School Uniform Dress Code - School Dress Code Community Consultation Plan (J. Crowell, A. Lofts, D. Tkalcic, A. Swinden)

J. Crowell and A. Swinden shared some suggestions for community consultation plan. Timelines were suggested

P#86/19

Moved by: P. Murphy

Seconded by: B. Agnew

That, the meeting be extended by 30 minutes

Unanimously Carried

Discussion ensued regarding timelines, and the RFP process and deadlines.

Trustees were all in agreement to change the date of the February Policy Committee Meeting to Tuesday, February 25, 2019 to accommodate the community consultations outcomes, and any changes to the policy as a result.

5.2 Policy I-35 Trustee Honoraria (Trustees)

Trustees requested that Policy I-35 Trustee Honoraria be reviewed. Changes to the current practice for Attendance amounts were discussed.

Policy I-35 Trustee Honoraria will be returned to the December 10, 2019 Policy Committee Meeting as an action item.

5.3 Policy V-03 Photography, Advertising and Sales Representatives (B. Agnew)

Trustees raised concerns about distribution of materials to families.

N. Guzzo passed the gavel and P. Murphy assumed the role of Chair.

Discussion ensued.

P#86/19

Moved by: M. Duarte

Seconded by: N. Guzzo

That, the meeting be extended by 30 minutes

Unanimously Carried

It was determined that Policy V-17 Request for Promotion and Distribution of Program Activity Related Materials Through Board Schools better represented the requests made by trustees, and that it would be brought back as an action item to the December 10, 2019 Policy Committee Meeting.

P. Murphy passed the gavel and N. Guzzo resumed the role of Chair.

6. Information Items

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

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

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

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

S. Balogh reviewed the changed to the procedures with Trustees.

It was determined that Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities should be revised to reflect the changes to corresponding Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel.

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

There were no in miscellaneous information items

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

P#87/19

Moved by: P. DeRosa

Seconded by: M. Duarte

That, *Trustee J. O'Hearn Czarnota be excused.*

10. Motion to Adjourn/ Closing Prayer (H. Karabela)

P#88/19

Moved by: P. Murphy

Seconded by: P. DeRosa

That, *the meeting adjourn.*

N. Guzzo closed meeting with prayer at 10:50 p.m.

<p>Policy I-12 Emergency Response Plans For Fire, Evacuation, Lockdown, And Bomb Threat Response</p>	<p>Item 4.2</p>
<p>Tuesday, December 10, 2019</p>	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-12 Emergency Response Plans For Fire, Evacuation, Lockdown, And Bomb Threat Response* as recommended by staff.

Commentary

The Halton Catholic District School Board is committed in providing a safe and welcoming learning and working environment for all students, staff and visitors. The commitment to safe schools is a shared responsibility of Ministries of government, school board trustees and administrators, principals, teachers, support staff, students, parents, police and community partners.

Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response was last reviewed and revised in January 2017.

As part of the three-year policy review cycle, *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response* underwent a review by staff. Minor revisions being an addition to the Requirements, and a clarification in the Definitions, were made.

In light of these changes *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response* should also reflect a name change to *Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat*, as well as remove the duplication of the word ‘response’ from the title.

The Policy is attached for review and consideration by the Policy Committee.

Recommendation

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

Item 4.2 | Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response

Moved by:

Seconded by:

That, the Policy Committee recommends that Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response name be changed to Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat, and be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

Report Prepared by:

Jeff Crowell
Superintendent of Education, School Services

Ryan Merrick
Superintendent, Facility Management Services

Report Submitted by:

Pat Daly
Director of Education and Secretary of the Board

Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat Response

Adopted: October 29, 1985	Last Reviewed/Revised: January 17, 2017
Next Scheduled Review: 2019-2020	
Associated Policies & Procedures: VI-20 Emergency Response Plans for Fire, Evacuation, Lockdown and Bomb Threat VI-58 Parent Notification System	

Commented [JN1]: Recommend updating title to reflect additional ERP occasions - also remove duplicate word in title

Purpose

The purpose of this Operating Policy is to ensure that the Board and its schools are prepared for, and can respond efficiently to, emergency situations that may arise.

Application and Scope

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

References

- [Education Act](#)
- [School Board Protocol - Halton 2016: Support Every Child and Reach Every Student](#)
- [Provincial Model for Local Police-School Board Protocol 2015](#)
- [Fire Code](#)

Definitions

Emergency situations refer to and can include:

- fire or other emergencies requiring evacuation;
- bomb threats or other serious threats of harm;
- emergencies requiring schools s to be placed in-lockdowns, hold and secure, or shelter in place;
- municipal level emergencies



Principles

Staff, students, and members of the school community have the right to learn, work and be present in a safe and secure school environment. However, incidents may arise within the school environment that put that safety at risk.

In order to provide for the health and safety of its students and staff, the Halton Catholic District School Board (Board) has established emergency response plans and procedures designed to address emergency situations.

Requirements

This policy shall be considered to be pursuant to the Education Act and/or related Ministry of Education materials, all of which shall be sufficient for the purposes of implementing the requirements of the Education Act and/or Ministry of Education Policy/Program Memoranda (PPM) or the Police-School Board Protocol; and authorizes the creation of Administrative Procedures for implementation, which might include requirements described in the Education Act and/or Ministry of Education materials such as PPMs or the Provincial Model for Local Police-School Board Protocol 2015 as matters of policy.

As per *Administrative Procedure V-20 Emergency Response Plans* and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.

- All schools shall develop and implement individual school emergency response plans in accordance with *Administrative Procedure V-20 Emergency Response Plans* and the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.
- Individual school emergency response plans and procedures shall be included in each school's Emergency and Crisis Response Plan, and relevant portions must be appended to the Halton School Board Protocol 2016: Support Every Child and Reach Every Student.
- Individual school emergency response plans shall:
 - include expectations with respect to staff, students, parents and police, emergency medical services (EMS) and/or the fire department, as appropriate;
 - address issues such as accessibility and communications for students with special education needs;
 - include a process and appropriate resources to support students with prevalent medical conditions in the event of a school emergency, as well as staff with known medical conditions; and
 - outline training opportunities to inform school staff, students and other community partners of their obligations/responsibilities within the individual school emergency response plans.

Commented [JN2]: As per PPM 161



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

I-35 Trustee Honoraria	Item 4.3
Tuesday, December 10, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-35 Trustee Honoraria* as recommended by Trustees.

Commentary

This policy is being updated to reflect the total compensation which is to be paid to Trustees as part of their Trustee Honoria as defined in the Education Act and to ensure that Trustees are compensated accordingly.

The revised *Policy I-35 Trustee Honoraria* 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 I-35 Trustee Honoraria*, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

Report Prepared and Submitted by:

B. Agnew
Trustee

Trustee Honoraria	
Adopted: October 5, 2010	Last Reviewed/Revised: October 16, 2018
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: 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 ~~will 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

Policy II-19 Educational Field Trips	Item 4.4
Tuesday, December 10, 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. An addition was made to the Principles to be inclusive of all students.

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:

That, the Policy Committee recommends that Policy II-19 Educational Field Trips, be forwarded, along with amendments, to the December 17, 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, of all abilities, 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 OSBIE 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-35 Access to School Premises	Item 4.5
Tuesday, December 10, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-35 Access to School Premises* as recommended by staff.

Commentary

Policy II-35 Access to School Premises is a long-standing and was last reviewed in May 2016. Minor amendments and additions to the policy are suggested.

Additions were made to the Associated Policies and Procedures, and the Requirements; along with some minor housekeeping amendments, to ensure consistency throughout. 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-35 Access to School Premises* is attached for review and consideration by the Policy Committee.

Recommendation

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>That, the Policy Committee recommends that <i>Policy II-35 Access to School Premises</i>, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.</p>
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Item 4.5 | Policy II-35 Access to School Premises

Report Prepared by:

Jeff Crowell
Superintendent of Education, School Services
Ryan Merrick
Superintendent, Facility Management Services

Report Submitted by:

Pat Daly
Director of Education and Secretary of the Board

Access to School Premises	
Adopted: June 19, 2001	Last Reviewed/Revised: May 17, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-30 Access to School Premises I-30 Video Surveillance VI-83 Video Surveillance Procedure I-33 Classroom Observations by External Third Party Professionals VI-48 Protocol with External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149) VI-48 Protocol With External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149) I-36 Trustee Code of Conduct II-37 Volunteers in Catholic Schools V-01 Use of School Grounds and community Use of School Facilities VI-64 Community Use of School Facilities VI-49 Use of School Facilities Election Day VI-41 School Visits by Union Presidents/Union Representatives	

Purpose

To provide a safe workplace and learning environment which governs access to school premises as well as the security of school facilities and their contents.

Application and Scope

This policy applies to all persons accessing school premises under the jurisdiction of the Halton Catholic District School Board.

References

[Education Statutes and Regulations of Ontario](#)

[Safe Schools Act](#)

[Trespass to Property Act](#)



[Section 93 of the Constitution Act, 1982](#)

[Section 19 of the Ontario Human Rights Code](#)

[Ontario's Equity and Inclusive Education Strategy](#)

[Progressive Discipline and Safety in Schools](#)

Principles

- The Halton Catholic District School Board endorses and promotes an access to school premises policy, which is consistent with the values, traditions and distinctiveness of Catholic schools.
- The Halton Catholic District School Board authorizes school administrators and staff members to exercise rights as occupiers under the provisions of the *Trespass to Property Act*.

Requirements

- Access to school premises during the school day and for school authorized activities shall be in accordance with the *Education Act*. Any action taken to implement the requirements of this policy, including the application of consequences and/or direction to:
 - Halton Catholic District School Board students and
 - visitors to the school grounds or property
- Shall be consistent with the *Education Act* Requirements of Policy II-39 “Progressive Discipline and Safety in Schools” (2008), and the *Trespass to Property Act*.
- The ~~principal~~Principal is responsible to ensure the implementation and management of this policy at the school level.
- Access to school premises during non-school hours shall be governed by the appropriate provisions of this policy and *Policy V-01 Use of School Grounds and Community Use of School Facilities*.
- The Halton Catholic District School Board recognizes that the following persons are permitted to be on school premises:
 - A person enrolled as a pupil in the school;
 - A parent or guardian of such a pupil;
 - A person employed or retained by the Board;
 - A person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);



- A person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose;
- A person who is invited onto school premises for a particular purpose by the ~~principal~~Principal, ~~vice-principal~~Vice-Principal or another person authorized by Board policy provided the person is on the premises for that purpose; and
- Trustees.
- Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
- Upon arrival, any person entering the school premises shall identify him/herself at the main office by signing the school visitor log and attaching the visitor's badge on his/her person in an appropriate and visible location.
- Visitors to the school may be recorded by video surveillance
- The Halton Catholic District School Board has the right to lock the school premises when they are not being used for a purpose authorized by the Board.
- The Halton Catholic District School Board instructs the ~~principal~~Principal of each school to limit open points of access to only those doors required to provide for the comfort and safety of pupils, staff and visitors and the authorized business of the school. All other doors must remain locked to access from outside the buildings.
- In the event of an emergency, the Halton Catholic District School Board has the right to restrict access in and out of the school.- (e.g. Hold and Secure, Lockdown)
- An authorized person is not allowed to remain on or return to the school premises, if, in the judgment of the ~~principal~~Principal, his/her presence is considered detrimental to the safety or wellbeing of any person on the premises.

Commented [JN1]: Added by staff

Commented [JN2]: Added by staff

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Policy II-42 Medical Conditions	Item 4.6
Tuesday, December 10, 2019	

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy II-42 Medical Conditions* as recommended by staff.

Commentary

Policy II-42 Medical Conditions has been amended to comply with revisions to [Policy/Program Memorandum \(PPM\) No. 158 School Board Policies on Concussion](#).

The Application and Scope was updated to include reference to the PPM, corresponding Administrative Procedure VI-71 Concussion Safety, and the HCDSB Concussion Protocol.

References were updated, for consistency, and to include PPM 158 and Rowan’s Law, as well as remove duplicate hyperlinks.

Policy II-42 Medical Conditions 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-42 Medical Conditions, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

Report Prepared by: S. Balogh
Superintendent of Education, School Services

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

Medical Conditions	
Adopted: December 1, 2009	Last Reviewed/Revised: September 18, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-13 Pediculosis (Head Lice) Management VI-27 Diabetes (Type 1 and Type 2) VI-65 Anaphylaxis VI-66 Asthma VI-67 Epilepsy – Seizure Disorder VI-68 Medications – Oral (Prescription, Non-Prescription) VI-69 Heart Conditions: Cardiac Rhythm Disorders, Congenital Heart Disease, Sudden Arrhythmia Death Syndrome (SADS) VI-71 Concussion Protocol Safety VI-79 Indoor Air Quality Investigation Process II-26 Managing Student Risk in Interscholar Sports II-31 Risk Management - First Aid	

Commented [JN1]: Name change to Concussion Safety

Purpose

To ensure consistent expectations of a standard of care to provide management, care and emergency procedures, where appropriate, to students and staff who are diagnosed with a medical condition or infestation that requires treatment (e.g. anaphylaxis, asthma, type 1 diabetes, type 2 diabetes, epilepsy-seizure disorder, concussion, heart conditions, pediculosis etc.).

Application and Scope

This policy applies to Halton Catholic District School Board staff that comes in contact on a regular basis with a student and/or staff diagnosed with a medical condition that requires treatment while on school site and/or at all off-site activities sponsored by the school/Board.

This policy applies to concussion safety for students that meet certain minimum requirements as outlined in Policy and Procedure Memorandum 158, 2019; Rowan's Law (Concussion Safety) 2018; and amendments to the Education Act. The corresponding Administrative Procedure VI-71 Concussion Safety will include specific requirements that will be further addressed in the HCDSB Concussion Protocol to ensure compliance.



References

[Education Act Regulation 265](#)

[Education Act Regulations 298 s20](#)

[Policy/Program Memo No. 81 PPM 81 - Provision of Health Support Services in School Settings](#)

[Policy/Program Memo No. 150 PPM 150 - School Food and Beverage Policy](#)

[Policy/Program Memo No. PPM 161 - Supporting Children and Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy\) in Schools](#)

[PPM 158 - School Board Policies on Concussion](#)

[Caring and Safe Schools in Ontario](#)

[Sabrina's Law](#)

[Ryan's Law](#)

[Policy/Program Memo No. 161 Rowan's Law](#)

Principles

- The Halton Catholic District School Board has an interest in ensuring the health and wellbeing of its students and staff in a safe, accepting and healthy learning environment.
- The safety of students/staff with a medical condition is a shared responsibility with the school, Board, family and community partners working together.
- The Halton Catholic District School Board recognizes that each student/staff diagnosed with a medical condition is unique and requires an individual plan of care.
- The safety of students/staff with medical conditions in school settings depends on the cooperation of the entire school community.
- School staff must be aware of the recommended plan of action for the individual student/staff diagnosed with a medical condition and the action required should an emergency arise.
- The school principal must provide a supportive environment for students/staff with a medical condition and their families.
- Community partnerships will be encouraged in order to achieve a collaborative approach to the promotion of healthy lifestyles, and the management of medical conditions.
- The goal of the school is for the student/staff to become:
 - i. as independent as possible, as soon as possible, in managing their medical condition,



- ii. a self-advocate in the management of their medical condition.

Requirements

- a) The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy and to support the necessary treatment of ongoing medical conditions while on school site and/or off site activities sponsored by the school/Board.
- b) The Superintendent of Schools has the responsibility to ensure all principals and appropriate others are familiar with the requirements and expectations of the applicable HCDSB Medical Condition Administrative Procedures and Protocols.
- c) The principal has the responsibility to coordinate communication of information as necessary and appropriate, about the medical conditions to all school staff, parent/guardian of student with a medical condition, students and school community.
- d) The principal has the responsibility to ensure that all school staff and appropriate others (e.g. occasional staff noon hour supervisors, volunteers) are familiar with all requirements, expectations, and appropriate training of the Halton Catholic District School Board's Medical Condition Protocols and Responsibility Checklists.
- e) The principal shall ensure the maintenance of a school-wide comprehensive plan and individual student plans, as appropriate, to implement this policy and applicable procedures.
- f) Community partnerships will be encouraged in order to achieve a collaborative approach to health and well-being education, disease and harm-prevention, and intervention.

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 4.7
Tuesday, December 10, 2019	

Purpose

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

Commentary

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

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>That, the Policy Committee recommends that <i>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</i> be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.</p>

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 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 employee of the elected Board of Trustees, and reports directly to the Board.
- The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources and a Senior Staff member will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.
- 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 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.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

French Immersion Program	Item 5.1
Tuesday, December 10, 2019	

Purpose

To present the Policy Committee with information requested of staff that relates to French Immersion Programming.

Background

[Policy II-51, Optional French Programming \(French Immersion and Extended French\)](#) was adopted in First Reading by the Board of Trustees on June 18, 2019.

The policy was then released for Stakeholder Feedback between June 19 and August 9, 2019.

The feedback gathered was reviewed by the Policy Committee at their meeting held on September 10, 2019.

Policy II-51 was forwarded to the Regular Board Meeting held on September 17, 2019, where it was approved at Second Reading.

At the Policy Committee Meeting held on November 12, 2019, additional information was provided by staff, and additional changes were made to Policy II-51 (see Appendix A).

Discussion ensued around the potential expansion of the French Immersion program. **The Policy Committee requested the report of the French Ad Hoc Committee Review, undertaken in 2017.**

At the Regular Board Meeting held on November 19, 2019, the Board of Trustees moved the following motion (Resolution #171/19):

*BE IT RESOLVED, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to **present a comprehensive plan to eliminate the waiting list, meet future demand and growth of the French Programming for the 2020/2021 school year.***

This discussion report and the accompanying documentation provides the information requested by the Policy Committee on November 12, 2019, as well as the comprehensive plan requested through Board Resolution 171/19.

Final Report of the French Ad Hoc Committee Review, 2017

In 2017, the Halton Catholic District School Board undertook a French Program Review. The work of the French Ad Hoc Committee, including all meeting presentations, meetings and reports is available on the Board's website at: <https://www.hcdsb.org/Programs/french/Pages/FrenchProgramReview-Committee.aspx>.

The final report and recommendations of the French Ad Hoc Committee were submitted on October 17, 2017. [Read report here](#).

A Plan to Eliminate the Wait List and Meet Future Demand of the French Immersion Program

The attached report (Appendix B) provides a comprehensive a plan outlining potential accommodation and expansion strategies to address demand and future growth of the French Immersion Program at the Halton Catholic District School Board.

This matter is placed before the Policy Committee for review and deliberation.

Report Prepared by: Frederick Thibeault
Senior Manager of Planning Services
Anna Prkacin
Superintendent of Curriculum Services

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

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

Purpose

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

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

Application and Scope

This policy applies to elementary schools of the Halton Catholic School Board that offer optional French program (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. Staff will report annually on the Multi-Year French Teacher Recruitment Plan.
- 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.

- 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. Prior to any changes being made to location and family of schools for optional French Programs, the Director will bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input.

3. Registrations:

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

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



**Supplementary Information Report
Policy Committee Meeting**

**French Immersion Programming:
Expansion and Accommodation Strategies**

December 10, 2019

Executive Summary:

At the November 19, 2019, Regular Meeting of the Board, Trustees directed staff to provide a comprehensive plan to expand the French Immersion program meet future demands.

Staff developed four (4) expansion & accommodation plans that would have the effect of accomplishing the two (2) goals set out by Trustees in varying degrees:

- A) Expand the French Immersion (FI) Program; and,
- B) Address the FI Waitlist for September 2020.

The rate/speed of expansion for each strategy is progressively more aggressive in meeting long-term demands. The process to implement each of the four (4) options are identical in their approach but differ in the frequency that monitoring, and evaluation will be required to manage the expansion and growth of the programs, and the further need to re-initiate the process. The options presented by staff are as follows:

Option A – Partial Waitlist 2020/Incremental Expansion of the Program: Seeks to add a maximum of two (2) FI classrooms per grade per municipality beginning in 2020-21.

Option B – Full Waitlist 2020/Incremental Expansion of the Program: Seeks to fully accommodate the waitlist for September 2020-21, then incrementally increase the program by a maximum of two (2) FI classrooms per grade per municipality thereafter.

Option C – Program Expansion to Meet 2020 Waitlist Demands: Option C seeks to use the 2020 waitlist demands to determine the total number of classrooms required to accommodate the FI program going forward. Accordingly, the number of classes added in 2020-21 will continue to be added going forward.

Option D – Open Access to French Immersion: Remove the admission cap for the French Immersion program and add the necessary number of classrooms annually to accommodate all applicants.

In Options A – C, the program would be monitored to evaluated over time if more classrooms can be added if demand persists.

In all four (4) Options, the Board will be required to initiate School Boundary Reviews (SBR) for each municipality to accommodate the expansion of the program. The SBR will involve both French Programs and English Stream Programs.

The need to undertake the SBR is a result of the size of the FI program at full roll out, which is approximately 368 students over eight (8) grades at 46 students each, and the limited size of the Board's existing schools to accommodate any further expansion in existing locations due to overall capacity constraints (both permanent and temporary).

Staffing the program with qualified French Immersion Teachers remains a concern. In all four (4) options, a significant increase in staff is required to accommodate the yearly growth of the program.

Under the status quo condition, with the addition of Grade 8 to the program, and additional 6 FTE positions are required, for a total of 43.5 FTE Board wide for the FI program.

In Option A, staffing requirements will increase to 50.5 FTE in 2020, and to 82 FTE by 2028. In Option B, staffing requirements will increase to 54.5 FTE in 2020 to accommodate the full waitlist, then balance out to 82 FTE by 2028 once the 2020 waitlists graduate. As for Option C, staffing will increase to 54.5 FTE in 2020, and could growth up to 104 FTE by 2028.

For Option D, it is likely that demand will increase further if there are no caps to the program. That said, it is difficult to measure the long-term staffing and accommodation requirements of an open access option.

In consideration of the many factors reviewed as part of this report, staff is recommending that Option A or Option B be adopted as the preferred expansion and accommodation strategy. Both options allow the Board to phase in the expansion of the program more gradually to meet demand, while ensuring there is adequate capacity, teachers, and resources to accommodate the program and its students.

1.0 Introduction:

At the November 19, 2019, Regular Meeting of the Board, Trustees directed staff to provide a comprehensive plan to expand the French Immersion (FI) program to meet future demands. Board Resolution #171/19 read as follows:

Moved by: N. Guzzo

Seconded by: V. Iantomasi

BE IT RESOLVED, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of the French Programming for the 2020/2021 school year.

BE IT FURTHER RESOLVED, that the Board of Trustees further direct that the Multi year French Teacher Recruitment plan include expanding the job fair piece to include those schools identified in the delegation. (including but not limited to Laurentian, Sherbrook, Bishops, Concordia University of Quebec, etc.)

The intention of this report is to provide and discuss four (4) expansion and accommodation strategies for the French Immersion program.

This report is not intended to provide municipal and school specific accommodation plans. If expansion is sought by the Board it will necessitate School Boundary Reviews (under Policy I-29) to develop multiple accommodation options with the established School Boundary Review Committees for the identified study areas, i.e. each municipality.

2.0 Status of French Immersion Programming in 2020-21

As of September 2020, the French Immersion Program is entering its eighth (8th) year of operation. All grade cohorts between Grades 1-8 will be rolled out at the existing locations offering the program.

A snapshot of what to expect for September 2020 is summarized under the following points:

- A) French Immersion will be fully phased in from Grade 1 to 8, with two (2) classrooms per grade per municipality loaded at 46 students;
- B) Approximately 1,300 students will be enrolled into the FI program, an average of 325 students per school;
- C) The full staffing complement for FI between Grades 1 to 8 will be 43.5 FTE;
- D) There is continued demand to add more classes, based on recent waitlists; and,
- E) There is limited space in the existing facilities accommodating the FI program to expand the number of classes available.

2.1 September 2020-21 Waitlist Demands

When the French Immersion Program was first launched in 2013, one (1) school per municipality was allocated a maximum of two (2) classes per grade. This was to allow the program to mature in its initial pilot phase, manage the growth of the program until full roll out, and for staffing efficiency.

Over the course of the roll-out, there continued to be demand for additional spaces to be made available at the entrance grade. Table 1 below summarizes the total applications made for September 2020, as well as a comparison of the supply vs. demand in terms of number of classrooms and spaces.

Table 1: Application Counts for the 2020-21 school year vs. current program size

Municipality	Number of Applicants for September 2020	Current Class/Spaces Available per Year	Remaining Applicants Class/Space (Approx)
Burlington	85	2 / 46	2 / 39
Halton Hills	56	2 / 46	0.5 / 10
Milton	154	2 / 46	5 / 108
Oakville	122	2 / 46	4 / 76
Halton Region	417	8 / 184	11.5 / 233

The in-effect cap of new spaces has 184 students between among the eight (8) classes Board wide. This equates, at full roll out, to approximately 64 classes and 1,472 spaces between Grades 1-8.

Reviewing demand, there were a total of 417 applications made to enter the FI program for September 2020, with the highest quantity of applications being in the Town of Milton and the Town of Oakville. There is a demand for an additional 233 spaces or 11.5 classrooms for September 2020, which is more than double the spaces currently available.

2.2 Projected Capacity for September 2020-21

The potential size of the FI program once fully rolled out with two (2) classes per grade, and housed in one (1) location, is 368 students (assuming 100% retention).

The average size of school facilities and utilization by municipalities are as follows:

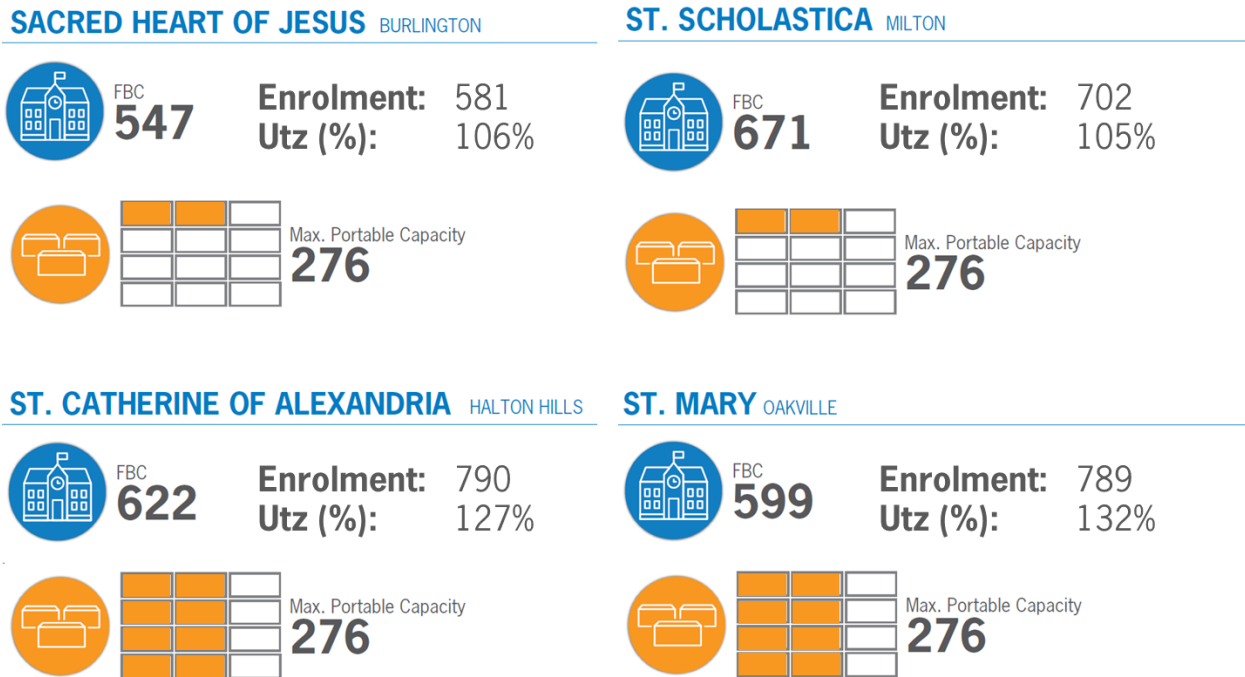
- 1) **City of Burlington:** 442 On-The-Ground (OTG) average capacity, ranging from 0 to 12 max portables per site adding up to 276 temporary spaces. 2020 average utilization of 101%;
- 2) **Town of Halton Hills:** 484 On-The-Ground (OTG) average capacity, ranging from 0 to 12 max portables per site adding up to 276 temporary spaces. 2020 average utilization of 117%;
- 3) **Town of Milton:** 620 On-The-Ground (OTG) average capacity, ranging from 0 to 12 max portables per site adding up to 276 temporary spaces. 2020 average utilization of 127%;
- 4) **Town of Oakville:** 465 On-The-Ground (OTG) average capacity, with 12 max portables per site adding up to 276 temporary spaces. 2020 average utilization of 101%;

Given the average size of facilities in comparison to the size of the program, it is not feasible to expand the FI program within the existing FI locations or within a single facility, especially in growth areas.

That said, if spaces are expanded, it is very likely that multiple locations will be required in each municipality, or there may be a need for single track FI schools that would result in relocating the English Stream Program.

Figure 1 below illustrates the projected accommodation needs for facilities that presently house the FI program. Each site is projected to be above capacity and reliant on temporary classroom accommodations for September 2020, with the present caps in place.

Figure 1: Projected Accommodation Outlooks for September 2020 – Status Quo



As stated previously, the size of the program and limited space at the existing FI locations or other school facilities within the Board will require multiple locations. School Boundary Reviews for each municipality would be required to expand the program sustainably over the long-term. This is applicable to all expansion and accommodation strategies, presented as part of Section 3.0 of this report.

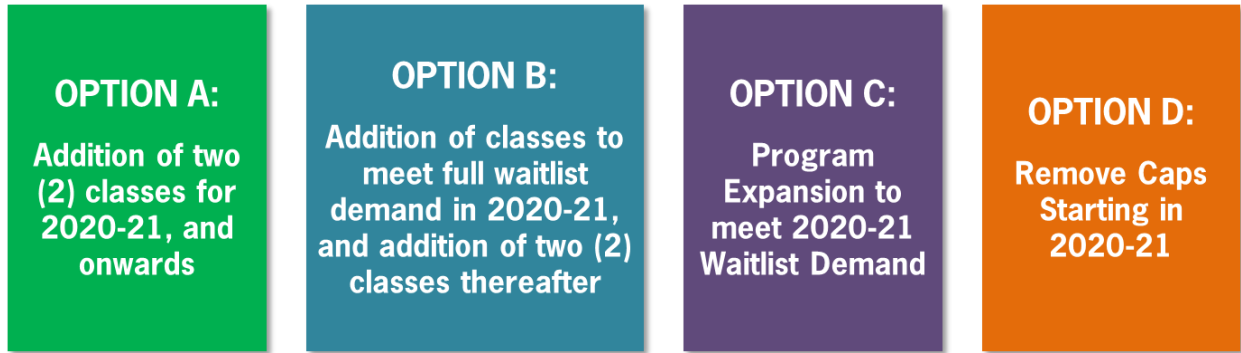
3.0 Expansion & Accommodation Plan Options A - C

Staff developed four (4) expansion & accommodation strategies that would have the effect of accomplishing the two (2) goals set out by Trustees:

- A) Address the FI Waitlist for September 2020; and,
- B) Expand the French Immersion (FI) Program.

The rate of expansion for each strategy is progressively more aggressive in meeting current and projected long-term demands. Option D is more difficult to predict, given the uncertainties surrounding the increase in demands if open access is granted to all applicants. All four (4) options are shown in Figure 2 below and discussed in the subsequent sub-sections.

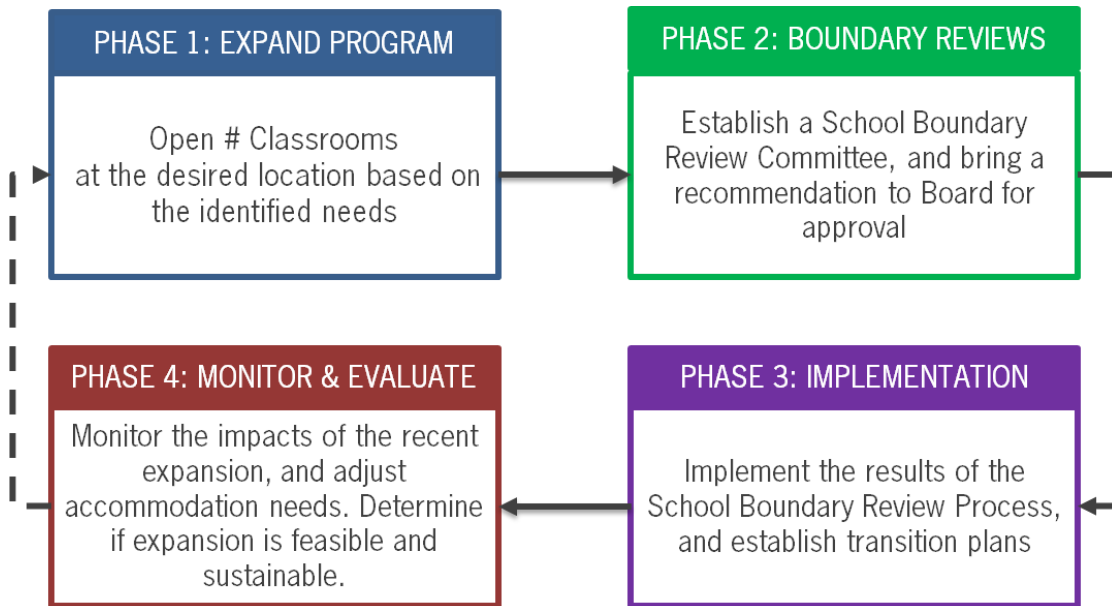
Figure 2: Expansion & Accommodation Strategies - Options A - D



3.1 Implementation Process for Expansion

Figure 4 below illustrates the implementation process for all four (4) expansion and accommodation strategies. The process to implement is identical in their approach but differ in the frequency that monitoring, and evaluation will be required to manage the expansion and growth of the programs, and the further need to re-initiate the process.

Figure 4: Implementation Process for FI Program Expansion



The Board is presently in Phase 4 of the above process, whereby Phase 1-3 have occurred over the time the FI program was first implemented in 2012 to its full roll-out in 2020. Over this time, the Board has been monitoring and evaluating the effectiveness of the FI program in meeting demands overall and exploring ways that demand can be accommodated.

The Board of Trustees has since directed staff on developing expansion and accommodation strategies that will then define the targets of Phase 1 in determining the number of classrooms that need to be added to meet demands.

Once targets are set, Phase 2 would be initiated to complete a School Boundary Review process to engage the community and develop options on deploying program expansion in the targeted communities. The results of the School Boundary Review Committee's work would then be presented to the Board of Trustees for their consideration and approval ([see Policy I-29 for full details](#)). The results of these reviews would ideally be completed prior to the FI registration process in November.

The Board adopted results of the School Boundary Review (SBR) process would then implement through communications and transition committees under Phase 3.

Overtime, as the program continues to expand and develop, the Board would continue to monitor and evaluate the health, success, access, sustainability, and effectiveness of the program, and make necessary the adjustments over time through the same process.

3.2 Option A: Partial Waitlist 2020 / Incremental Expansion

OPTION A:

Option A seeks to incrementally grow the program, doubling the number of spaces available board-wide for the FI program. It is the least aggressive expansion and accommodation strategy and is best suited to manage growth in the FI and other Board programs.

Option A proposes the following actions items:

- A) Starting in 2020, add a maximum of two (2) classrooms per municipality per year; and,
- B) Monitor and evaluate the program over time to determine if more classrooms can be added if demand persists.

To implement Option A, each municipality will require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just FI. The tentative timing of these School Boundary Review (SBR), based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

If there is the opportunity to combine the above processes with a new school announcement, staff may alter the timing and/or combine the processes.

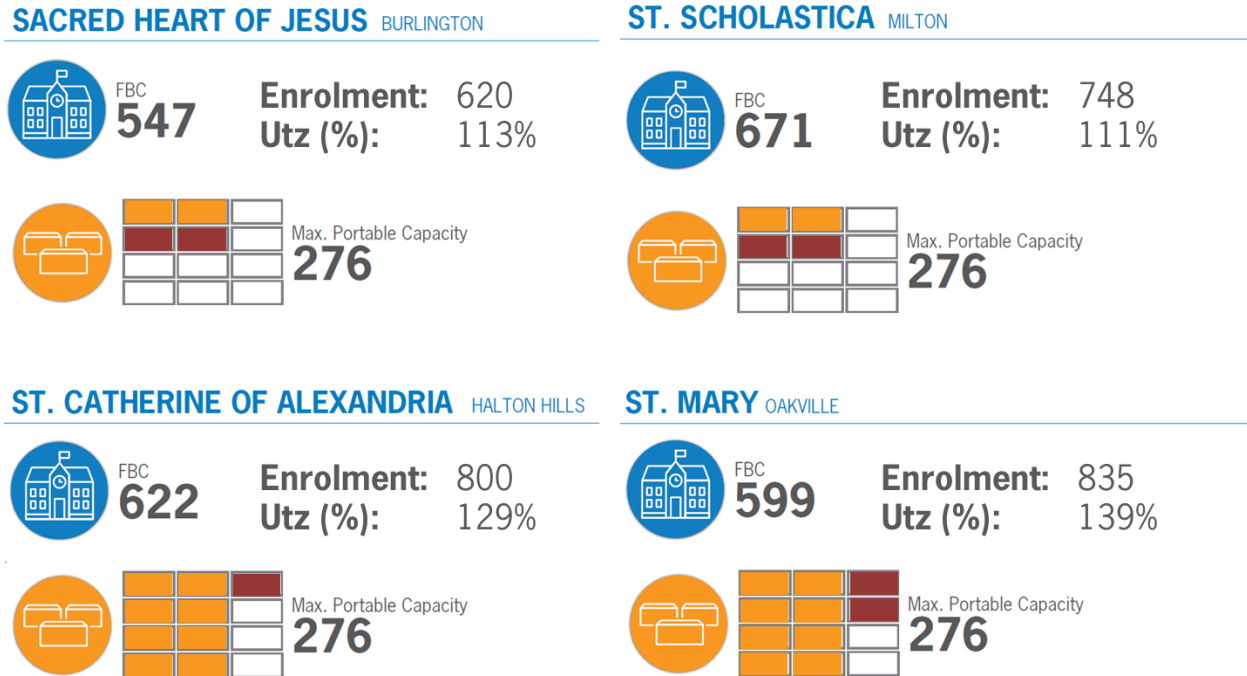
3.2.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

In reviewing the most recent enrolment projections for current FI locations, all facilities that currently offer FI would be able to accommodate an additional two (2) classrooms loaded at 46 students, in temporary accommodations.

As stated previously, these locations will not be able to accommodate the full roll-out of the program with the additional two (2) classrooms, therefore a SBR would be required to address future enrollment.

The most urgent need for a SBR would be in the Town of Milton, where St. Scholastica is projected to surpass its portable capacity in 2021 under the status quo conditions.

Figure 5: Existing FI Locations Accommodation Outlook for 2020-21



3.2.2 Long-Term Implementation Considerations in pursuing Option A:

The following are long-term considerations if Option A is pursued as the preferred expansion and accommodation strategy:

- A) Allows for a controlled and incremental growth of the FI that can be monitored over time to mitigate impacts on other Board programs.
- B) Staffing needs will increase by 7.0 FTE for 2020-21. At full implementation, the staffing requirement for the program will increase from 43.5 FTE to 82 FTE (based on current waitlist demands).
 - i. Meeting staffing target for qualified, catholic, French speaking elementary school teachers will continue to be a challenge.
 - ii. If staffing targets are not met, it may be possible that temporary staffing positions will be created in wait for qualified staff.
- C) The Board will need to undertake four (4) municipal School Boundary Reviews (SBR) to expand the program and potentially identify new locations. Given the size of the program expansion (doubled), it will be necessary to include all schools and associated programs offered by the Board in the SBR.
- D) Considerations on grandfathering existing students will be reviewed with the School Boundary Review Committee (SBRC) as part of their preferred recommendation to Board.

- i. For the greatest efficiency and sustainability of Board resources, grandfathering should be limited significantly, and denied for transportation. Phasing out grandfathered students will take 7-years to fully implement, which would come
 - ii. at a significant cost.
- E) Additional transportation costs will increase for 2020-21 to accommodate the waitlist students. This is estimated at \$105,466 to accommodate an additional 140 students. Depending on future boundary alignments and grandfathering considerations, this will continue to increase significantly year over year until full roll-out is achieved.
- F) Additional portable costs will increase for 2020-21 by \$112,000 for the addition of seven (7) portable classrooms. The future costs are unknown, as the boundaries and ultimate accommodation plans are not defined yet as part of the SBR process.
- G) Combined classrooms will be required to optimize classrooms organizations, staffing distribution, academic resources, and reduce the reliance on temporary accommodations.

3.3 Option B: Full 2020 Waitlist / Incremental Expansion

OPTION B

Option B seeks to accommodate the full waitlist for September 2020, then incrementally grow the program starting in 2021-22 by adding a maximum of two (2) classes by municipality thereafter. Option B is aggressive in the short-term by accommodating the full waitlist, which will carry forward for the next eight (8) years, along with the increased staffing requirements.

Option B proposes the following actions items:

- A) Accommodate the full FI waitlist for September 2020
- B) Add a maximum of two (2) classrooms per municipality starting in September 2021; and,
- C) Monitor and evaluate the program over time to determine if more classrooms can be added if demand persists.

To implement Option B, each municipality would require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just FI. The tentative timing of these SBR, based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

If there is the opportunity to combine the above processes with a new school announcement, staff may alter the timing and/or combine the processes.

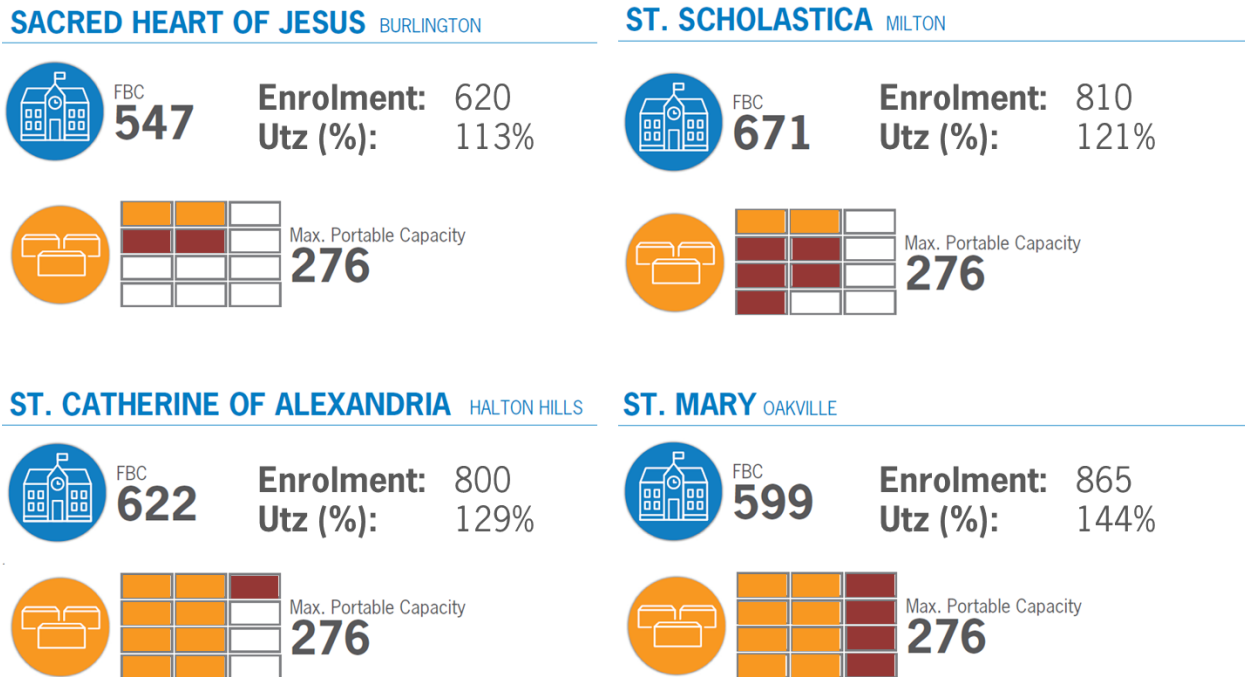
3.3.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

In reviewing the most recent enrolment projections for current FI locations, all facilities that currently offer FI would be able to accommodate the full waitlist of students in temporary accommodations. It

should be noted that St. Mary School would reach its full portable capacity in allowing the full waitlist, therefore increasing the urgency to redistribute the enrolment.

As stated previously, these locations will not be able to accommodate the full roll-out of the program, therefore requiring an SBR. The most urgent areas to address are the Town of Milton, and the Town of Oakville to address the overutilization at St. Mary School.

Figure 6: Existing FI Locations Accommodation Outlook for 2020-21



3.3.2 Long-Term Implementation Considerations in pursuing Option B:

The following are long-term considerations if Option B is pursued as the preferred expansion and accommodation strategy:

- A) Initial rapid growth will occur to accommodate the full waitlist for 2020-21. Following years allow for a controlled and incremental growth of the FI that can be monitored over time to mitigate impacts on other Board programs.
- B) Staffing needs will increase from 43.5 to 54.5 FTE for 2020-21, an increase of 11.0 FTE for 2020-21. By the year 2027-28, staffing requirement for the program will be will increase from 43.5 FTE to 86 FTE (based on current waitlist demands), then drops to 82 FTE once the 2020-21 waitlist students graduate Grade 8.
 - i. Meeting staffing target for qualified, catholic, French speaking elementary school teachers will continue to be a challenge.
 - ii. If staffing targets are not met, it may be possible that temporary staffing positions will be created in wait for qualified staff.

- C) The Board will need to undertake four (4) municipal School Boundary Reviews (SBR) to expand the program and potentially identify new locations. Given the size of the program expansion, it will be necessary to include all schools and associated programs offered by the Board in the SBR.
- D) Considerations on grandfathering existing students would be reviewed with the School Boundary Review Committee (SBRC) as part of their preferred recommendation to Board.
 - i. For the greatest efficiency and sustainability of Board resources, grandfathering should be limited significantly, and denied for transportation. Phasing out grandfathered students will take 7-years to fully implement, which comes at a significant cost.
- E) Additional transportation costs would increase for 2020-21 to accommodate the waitlist students. This is estimated at \$176,237 to accommodate an additional 231 students. Depending on future boundary alignments and grandfathering considerations, this would continue to increase significantly year over year until full roll-out is achieved.
- F) Additional portable costs would increase for 2020-21 by \$192,000 for the addition of 12 portable classrooms. The future costs are unknown, as the boundaries and ultimate accommodation plans are not defined yet as part of the SBR process.
- G) Combined classrooms would be required to optimize classrooms organizations, staffing distribution, academic resources, and reduce the reliance on temporary accommodations.

3.4 Option C: Program Expansion to Meet 2020 Waitlist Demands

OPTION C:

Option C seeks to use the 2020 waitlist demands to determine the total number of classrooms required to accommodate the FI program going forward. Accordingly, the number of classes added in 2020-21 will continue to be added going forward (i.e. If six (6) classes were required in 2020-21, six classes would be provided in 2021-22).

This is a very aggressive expansion and accommodation strategy for the program, primarily in the municipalities of Oakville and Milton, where the total number of classes will increase from two (2) in 2019 to six (6) to eight (8) classes potentially, which will then be carried forward annually.

To implement Option C, each municipality will require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just the FI program. The tentative timing of these SBR, based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

There can be no delays in initiating and completing the boundary reviews, as the location in Milton and Oakville will be unable to accommodate open access enrolment for more than one (1) year. If there is

the opportunity to combine the above processes with a new school announcement, staff would combine the processes, but cannot alter the timelines.

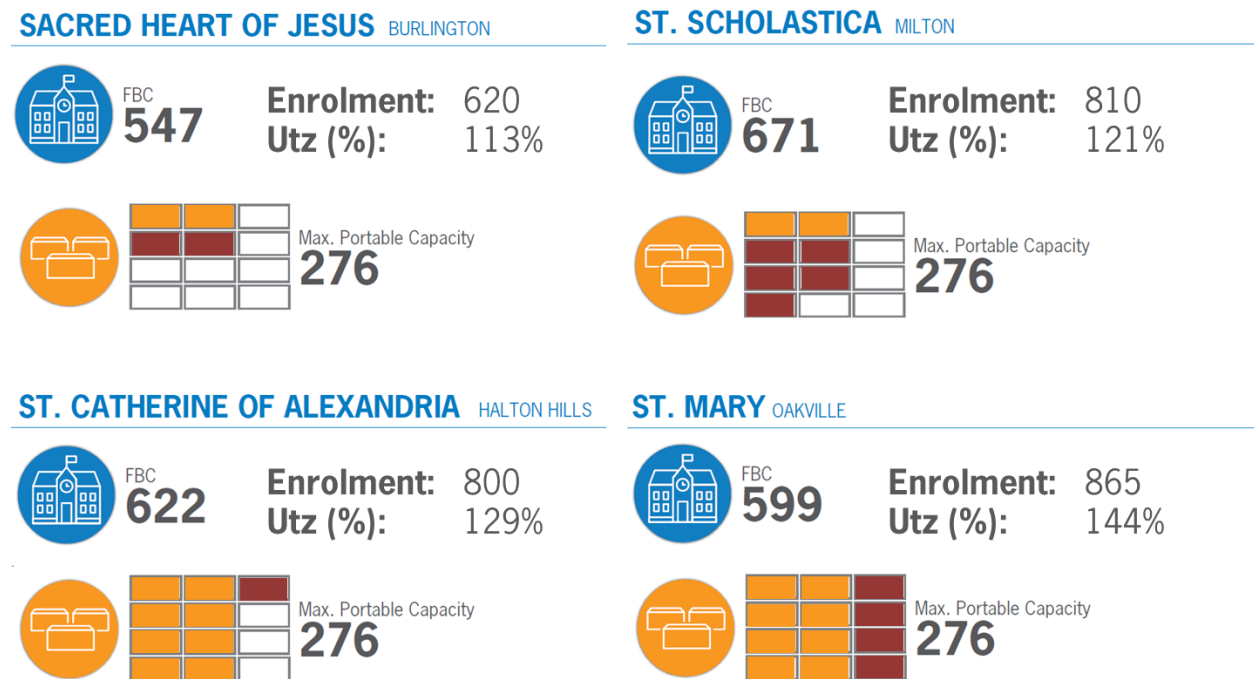
It should also be noted that there would be multiple boundary reviews that will be conducted as the program continues to grow at an exponential rate. This would be required to harmonize growing FI enrolment versus the decreasing English Stream enrolment at other schools.

3.4.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

In reviewing the most recent enrolment projections for current FI locations, all facilities that currently offer FI would be able to accommodate the full waitlist of students in temporary accommodations. It should be noted that St. Mary School will have reached their full portable capacity in allowing the full waitlist.

As stated previously, these locations will not be able to accommodate the full roll-out of the program, therefore requiring an SBR. The most urgent areas to address are the Town of Milton and the Town of Oakville.

Figure 7: Existing FI Locations Accommodation Outlook for 2020-21



3.4.2 Long-Term Implementation Considerations in pursuing Option C:

The following are long-term considerations if Option C is pursued as the preferred expansion and accommodation strategy:

- A) The exponential growth of the FI program would need to be monitored and evaluated annually to harmonize enrolments from other Board programs and mitigate impacts.

- B) Staffing needs will increase from 43.5 to 54.5 FTE for 2020-21, an increase of 11.0 FTE for 2020-21. At full implementation, the staffing requirement for the program will increase from 43.5 FTE to 104 FTE - based on current waitlist demands.
 - i. Meeting staffing target for qualified, catholic, French speaking elementary school teachers will continue to be a challenge.
 - ii. If staffing targets are not met, it may be possible that temporary staffing positions will be created in wait for qualified staff.
- C) The Board would need to undertake four (4) municipal School Boundary Reviews (SBR) to expand the program and potentially identify new locations. Given the size of the program expansion, it will be necessary to include all schools and associated programs offered by the Board in the SBR.
- D) The exponential growth of the FI program could significantly impact the English Stream and Extended French program. Small grade cohorts may necessitate that additional SBRs be completed to create a larger English/Extended French cohort. This may displace students from multiple programs year over year.
- E) Considerations on grandfathering existing students would be reviewed with the School Boundary Review Committee (SBRC) as part of their preferred recommendation to Board.
 - i. For the greatest efficiency and sustainability of Board resources, grandfathering should be limited significantly, and denied for transportation. Phasing out grandfathered students will take 7-years to fully implement, which comes at a significant cost.
- F) Additional transportation costs would increase for 2020-21 to accommodate the waitlist students. This is estimated at \$176,237 to accommodate an additional 231 students. Depending on future boundary alignments and grandfathering considerations, this will continue to increase significantly year over year until full roll-out is achieved.
- G) Additional portable costs would increase for 2020-21 by \$192,000 for the addition of 12 portable classrooms. The future costs are unknown, as the boundaries and ultimate accommodation plans are not defined yet as part of the SBR process.
- H) Combined classrooms would be required to optimize classrooms organizations, staffing distribution, academic resources, and reduce the reliance on temporary accommodations.

3.5 Option D: Open Access to French Immersion

OPTION D:

Option D seeks to remove any French Immersion program cap and would create an open access model for applicants.

This is the most aggressive expansion and accommodation strategy for the program, as well as the most disruptive to all Board programs.

This option also holds the greatest level of uncertainty, as the number of number of students that will apply year over year to the program may vary from current waitlist demands. It is also very likely that waitlist demands will increase in an open access model.

It will be difficult for Staff to adequately plan for student accommodation year over year, as the actual number of students applying to the program will not be know until November each year. That said it will be difficult to implement SBR in time for the following year's cohorts.

To implement Option D, each municipality will require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just the FI program. The tentative timing of these SBR, based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

It should also be noted that there would be multiple boundary reviews that will be conducted as the program continues to grow at an exponential rate, and as the number of applicants fluctuate year over year. SBR will become an annual exercise over the course of the next 8-10 years as trends and enrolment stabilizes and would be required to harmonize growing FI enrolment versus the decreasing English Stream enrolment at other schools.

Altogether, this option presents the most frequent and prolonged disruption to Board students given the number of SBR required to accommodate the demands of the FI program. This is especially true in the high growth areas of the Board.

3.5.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

Accommodating the 2020-21 Waitlist is the same as Option B and C. Please refer to Section 3.3.1 or 3.4.1 for more information.

3.5.2 Long-Term Implementation Considerations in pursuing Option D:

The following are long-term considerations if Option D is pursued as the preferred expansion and accommodation strategy:

- A) Uncapped growth of the FI program would need to be monitored and evaluated annually to harmonize enrolments from other Board programs and mitigate impacts.
- B) Staffing needs will increase from 43.5 to 54.5 FTE for 2020-21, an increase of 11.0 FTE for 2020-21. At full implementation, the staffing requirement are unknown as the number of applicants into the program will increase with the removal of caps.
 - i. It is very likely that once the cap is removed, demand will increase beyond the current waitlist demands, generating further increases in staffing needs.
 - ii. Meeting staffing target for qualified, catholic, French speaking elementary school teachers will continue to be a challenge.

- iii. If staffing targets are not met, it may be possible that temporary staffing positions will be created in wait for qualified staff.
- C) The Board would need to undertake four (4) municipal School Boundary Reviews (SBR) to expand the program and potentially identify new locations. Given the size of the program expansion, it will be necessary to include all schools and associated programs offered by the Board in the SBR.
 - D) There may be more families applying to the program now that the cap is removed. Trends would need to be established over the next 3 to 5-year period to better understand regional demands.
 - E) Could significantly impact the English Stream and Extended French program. Small grade cohorts may necessitate that additional SBRs be completed to create a larger English/Extended French cohort. This may displace students from multiple programs year over year.
 - F) Considerations on grandfathering existing students would be reviewed with the School Boundary Review Committee (SBRC) as part of their preferred recommendation to Board.
 - i. For the greatest efficiency and sustainability of Board resources, grandfathering should be limited significantly, and denied for transportation. Phasing out grandfathered students will take 7-years to fully implement, which comes at a significant cost.
 - G) Additional transportation costs would increase for 2020-21 to accommodate the waitlist students. This is estimated at \$176,237 to accommodate an additional 231 students. Depending on future boundary alignments and grandfathering considerations, this will continue to increase significantly year over year until full roll-out is achieved.
 - H) Additional portable costs would increase for 2020-21 by \$192,000 for the addition of 12 portable classrooms. The future costs are unknown, as the boundaries and ultimate accommodation plans are not defined yet as part of the SBR process.
 - I) Combined classrooms would be required to optimize classrooms organizations, staffing distribution, academic resources, and reduce the reliance on temporary accommodations.

3.6 10-Year French Immersion Municipal Enrolment Forecast

The following sub-sections provides a brief summary of the projected French Immersion Municipal Enrolment Forecast over the next 10 years, while comparing Option A - C expansion and accommodation strategies presented as part of this report. Note Option D is not discussed, as the number of applicants in the long-term is unknown – use Option C as a baseline.

It also seeks to make linkages to the [2019 Long-Term Capital Plan](#), and the need to pursue multiple School Boundary Reviews to implement the suggested strategy.

3.5.1 City of Burlington 10-Year FI Forecast:

A total of 85 Grade 1 students applied for the FI program for 2020 in the City of Burlington, of which 39 students were placed on the waitlist. A total of four (4) Grade 1 classes would be required to accommodate all applicants into the program.

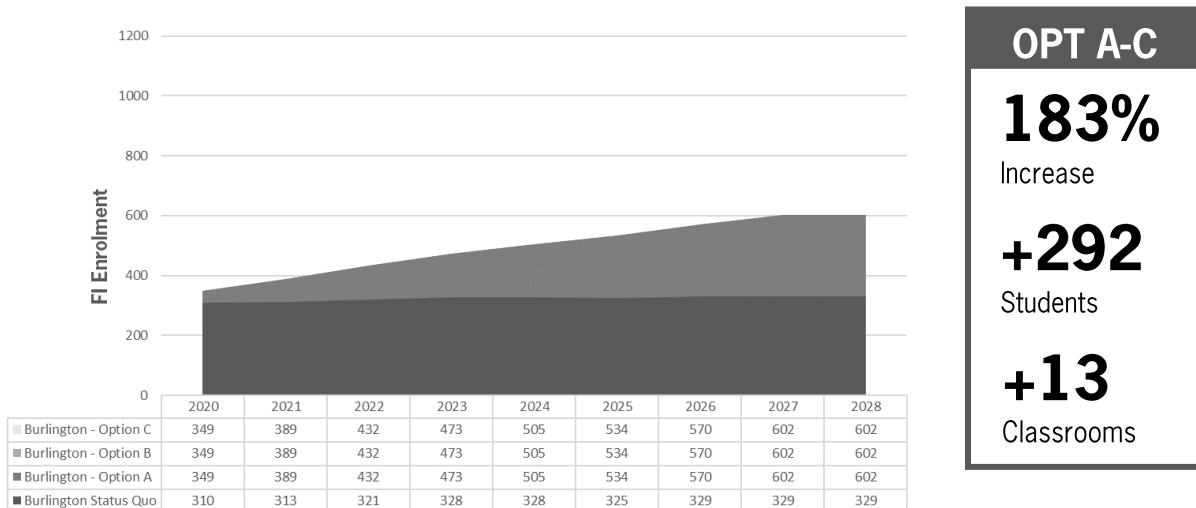
In expansion and accommodation strategy Option A-C, the growth of the program over an eight (8) year period would increase enrolment from 310 students to 602 students between 2020 and 2028, an overall increase of 292 students.

Given the increase of FI students and the current accommodation constraints at Sacred Heart of Jesus CES, it would be necessary to identify another FI school in Burlington.

There are no elementary school facilities in the City of Burlington that are currently or projected to have adequate space to accommodate the additional students over the long-term expansion of the program. For 2019 Long-Term Capital Plan information on Burlington, visit schoolplannig.hcdsb.org.

This rationalizes the need to initiate a School Boundary Review Process to identify a second FI location, as well as re-distribute enrolment from both the English Stream and FI stream to create adequate space for the long-term deployment of the program.

Figure 8: City of Burlington 10-Year FI Forecast for Option A-C



3.5.2 Town of Halton Hills 10-Year FI Forecast:

A total of 56 Grade 1 students applied in 2020 for the FI program in the Town of Halton Hills, of which 10 students were placed on the waitlist. A total of three (3) Grade 1 classes would be required to accommodate all applicants into the program.

In expansion and accommodation strategy Option A-C, the growth of the program over an eight (8) year period would increase from 321 to 423 students between 2020 and 2028, an increase of 102 students.

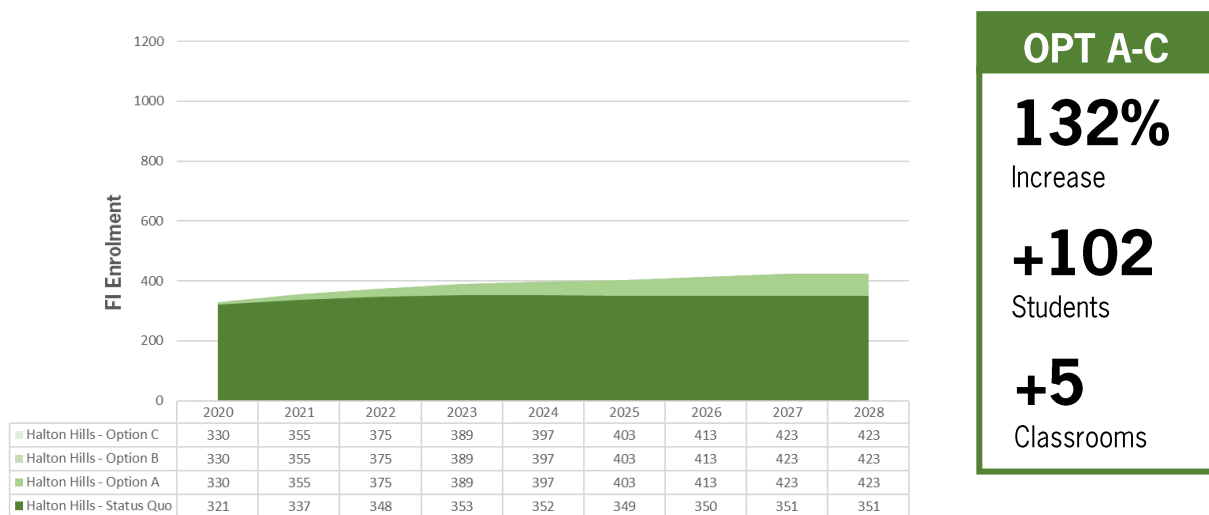
There are existing enrolment pressures in all elementary schools located in Georgetown, which already necessitate that the FI program be divided between two (2) schools, namely St. Brigid (Grade 6-8) and St. Catherine of Alexandria CES (Grade 1-5). These pressures are further exacerbated by the next phase of development, being the Vision Georgetown Secondary Plan.

St. Catherine of Alexandria CES would be able to accommodate the expansion of the program over the next two (2) years, if the waitlist remains constant. Afterwards, the school would exceed its total portable capacity by 2023.

This supports the need to initiate a School Boundary Review Process to accommodate the expansion within the next 1-2-year period to re-distribute enrolment from both the English Stream and FI stream to create adequate space for the FI program.

It should be noted that once the new Vision Georgetown CES is approved and constructed for the 2023-24 school year (tentative), more capacity will be available. This would allow for a second school boundary review to rebalance enrolment and reconfiguring the deployment of the FI program more effectively in Halton Hills. For 2019 Long-Term Capital Plan information on Halton Hills, visit schoolplannig.hcdsb.org.

Figure 9: Town of Halton Hills 10-Year FI Forecast for Option A-C



3.5.3 Town of Milton 10-Year FI Forecast:

A total of 154 Grade 1 students applied in 2020 for the FI program in the Town of Milton, of which 108 students were placed on the waitlist. A total of seven (7) Grade 1 classes would be required to accommodate all applicants into the program.

Option A and B expansion and accommodation strategies see the growth of the program after its ninth year will increase from 327 to 680 students between 2020 and 2028, an increase of 353 students.

Note that in Option B, by 2027-28 the full waitlist students that enrolled in 2020-21 will be in Grade 8. At this time, Option B will have a total of 735 students, whereas Option A will have an estimated total of 680 students. In 2028-29, both options will have the same enrolment and number of classes.

Option C would see the growth of the program increase from 327 to 1,141 students between 2020 and 2028, an increase of 814 students. The total program size is nearly equivalent to two (2) full size elementary schools.

Under the status quo conditions, St. Scholastica CES is expected to reach its maximum capacity by 2021 due to high growth in the area, therefore it could not accommodate the growth of the program for more than one (1) year.

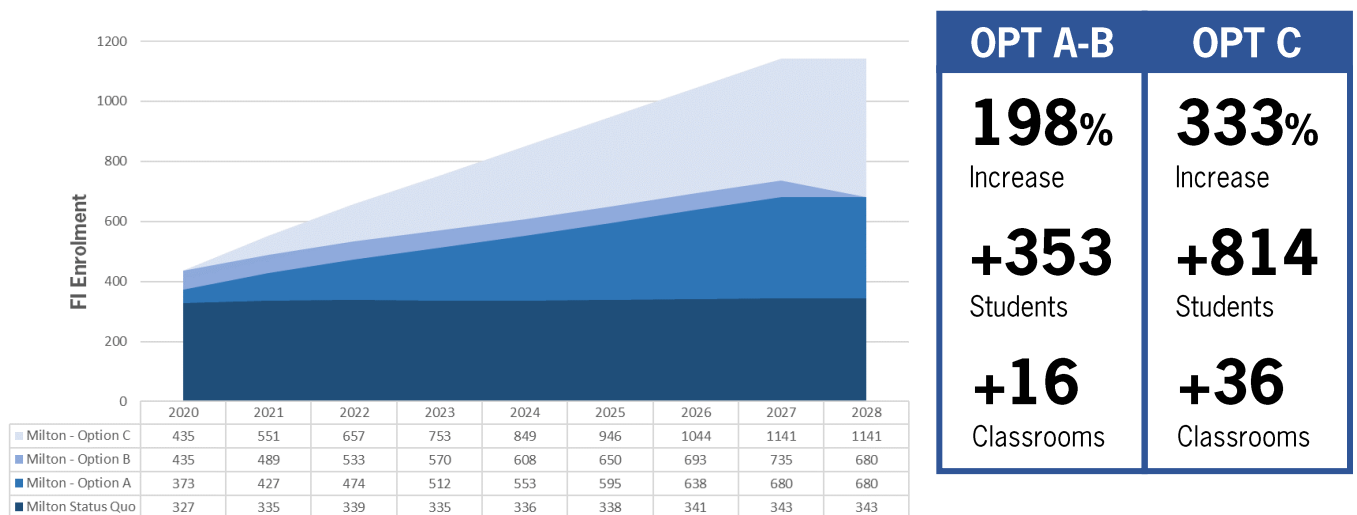
All elementary school facilities in the Town of Milton are presently full or over their built capacity for the 2020-21 school year. Given the current and potential size of the FI program expansion in Milton, there is no one school that will have enough capacity for the full program expansion.

Therefore, it would be an urgent requirement to initiate and complete a School Boundary Review Process to identify multiple FI locations prior to the 2021-22 school year registration period.

It should also be anticipated that combined development growth and FI program growth, multiple boundary reviews may be required to address ongoing enrolment pressures and balancing enrolment distribution for Milton programs.

For 2019 Long-Term Capital Plan information on Milton, visit schoolplannig.hcdsb.org.

Figure 10: Town of Milton 10-Year FI Forecast for Option A-C



3.5.4 Town of Oakville 10-Year FI Forecast:

A total of 122 Grade 1 students applied in 2020 for the FI program in the Town of Oakville, of which 76 students were placed on the waitlist. A total of six (6) Grade 1 classes would be required to accommodate all applicants into the program.

Option A and B expansion and accommodation strategies see the growth of the program over an eight (8) year period increase from 346 to 709 students between 2020 and 2028, an increase of 363 students.

Note that in Option B, by 2027-28 the full waitlist students that enrolled in 2020-21 will be in Grade 8. At this time, Option B will have a total of 739 students, whereas Option A will have an estimated total of 709 students. In 2028-29, both options will have the same enrolment and number of classes.

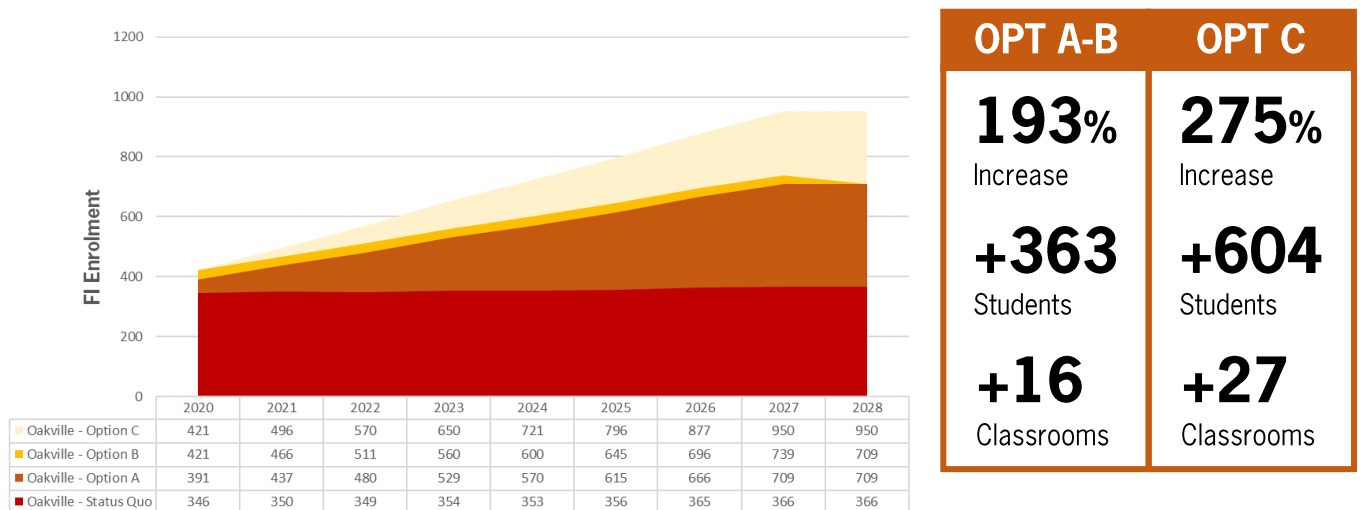
Option C would see the growth of the program increase from 346 to 950 students between 2020 and 2028, an increase of 604 students. The total program size is nearly equivalent to two (2) full size elementary schools.

Under the status quo conditions, St. Mary CES is expected to operate between 123%-132% over the next five (5) years, remaining near its maximum capacity. That said, the school cannot accommodate the growth of the program for more than one (1) year.

There is adequate space available within the Town of Oakville to expand the program into other locations and rebalance enrolment. Note this will not eliminate empty spaces as the students are simply being redistributed.

Given St. Mary school enrolment pressures, it would be an urgent requirement to initiate and complete a School Boundary Review Process to identify these additional FI locations prior to the 2021-22 school year. For 2019 Long-Term Capital Plan information in Oakville, visit schoolplannig.hcdsb.org.

Figure 11: Town of Oakville 10-Year FI Forecast for Option A-C



4.0 Staffing & Recruitment Strategy & Considerations

Staffing the French programs offered at the Board continues to present challenges. As such, staff continues to work in developing recruitment strategies to attract qualified teachers to ensure the highest standard of Curriculum delivery in our CORE, Extended French and French Immersion programs.

At present, Curriculum Services in coordination with Human Resources is working on the following tools to assist with the recruitment efforts:

- A) Staff is developing and implementing a multi-step recruitment plan for FSL staff including an increased social media presence, alumni outreach, and participation in targeted recruitment events. Since the start of this initiative, ten (10) HCDSB alumni have returned to teach FSL at the Board;
- B) Staff is preparing to launch an exciting series of Teacher Stories as well as a promotional film detailing the benefits of working at HCDSB as an FSL teacher, and we are working to become accredited as a provider of Additional Qualifications in FSL for existing teaching staff at HCDSB. A fulsome report on these initiatives will be presented to the Board in January 2020; and,
- C) Human Resources Services staff have implemented several recruitment best practices of other school boards across Ontario to attract French Teachers to our Board. Between 2017-18 and 2018-19, the Human Resources has attended 28 Recruitment Fairs within the Province of Ontario. For 2019-20, Human Resources is scheduled to attend 14 recruitment fairs in Ontario and Quebec.

4.1 Short and Long-Term Staffing Requirements

Table 2 below provides an estimation of the staffing requirements for expansion and accommodation strategy Options A-C as presented as part of this report, in comparison to the current staffing levels anticipated in 2020. Staffing requirements for Option D are unknown, as the total enrolment is unknown; however Option C can be used as a baseline. Staffing requirements for 2020-21 and 2028-29 are provided to demonstrate the full staffing requirements over the full implementation of the expansion.

In summary, Option A and B have comparable staffing requirements over a long-term period with the opening of two (2) additional classes per grade. Option C has the second greatest staffing requirements given the exponential increase in the number of classrooms added annually, namely in Milton and Oakville.

Table 2: Expansion & Accommodation Strategy Staffing Requirements

	Current 2020-21				Future - 2028-29			
	Status Quo	Option A	Option B	Option C	Status Quo	Option A	Option B	Option C
Burlington	11	13	13	13	11	22	22	22
Halton Hills	10	11	11	11	10	15	15	15
Milton	11.5	13.5	14.5	14.5	11.5	23	23	36
Oakville	11	13	16	16	11	22	22	51
HCDSB	43.5	50.5	54.5	54.5	43.5	82	82	104

The following are short and long-term considerations as it relates specifically to staffing for all four (4) expansion and accommodation strategies:

- A) When deploying the FI program in 2012, Senior Staff determined that the most optimal number of classrooms at a school should remain an even number, i.e. two (2) classes per grade.
 - a. 50% of the school day is in French, and 50% in English for the Grade 1-8 FI program.
 - b. Having paired/even classes allows FI teachers to evenly divide their teaching time between two classes. This allows for greater efficiency in staffing.
- B) There continue to be difficulties in retaining qualified staff for French Immersion Programming at the Board, as the number of teaching candidates graduating from Faculties of Education with a high level of French proficiency province-wide is declining.
 - a. As of 2019, there is currently: 1.5 permanent FSL teaching positions unfilled by qualified staff; one (1) staff member is teaching on a *Letter of Permission* from the Ministry of Education with no OCT certification or FSL qualifications; and five (5) teaching staff members who have OCT certification but no FSL qualification are working with a *Temporary Letter of Approval*.
 - b. As the program expands, there is the possibility that the number of unfilled positions may increase year-over-year until they can be filled.
 - c. There may be a higher need to generate combined classrooms to best deploy the staffing that is available to the Board.
- C) The expansion of French Immersion to Secondary in September 2021 will require a minimum of 3.0 Teachers with a high level of French proficiency and appropriate content qualifications. The need for additional teachers will increase over a four (4) year period until Grade 12.
 - a. Combined secondary and elementary FSL staffing needs over the next few years will present a challenge in filling all positions immediately at the start of the school year.
 - b. Throughout the school year, the number of medical and/or parental leaves will pose a challenge with a greater number of FI teachers who require an FSL teacher with a high level of French proficiency in order to deliver the French Immersion Curriculum.
 - c. Existing elementary intermediate staff will likely look to move into secondary school teaching roles. To date, FSL teachers seem to prefer teaching in Junior (Grade 4-6), Intermediate (Grade 7-8) to Senior (Grade 9-12) divisions rather than Primary, Grade 1 to 3.

Senior staff have fewer concerns relating to staffing in Options A and B when compared to Option C and Option D. There are advantages in capping the program, which allows the Board to better manage and adjusting the growth of the program in relation to the success of the Board's recruitment strategies. Option C allows for exponential growth immediately and will present drastic challenges in mitigating the considerations stated above. Option D would further exacerbate these concerns by removing the cap.

Altogether, working towards meeting demand with incremental growth strategies places the Board in a better position to effectively staff the French Immersion program to deliver the most optimal curriculum ensuring that we are graduating students who are functionally proficient by Grade 12.

5.0 Summary of Expansion & Accommodation Strategies

Table 3, below, summarizes the information presented in Section 3.0 and Section 4.0 of the report. The information presented below seeks to demonstrate the overall increases in enrolment, staffing, accommodation needs, and costs associated to the first three (3) expansion and accommodation strategies for both 2020-21 and 2028-29 school years (Option A-C).

As stated in previous sections of this report, estimating the long-term needs associated to Option D are unknown, as staff does not have the necessary information to predict the number of applicants of an open access model.

Note that staff was unable to estimate the overall portable needs and costs for the four options, as the boundary information needed to determine temporary accommodation is not available.

For transportation, staff assumed that the same global rates of FI program eligibility would apply. This is only an estimation and will be reliant on the final accommodation plan defined by future School Boundary Review processes.

Table 3: Point in Time Summary of Expansion & Accommodation Strategies

		Current 2020-21				Future - 2028-29			
		Status Quo	Option A	Option B	Option C	Status Quo	Option A	Option B	Option C
Burlington	Staffing (FTE)	11	13	13	13	11	22	22	22
	Enrolment	310	349	349	349	329	602	602	602
	Portables	2	4	4	4				
	Portable (\$)	\$ 32,000	\$ 64,000	\$ 64,000	\$ 64,000				
	Transp. (\$)	\$ -	\$ 31,752	\$ 31,752	\$ 31,752	\$ -	\$ 222,264	\$ 222,264	\$ 222,264
Halton Hills	Staffing (FTE)	10	11	11	11	10	15	15	15
	Enrolment	321	330	330	330	351	423	423	423
	Portables	8	9	9	9				
	Portable (\$)	\$ 128,000	\$ 144,000	\$ 144,000	\$ 144,000				
	Transp. (\$)	\$ -	\$ 5,043	\$ 5,043	\$ 5,043	\$ -	\$ 40,342	\$ 40,342	\$ 40,342
Milton	Staffing (FTE)	11.5	13.5	14.5	14.5	11.5	23	23	38
	Enrolment	327	373	435	435	343	680	680	1141
	Portables	2	4	7	7				
	Portable (\$)	\$ 32,000	\$ 64,000	\$ 112,000	\$ 112,000				
	Transp. (\$)	\$ -	\$ 36,687	\$ 86,134	\$ 86,134	\$ -	\$ 243,794	\$ 243,794	\$ 636,436
Oakville	Staffing (FTE)	11	13	16	16	11	22	22	29
	Enrolment	346	391	421	421	366	709	709	950
	Portables	8	10	12	12				
	Portable (\$)	\$ 128,000	\$ 160,000	\$ 192,000	\$ 192,000				
	Transp. (\$)	\$ -	\$ 31,985	\$ 53,308	\$ 53,308	\$ -	\$ 243,794	\$ 243,794	\$ 415,089
Board Total	Staffing (FTE)	43.5	50.5	54.5	54.5	43.5	82	82	104
	Enrolment	1304	1443	1535	1535	1389	2414	2414	3116
	Portables	20	27	32	32				
	Portable (\$)	\$ 320,000	\$ 432,000	\$ 512,000	\$ 512,000				
	Transp. (\$)	\$ -	\$ 105,466	\$ 176,237	\$ 176,237	\$ -	\$ 775,170	\$ 775,170	\$ 1,341,131

6.0 Conclusion & Recommendations

There is clearly a demand to expand the French Immersion program throughout each municipality, in varying degrees. To meet the demands and begin the process of reducing the number of applicants that are waitlisted, staff is recommending that an incremental expansion and accommodation strategy be pursued.

Doing so allows the Board to mitigate the steep accommodation and staffing challenges in immediately adopting an open access/uncapped admission model for the FI program. It also allows the Board to increase the supply of spaces available in the FI program gradually as resources, staff, and space is made available as ongoing monitoring and evaluations are taking place in each municipality.

As such, senior staff is recommending that either Option A or B be adopted as the preferred expansion and accommodation strategy. Both options allow the Board to phase in the expansion of the program more gradually to meet demand, while ensuring there is adequate capacity, teachers, and resources to accommodate the program and its students.

If adopted, senior staff is also recommending that the tentative boundary reviews schedule presented below be adopted in principle as implementation moves forward:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2020 start date / 2022 implementation

Each of the above processes would require separate Board resolutions to initiate the necessary school boundary review process, as per Policy I-29.

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.

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

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

Levels of Engagement



Inform

Increase awareness and understanding.



Consult

Gather feedback on policies, options and/or decisions.



Involve

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



Collaborate

Work together to develop options and solutions.

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

GOAL

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

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
Website updates – dedicated webpage; button on each school site	Online	All Stakeholders	Week of December 9, 2019
Social media updates – redirect to website for consultation details, timelines, reports, etc.	Social media	All Stakeholders	Beginning week of January 6, 2020 and ongoing
Emails to parents/guardians - to keep them informed at each step of the consultation process	Email	Parents/Guardians	Initial Email: December 16/19 Reminder Email: January 8/20
Catholic School Councils - to gather collective feedback	Online Submission Form	Catholic School Councils	Email to CSCs – week of December 9, 2019 Feedback due back: February 14, 2020
Presentation to CPIC – to gather collective feedback	Online Submission Form	Catholic Parent Involvement Committee	January 20, 2020 Feedback due back: February 14, 2020
Presentation to SEAC – to gather collective feedback	Online Submission Form	Special Education Advisory Committee	January 27, 2020 Feedback due back: February 14, 2020
2 public consultation meetings – - one for Burlington/Oakville par - one for Milton/Halton Hills parents	In person	Parents/Guardians Students	Wednesday January 15, 2020 Corpus Christi Catholic Secondary School - BURLINGTON Thursday January 16, 2020 St. Peter Catholic Elementary School - MILTON
Online Survey – for parents/guardians/staff who were not able to attend one of the public consultation meetings	Online	All Stakeholders	Thursday, January 16 – Friday, January 31, 2020

Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat

Adopted: January 17, 2017	Last Reviewed/Revised: N/A
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Next Scheduled Review: 2019-2020

Associated Policies & Procedures:
[I-12 Emergency Response Plans for Fire, Evacuation, Lockdown and Bomb Threat Response](#)
[VI-58 Parent Notification System](#)

Commented [JN1]: Title updated to reflect additional ERP occasions

Purpose

The Ontario Fire Code, and the Police/Board Protocol requires the establishment and implementation of an Emergency Response Plan for every school ~~plant~~ and administration centre(s) to assure effective utilization of life safety features and to protect students and employees from fire, evacuation, lockdown, bomb threat and other emergency situations.

The Halton Catholic District School Board endorses this requirement.

Application and Scope

The following safety procedures and items where applicable, shall be included in developing an Emergency Response Plan:

- activating the fire alarm,
- notifying the Fire Department,
- proper access for fire fighting,
- instruction for occupants when alarm sounds,
- assistance for disabled occupants, evacuation chairs
- confining, controlling and extinguishing the fire,
- appointment of supervision staff,
- instruction to supervision staff with respect to responsibilities,
- conducting of fire drills,
- control of fire hazards in the building,



- maintenance of building facilities provided for safety such as fire alarm, sprinkler systems, emergency lighting, standpipe systems, voice communication systems, automatic extinguishing systems, evacuation chairs, kitchen equipment, emergency generators, portable extinguishers, exit lights, fire doors and other such maintenance as required,
- alternate measures to be taken during shutdown of any fire protection equipment,
- schematic diagrams showing the type, location and operation of all building fire systems to be maintained,
- a copy of the fire emergency procedures to be posted in the school office for perusal by supervisory staff,
- arrangements made for emergency shelter and transportation, if required,
- provisions for evacuation during extreme cold weather.

References

- [Education Act](#)
- [School Board Protocol - Halton 2016: Support Every Child and Reach Every Student](#)
- [Provincial Model for Local Police-School Board Protocol 2015](#)
- [Fire Code](#)

Requirements

I. Fire and Evacuation Response Plan

Fire Drills:

The Principal shall be responsible for conducting annual routine fire and evacuation drills. Evacuation fire drills shall be held a minimum of three (3) times in each of the Fall and Spring school terms. All staff and students shall participate in each fire and evacuation drill.

Such drills shall be recorded in a log book by the Principal. The log will record date and time required to evacuate the building during each drill practice.

Plan to be Filed:

In accordance with the Ontario Fire Code, a copy of the approved Emergency Response Plan for each school shall be filed in the Principal's office, the Central Office and with a generic copy available.



Duties of the School Principal:

The Principal shall be responsible for drafting the School Emergency Response Plan in the required standard format and shall submit it to the appropriate School Superintendent for approval. Following Plan approval, the Plan will be posted and reviewed annually with all school personnel. The Principal shall designate and train sufficient staff members to act in the absence of the Principal.

~~The Principal shall be responsible for ensuring that after-hours groups are familiar with the School Emergency Response Plan. The Principal shall ensure the Emergency Response Plan(s) is (are) in place and appropriate signage is available, to after-hours groups.~~

The Principal shall prepare and shall post on each floor or area a schedule of primary and secondary exits for use by the occupants in case of need for evacuation.

Individual school emergency response plans shall:

- include expectations with respect to staff, students, parents and police, emergency medical services (EMS) and/or the fire department, as appropriate;
- address issues such as accessibility and communications for students with special education needs;
- include a process and appropriate resources to support student with prevalent medical conditions in the event of a school emergency, as well as staff with known medical conditions.

Commented [JN2]: Added medical conditions info and other requirements from policy

Commented [JN3]: As per PPM 161 - Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools

Duties of the Superintendent of Schools:

Each School Emergency Response Plan shall be submitted in standard format by the Principal to the appropriate Superintendent for approval. Such approval shall be in accordance with local Fire Department requirements. Plans shall be updated as required. Changes to the Emergency Response Plans shall be approved by the appropriate Superintendent and shall be in accordance with local Fire Department requirements and/or Board directives.

Duties of the School Custodian(s) During the Regular School Day:

Regular checks, tests and inspections of equipment and system facilities shall be conducted as directed by the Superintendent of Facilities Management and as specified in the Emergency Response Plan.

Such system and equipment inspections shall include:

- portable fire extinguishers,
- fire alarm and voice communication systems,
- standpipe and hose systems where applicable,
- water supplies for fire fighting where applicable,
- emergency lighting systems,



- exit routes from the building, and
- fire department access to school grounds.

The results of these inspections shall be recorded by the school custodian in a manner designated by the Superintendent of Facilities Management. The ~~Facility Manager-Custodial Supervisor~~ shall assure that such checks, tests and inspections are completed on schedule and that records are retained for a period of two (2) years.

Duties of the Facility Manager/~~Supervisor~~:

~~Checks, inspections and tests of systems not the responsibility of the Maintenance Supervisor shall assure that~~ the following tests and checks are ~~to be~~ completed, ~~where appropriate, on schedule and that records are reviewed annually and are~~ and records are ~~to be~~ retained for a period of two (2) years:

- service equipment, ducting, chimneys,
- commercial cooking equipment and automatic extinguishing equipment and hoods, and
- yearly fire alarm and emergency lighting inspections.

Permanent Log and System Service:

A permanent log of the maintenance work shall be kept by the Facility Manager/~~Supervisor~~ in accordance with the ~~Manual of Operation and Maintenance Instructions~~ and such log shall include:

- description and date of work carried out,
- the name of person performing such work,
- note of parts repaired/replaced,
- a note of any unsatisfactory conditions and steps taken to correct them, and
- a note verifying that any equipment/controls de-activated for repairs have been restored

All malfunctioning systems shall be serviced immediately.

Duties of all School Personnel:

Each school staff member, academic and non-academic, shall be familiar with the Emergency Response Plan for the school in which the staff member is located and shall fully understand his/her role in the event of an emergency.

Reporting Fire:

~~**ALL FIRES SHALL BE REPORTED TO THE FIRE DEPARTMENT, THE APPROPRIATE SCHOOL SUPERINTENDENT AND TO THE SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES.**~~

~~All fires shall be reported to the fire department, the appropriate school superintendent and to the superintendent of facility management services~~

General Administration:



The Director of Education or designate shall be responsible for the development of a Fire Safety Plan for the Catholic Education Centre. Such Fire Safety Plan shall include where applicable, the components identified within this policy.

Duties of the School Custodian(s) After Regular School Hours and Weekends:

In the event of a fire, evacuation, lockdown, bomb threat or any other emergency situation, the custodian(s) is (are) to contact and notify the ~~a~~After ~~s~~School ~~h~~Hours and ~~Weekend~~ Facility Manager/~~Custodial~~ Supervisor on duty and/or their immediate Supervisor of the emergency.

II. Lock Down procedures:

- Each school principal shall be responsible for developing and maintaining an emergency response plan to deal emergency situations that require a school lockdown.
- Every school must conduct a minimum of two (2) lockdown practice drills each school year and a record of such drills shall be maintained.
- All schools will develop school specific Lockdown procedures as part of their Safe Schools planning process and be guided by the School Board Protocol – Halton 2016: Support Every Child and Reach Every Student. Such procedures will take into account:
 - lockdown/hold and secure terminology;
 - site-specific special needs such as mechanisms to communicate messages to those who may not adequately hear verbal communications and those who may not be readily mobile without assistance.
 - school preparations for lockdown/~~hold and secure/shelter-in-place~~ procedures;
 - roles and responsibilities for staff, students, police, parents/guardians;
 - procedures for initiating a lockdown/~~hold and secure/shelter-in-place~~;
 - procedures when a lockdown/~~Hold hold~~ and ~~s~~Secure/~~shelter-in-place~~ is initiated;
 - procedures for evacuation and end of a lockdown/~~hold and secure/shelter-in-place~~; and
 - training for staff and students and other community partners on the lockdown procedures.

Plan To Be Filed

- Each school's lockdown plans and procedures shall be included in the school's Emergency and Crisis Response Plan, which must be appended to the School Board Protocol - Halton 2016: Support Every Child and Reach Every Student.
- Each school plan, as well as the Board plan, shall be thoroughly reviewed annually.



III. BOMB THREAT RESPONSE PROCEDURES

1. All schools of the Board must establish a bomb threat response plan in accordance with the School Board Protocol – Halton 2016: Support Every Child and Reach Every Student.
2. Every school must conduct a minimum of two (2) Bomb Threat practice drills each school year and a record of such drills shall be maintained.
3. Every school's individual bomb threat response plan, procedures and related Checklists shall be in accordance with Appendix E of the Police Protocol.
4. An individual school bomb threat response plan shall include information on:
 - roles and responsibilities of staff, students, parents/guardians, police, EMS and/or Fire Department;
 - receiving information on a bomb threat/intake procedures;
 - contacting police, EMS and/or Fire Department;
 - search procedures;
 - evacuation and re-entry procedures;
 - reporting procedures; and
 - training for staff, students and other community partners with respect to their respective obligation/responsibilities within individual school plans.

Plan To Be Filed

- Each school's bomb threat response plans and procedures shall be included in the school's Emergency and Crisis Response Plan, which must be appended to the School Board Protocol – Halton 2016: Support Every Child and Reach Every Student.
- Each school plan, as well as the Board plan, shall be thoroughly reviewed annually.

APPROVED: Regular Meeting of the Administrative Council

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

Educational Field Trips	
Adopted: October 6, 2014	Last Reviewed/Revised: November 4, 2019 <u>December 2, 2019</u>
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, of all abilities, 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-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.

- 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, 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.
- 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 Program Safety Guidelines” for grade appropriate ratios.

- Out of province/country medical insurance provisions must be made for health care insurance, and must be in place for each participant involved in activities that occur out of province/country.
- 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;
 - 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

Commented [JN1]: Rescinded - most of content is duplicated in VI-30.

School Security	
Adopted: April 1996	Last Reviewed/Revised: October 1, 2018
Next Scheduled Review: Rescinded December 2, 2019	
Associated Policies & Procedures: II-35 Access to School Premises VI-30 Access to School Premises	

Purpose

The following procedures have been established for purposes of maintaining student and staff safety as well as the physical security of school facilities and their contents.

Application and Scope

This procedure ensures that all staff and visitors are readily identifiable through the wearing and display of identity badges. Principals are required to monitor all staff and visitors for compliance with the wearing of visible identity badges. Furthermore, Principals are required to implement and maintain a Key Registry System for their school. Guidelines and an example of a key registry form are provided to assist the Principal.

Principles

For purposes of maintaining student and staff safety, only duly authorized personnel should be on site, readily identifiable through a badge protocol. It is recognized that the schools can best ensure the security of their school property via a site-based management security model. Proper security of school facilities and their contents is essential to ensure that school facilities, furniture, and equipment are always available for the use of students and staff of the Halton Catholic District School Board.

Requirements

1. Where applicable and appropriate, staff will be responsible for locking classroom doors and other “teaching” areas when not in use. All lights should be switched off when a room is not in use.
2. When school staff leave their work space at the end of the day they shall, ensure that all windows are closed and locked, lights are switched off and where applicable, the door is



locked. All classroom computers and other audio video (AV) equipment must be switched off at the end of the day.

3. Teachers will be required to unlock their own classrooms or teaching areas upon arrival at school.
4. Community Use of Schools – custodians will be responsible to unlock upon arrival and lock the space at the end of the event.
5. All roving/mobile computers and audio-visual equipment should be located in, or returned daily, to a securely locked storage area. If possible, it is recommended that rooms with doors and windows exposed to the exterior not be used for storage areas.
6. All staff and visitors, while on school property, during the school day, shall wear their appropriate identity badges in a manner which exposes these badges to clear view.

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Commented [JN3]: Moved to VI-30

SCHOOL KEY REGISTRY GUIDELINES

1. The key registry and any extra keys must be kept in a secure and safe location (i.e. key cabinet). Facility Management Services is to be advised of the location of the key registry and any extra keys.
2. The key registry should be reviewed at least twice per year; at the beginning of the school year and at the end of the school year.
3. Every time a key is issued or returned, the key registry must be completed.
4. All keys are to be returned to the Principal at the end of each school year, or assignment. Any discrepancies are to be reported to the Facility Management Services.
5. Principals are responsible for issuing keys to their staff.
6. The Principal is responsible for maintaining control of all keys at the school. Any lost/misplaced keys shall be immediately reported to the Principal.
7. School interior master keys shall be held only by the Principal and Vice-Principal(s). No other staff member should have a master key, with the exception of the Commissionaire(s), in Secondary Schools, who may have access to a master key, at the discretion of the Principal.
8. Exterior door keys shall be issued by Facility Management Services only to the following staff members:
 - Principals
 - Vice Principals
9. Facility Management Services will be responsible for issuing keys to the Custodial staff; applicable IT staff through the Senior Manager, IT Services; and the Interoffice Courier Service Provider.

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Commented [JN5]: Moved to VI-30

Commented [JN6]: Moved to VI-30



10. Principals are to advise staff that keys are not to be duplicated, under any circumstances. Facility Management Services will provide keys on written request (e.g. via email) from the Principal.

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APPROVED: Regular Meeting of the Administrative Council

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

Rescinded

School: _____

Principal: : _____

SCHOOL KEY REGISTRY

ROOM NAME	ROOM #	KEY #	KEY ISSUED TO (PLEASE PRINT)	ISSUE DATE	SIGNATURE	RETURN DATE	SIGNATURE

Access to School Premises	
Adopted: April 16, 2013	Last Reviewed/Revised: April 2016 December 2, 2019
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures:	
II-35 Access to School Premises	
VI-08 School Security	
I-30 Video Surveillance	
VI-83 Video Surveillance Procedure	
I-33 Classroom Observations by External Third Party Professionals	
VI-48 Protocol With External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149)	
I-36 Trustee Code of Conduct	
II-37 Volunteers in Catholic Schools	
V-01 Use of School Grounds and Community Use of School Facilities	
VI-64 Community Use of School Facilities	
VI-49 Use of School Facilities Election Day	
VI-41 School Visits by Union Presidents	

Commented [JN1]: Rescinding - duplicate information

Purpose

To provide a safe workplace and learning environment which governs access to school premises as well as the security of school facilities and their contents.

Application and Scope

This procedure applies to all persons accessing school premises under the jurisdiction of the Halton Catholic District School Board.

References

The Halton Catholic District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of the:

- ~~[Education Statutes and Regulations of Ontario Education Act](#)~~
- [Safe Schools Act](#)



- [Trespass to Property Act](#)
- [Section 93 of the Constitution Act, 1982](#)
- [Section 19 of the Ontario Human Rights Code](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- ~~[Halton Catholic District School Board School Key Registry Guidelines](#)~~
- [Progressive Discipline and Safety in Schools](#)

Commented [JN2]: remove - not a valid document

Principles

- The Halton Catholic District School Board endorses and promotes *Policy II-35 Access to School Premises*, which is consistent with the values, traditions and distinctiveness of Catholic schools.
- The Halton Catholic District School Board authorizes school administrators and staff members to exercise rights as occupiers under the provisions of the Trespass to Property Act.

Requirements

- The ~~principal~~Principal is responsible to ensure the implementation and management of *Policy II-35 Access to School Premises* at the school level.
- Access to school premises during non-school hours shall be governed by the appropriate provisions of *Policy II-35 Access to School Premises* and *Policy V-01 Use of School-Grounds and Community Use of School Facilities*.
- Elementary school ~~principal~~Principals shall keep locked all exterior doors to ensure safety of pupils, staff and visitors and the authorized business of the school. Secondary school ~~principal~~Principals shall open only those doors that are required for the normal conduct of the school, limiting access to unauthorized visitors.
- The Halton Catholic District School Board recognizes that the following persons are permitted to be on school premises:
 - A person enrolled as a pupil in the school;
 - A parent or guardian of such a pupil;
 - A person employed or retained by the Board;
 - A person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);
 - A person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose; and

- A person who is invited onto school premises for a particular purpose by the ~~principal~~Principal, ~~vice-principa~~Vice-Principal or another person authorized by Board policy provided the person is on the premises for that purpose.
- Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
- An authorized person, is not allowed to remain on or return to the school premises, if, in the judgment of the ~~principal~~Principal, his/her presence is considered detrimental to the safety or wellbeing of any person on the premises.
- Staff will report immediately the loss of an access card and/or school keys.
- All staff and visitors, shall wear their appropriate identity badges in a manner which exposes these badges to clear view.
- Teachers shall unlock their own classrooms or teaching areas upon arrival at school and shall lock up upon their departure or when not in use.
- ~~When teachers leave their classrooms or teaching areas at the end of the day, they shall ensure that all windows are closed and locked and lights are switched off. All roving/mobile computers and audio-visual equipment should be located in, or returned daily, to a securely locked storage area.~~
- All mobile computers and audio-visual equipment should be located in, or returned daily, to a securely locked storage area. If possible, it is recommended that rooms with doors and windows exposed to the exterior not be used for storage areas.
- Community Use of Schools – custodians will be responsible to unlock upon arrival and lock the space at the end of the event.

Commented [JN3]: Inserted from VI-08 (being rescinded)

Commented [JN4]: Inserted from VI-08 (being rescinded)

SCHOOL KEY REGISTRY GUIDELINES

- The key registry and any extra keys must be kept in a secure and safe location (i.e. key cabinet). Facility Management Services is to be advised of the location of the key registry and any extra keys.
- The key registry should be reviewed at least twice per year: at the beginning of the school year and at the end of the school year.
- Every time a key is issued or returned, the key registry must be updated/completed.
- All keys are to be returned to the ~~principal~~Principal/designate at the end of each school year. ~~All school keys, except exterior and master keys, will be held at the school.~~ Any discrepancies are to be reported to the Facility Management Services.
- The principalPrincipal is responsible for issuing and maintaining control of all keys at the school. ~~Principals are responsible for issuing keys to their staff.~~
- The Principal is responsible for maintaining control of all keys at the school. Any lost/misplaced keys shall be immediately reported to the Principal

Commented [JN5]: Staff: All exterior keys should be returned to facilities. Interior keys are managed by the school.

Commented [JN6]: Inserted from VI-08 (being rescinded)



Procedure No. VI-30 | Access to School Premises

- School interior master keys shall be held only by the Principal and Vice-Principal(s), Custodial Staff and School Secretary. No other staff member should have a master key, with the exception of the Commissionaire(s), in Secondary Schools, who may have access to a master key, at the discretion of the Principal.
- Facility Management Services will be responsible for issuing keys to the Custodial staff, applicable IT staff through the Senior Manager, IT Services; and the Interoffice Courier Service Provider.
- Exterior door keys shall be issued by Facility Management Services only to the following staff members:
 - Senior Staff
 - Principal
 - Vice-Principal(s)
 - Custodial Staff
- ~~The Principal shall advise staff that keys are not to be duplicated under any circumstances. Facility Management Services will provide exterior and master keys upon written request from the principal. Key request forms are provided with the key registry for this purpose. Additional forms may be obtained from Facility Management Services. Principals are to advise staff that keys are not to be duplicated, under any circumstances. Facility Management Services will provide keys on written request (e.g. via email) from the Principal.~~

Commented [JN7]: Inserted from VI-08 (being rescinded)

Commented [JN8]: Inserted from VI-08 (being rescinded)

Commented [JN9]: Updated wording from VI-08 (being rescinded)

APPROVED: Regular Meeting of the Administrative Council

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

School: _____

Principal: _____

SCHOOL KEY REGISTRY

ROOM NAME	ROOM #	KEY #	KEY ISSUED TO (PLEASE PRINT)	ISSUE DATE	SIGNATURE	RETURN DATE	SIGNATURE

<u>Concussion Protocol Safety</u>	
Adopted: December 8, 2014	Last Reviewed/Revised: December 10, 2018 December 2, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: II-42 Medical Health Conditions II-26 Managing Student Risk in Interschool Sports II-31 Risk Management - First Aid V-05 School Accidents – Prevention and Safety VI-21 OSBIE Online Incident Reporting	

Commented [JN1]: Revised title to better suit content

Purpose

The Halton Catholic District School Board acknowledges that there is medical evidence to support significant health risks caused as a result of a concussion.

~~To~~ This Administrative Procedure provides school administrators, school staff, appropriate others (e.g. coaches, volunteers) and parents/guardians with information, requirements and resources in the training, awareness, prevention, identification and management of concussions, in accordance with PPM 158 School Board Policies on Concussion; Rowan’s Law (Bill 193) (Concussion Safety) 2018, and amended Education Act (Part XIII.1, Subsection 321) July 1, 2019.

Application and Scope

The Administrative Procedure for concussions is a guideline to be used by ~~school staff and appropriate others to develop awareness and prevention of concussions for students. It is also to be used to identify and manage concussions to support the health, safety and learning of students diagnosed with concussions on school sites and/or at off school/board approved activities, school administrators, school staff (teachers, coaches of board sponsored interschool activities, intramural supervisors) students, parents of students under 18 years of age, and where applicable team trainers and officials of board sponsored interschool sports and identified volunteers at all school board/school sponsored activities whether on school site or off school site.~~

References

Education Act



[Rowan's Law \(Bill 193\)](#)

[PPM 158 - School Board Policies on Concussion](#)

[Ontario Physical Activity Safety Standards in Education \(OPASSE\) Concussion Protocol 2019](#)

Definitions

A concussion:

- is a form of traumatic brain injury that causes changes in the way in which the brain functions, which can lead to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear.
- Signs and symptoms can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty in concentrating or remembering), emotional/behavioural (e.g. depression, irritability), and/or related to sleep (e.g. drowsiness, difficulty in falling asleep);
- may be caused by a jarring impact to the head, face or neck or body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness;
- cannot normally be seen by means of medical imaging tests, such as Xrays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.
- is typically expected to result in symptoms lasting 1-4 weeks in children and youth (18 years or under), but in some cases symptoms may be prolonged

Principles

1. The Halton Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential for effective learning.
2. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn.
3. Concussions are brain injuries that causes changes in how the brain functions, leading to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty falling asleep). A concussion may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A concussion can occur even if there has been no loss of consciousness. A concussion cannot be seen on Xrays, standard CT scans or MRIs. Injuries that result from a concussion may lead to "second impact syndrome," which is a rare condition that causes rapid and severe brain swelling and often



~~catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion.~~

4. A concussion can only be diagnosed by a medical doctor or nurse practitioner.
5. Research indicates that without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.
6. Students who have been diagnosed with a concussion may require temporary and/or on-going accommodations in their “return to learn” in the classroom.
7. All school staff and appropriate others are to be provided with the necessary training to assist students with concussions with both their “return to learn” and “return to physical activity”.
8. The role of the school is to work collaboratively with parents and medical personnel to provide appropriate support for the student as s/he transitions back to school in both the learning and physical participation environments. Medical personnel provide information regarding diagnosis, amount of rest required and when full participation in learning/physical activities can resume.

Requirements

1. The principal or designate has the responsibility to coordinate communication of information to all school staff and to ensure that appropriate staff and others are familiar with the requirements and expectations of the Halton Catholic District School Board's 'Concussion Protocol'.
 2. The HCDSB Concussion Protocol addresses the following requirements (per PPM 158)
 - Awareness
 - Interschool: Concussion Awareness Resources and Concussion Code of Conduct
 - Training
 - Prevention Strategies
 - Identification of a Suspected Concussion
 - Return to School Plan: supporting student's return to learning and their return to physical activity.
 - Tracking: school based and system based
- Awareness:**
- Provisions are made for connecting students learning about concussions with the curriculum, as appropriate, and implementation of an annual concussion awareness event for students to take place last Wednesday of September, Rowan's Law day.



- Information and/or training sessions by school board/schools regarding the seriousness of concussions, and the components of the concussion policy (Awareness, Prevention, Identification, Return to School Plan - RTL - RTPA) is to be shared, as appropriate, with administrators, educators, school staff students, parents, board employees, volunteers, medical doctors and nurse practitioners and community based organizations

Interschool Concussion Awareness Resources:

- Strategies in place to implement the government developed and approved Concussion Awareness Resources to the following stakeholders involved in board sponsored interschool sports: coaches, team trainers, officials, students and parents of students under 18 years of age.
- Interschool stakeholders are to receive age appropriate Concussion Awareness Strategies: 10 and under; 11-14 years of age; 15 and up.
- Strategies developed to receive confirmation that an approved Concussion Awareness Resource was reviewed, from each interschool stakeholder, every school year prior to participation in board sponsored interschool sports. .
- Annual concussion training established for relevant school staff involved in board sponsored interschool sports about the content in the approved Concussion Awareness Resources.

Interschool Concussion Code of Conduct:

- Strategies in place to develop HCDSB Concussion Codes of Conduct using the requirements outlined in PPM 158 (page 7) and the sample codes of conduct from OPASSE for the following stakeholders involved in board sponsored interschool sports: coaches and team trainers; students; and parents of students under 18 years of age.
- Strategies in place to inform, review, train and implement the Concussion Code of Conduct with the above stakeholders involved in board sponsored interschool sports.
- Strategies developed to receive confirmation that the relevant Concussion Awareness Resource was reviewed, from each of the above interschool stakeholders, prior to participation in board sponsored interschool sports.
- Strategies in place to review the Concussion Codes of Conduct whenever the concussion policy is reviewed or updated, at a minimum.

Training:

- Annual concussion training for relevant school staff on the contents of the Halton Catholic District School Board Concussion Protocol and affiliated resources and the content in the approved Concussion Awareness Resources
- The scope of training will be consistent with expected duties of school staff, as outlined in policy.



- Provisions in the training, plans for new school staff to access training throughout the school year.

Prevention Strategies:

- Strategies in place for preventing and minimizing the risk of sustaining concussions at school

Identification of a Suspected Concussion:

- A process established to immediately remove a student who is suspected of having sustained a concussion from physical activity.
 - Emergency Medical Services called if there is an emergency or if a student has any 'red flag' signs or symptoms.
 - Students are informed to report signs and symptoms to a responsible adult and where they observe signs or symptoms in a teammate to inform responsible adult.
 - Student who is suspected of having sustained a concussion is to undergo a medical assessment by a physician or nurse practitioner.

Return to School Plan:

- A process established for those diagnosed with a concussion: a Return to School Plan , which includes their return to learning and to physical activity:
 - Student, parents of student under 18 years informed of the graduated steps that a student is expected to follow in order to return to learn and return to physical activity
 - Student, parents of student under 18 years informed of the importance of sharing with the school any medical advice or recommendations
 - Parents informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g.sport organization)
 - Process in place for parents to provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.

Tracking:

In accordance with relevant privacy legislation:

- A process established to document, and track, a student's progress from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.
 - Establishment of a process to track additional information on an ongoing basis in order to inform updates to their concussion policy, as part of the regular review cycle.
3. The principal or designate has the responsibility to coordinate communication of information to all school staff and to ensure that appropriate staff and others are familiar with the



requirements and expectations of the Halton Catholic District School Board's 'Concussion Protocol'

~~1. Resources:~~

~~The content of the following resources, are to be familiar to the school administration or designate and used in developing a student individual plan and communicating information to school staff and parents/guardians:~~

- ~~● C-1 Concussion Protocol: Prevention, Identification and Management Procedures~~
- ~~● C-2 Halton Tool to Identify a Suspected Concussion~~
- ~~● C-3 Halton Monitoring/Medical Examination Form~~
- ~~● C-4 Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan~~
- ~~● C-5 Concussion Prevention Strategies~~
- ~~● HCDSB Concussion Protocol Role of School Administrator~~
- ~~● Collaborative Team Plan~~
- ~~● Classroom Concussion Symptoms and Accommodations Tool~~
- ~~● Return to School Framework~~
- ~~● Parent/Guardian Concussion Information Package~~

~~2. The principal or designate is to provide school staff with an in-service and make available the following resources to the appropriate staff member (e.g. hardcopy, electronic copy). School staff and others are to make themselves familiar with the content of the following resources to be used in managing a student(s) with a concussion.~~

- ~~● Collaborative Team – Coach, Point Person, Classroom Teacher Role~~
- ~~● First Aid Provider Role~~
- ~~● Elementary/Secondary Physical Education Teachers Role~~
- ~~● Elementary/Secondary School Coaches' Role~~
- ~~● Elementary/Secondary School Staff Role~~
- ~~● C-1 – C-5 Concussion Package~~

~~3. School Administrators and other staff may use the following websites to access other recommended resources for further information on concussions: (Ophea concussion protocol always remains the minimum standard)~~

- ~~● <https://teachingtools.ophea.net/supplements/rowans-law-day-toolkit-schools><http://www.sportconcussionlibrary.com/>~~



- <http://www.health.gov.on.ca/en/public/programs/concussions/>

4. Awareness:

- Information on the seriousness of concussions and concussion prevention will be shared with students, parents, board employees, administrators, school staff, volunteers, doctors and nurse practitioners, and community-based organizations through the use of a variety of communications strategies such as, but not limited to, curriculum lessons, in-services, training, webinars, websites, pamphlets, Frequently Asked Questions Sheet, Protocol Forms, etc.

5. Prevention:

Strategies that could be used to assist in preventing concussions:

- Ongoing Coaches in-servicing
- Curriculum Lessons for students
- Mandatory athlete information session at the start of the season
- Parent information packages (i.e. pamphlets, webinars, website, etc.)
- Ongoing staff in-servicing
- Creation of information posters

7. Identification:

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of **any one or more** of the following signs or symptoms:

Common Signs and Symptoms of a Concussion

	Possible Signs Observed A sign is something that will be observed by another person (e.g. Parent/guardian, teacher, coach, supervisor, peer)	Possible Symptoms Reported A symptom is something the student will feel/report
Physical:	<ul style="list-style-type: none"> • vomiting • slurred speech • slowed reaction time • poor coordination or balance • blank stare/glassy eyed/dazed or vacant look • decreased playing ability • loss of consciousness or lack of responsiveness • lying motionless on the ground or slow to get up • seizure or convulsion • grabbing or clutching of head 	<ul style="list-style-type: none"> • headache • pressure in the head • neck pain • Feeling off/not right • ringing in the ears • seeing double or blurry/loss of vision • seeing stars, flashing lights • pain at physical site of injury • nausea/stomach ache/pain • balance problems or dizziness • fatigue or feeling tired • sensitivity to light or noise



Cognitive:	<ul style="list-style-type: none"> • difficulty concentrating • easily distracted • general confusion • cannot remember things that happened before and after the injury • amnesia • does not know time, date, place, class, type of activity in which he/she was participating • slowed reaction time (e.g. answering questions or following directions) 	<ul style="list-style-type: none"> • difficulty concentrating or remembering • slowed down, fatigue or low energy • dazed or in a fog
Emotional:	<ul style="list-style-type: none"> • strange or inappropriate emotions, (e.g., laughing, crying, getting mad easily) 	<ul style="list-style-type: none"> • irritable, sad, more emotional than usual • nervous, anxious, depressed
Sleep:	<ul style="list-style-type: none"> • drowsiness • insomnia 	<ul style="list-style-type: none"> • drowsy • sleeping more/less than usual • difficulty falling asleep

Unconscious Student:

- If the student is unconscious, the teacher/coach/supervisor should initiate emergency action plan and call 911.
- The student does not return to play that day.
- Contact parent/guardian re: injury and inform them of either the need to pick up the student or that the student has been transported to the hospital.
- Provide a copy of C-2 Tool to Identify a Suspected Concussion, and C-3 Monitoring/Medical Examination Form to Parents/Guardians.
- Inform Parent/guardian that the student is to be examined by a medical doctor or nurse practitioner as soon as possible.
- Inform Principal of student with suspected concussion.
- Principal is to inform appropriate staff with name of student with suspected concussion.
- Student is not to participate in any learning/physical activity until parent/guardian complete and return Form C-3.
- The Parent/Guardian reports to the school principal using Form C-3 indicating whether or not the student has a diagnosed concussion.
- The Principal informs school staff of diagnosed concussion.

Conscious Student:

- If the student is conscious the Teacher/Coach/Supervisor stops the activity for the student and conducts an initial concussion assessment using C-2 Tool to Identify a Suspected Concussion.



- ~~No signs or symptoms are observed; the student does not return to physical activity that day.~~
- ~~Parent/Guardian is contacted and provided with C-2 and C-3 Monitoring/Medical Examination Form.~~
- ~~Parent/Guardian and school staff monitor student during the next 24 hours using Tool C-2 to determine if any signs or symptoms appear.~~
- ~~Principal is informed of the student to be monitored.~~
- ~~Principal is to inform appropriate staff with name of student with suspected concussion.~~
- ~~Student is not to participate in any physical activity until parent/guardian complete and return Form C-3.~~
- ~~Parent/Guardian/Classroom Teachers continue to monitor student for 24 hours.~~
- ~~The Parent/Guardian C-3 Monitoring/Medical Examination Form and reports to school principal.~~
- ~~If **NO** signs/symptoms are present, the student may return to physical activity.~~
- ~~If signs/symptoms **ARE** present, then the student must be examined by a medical doctor/nurse practitioner as soon as possible after onset of signs/symptoms.~~
- ~~The Parent/Guardian completes C-3 Monitoring/Medical Examination Form and reports to school principal using Form C-3 indicating whether or not a concussion has been diagnosed.~~
- ~~The Principal informs school staff of diagnosed concussion.~~
- ~~The student begins Return to Learn/Return to Activity Physical Activity Plan.~~

8. Management:

- ~~When a student has a diagnosed concussion, the Principal informs the school staff of the concussion and establishes the collaborative team identifying the designated school staff Point Person.~~
- ~~The Parent/Guardian reports back to the school Principal using C-4 Diagnosed Concussion—Return to Learn/Return to Physical Activity Plan.~~

Signs and/or Symptoms Present:

STEP 1 Return to Learn/Return to Physical Activity

- ~~Student completes cognitive and physical rest at home.~~
- ~~Parent/Guardian completes and returns Form C-4 A indicating that their child has completed Step 1 of the Return to Learn/Return to Physical Activity Plan with symptoms showing improvement or symptoms are not present (symptom free).~~
- ~~Student returns to school.~~



Symptoms are Improving:

- Throughout the following steps, the student is monitored for the return of concussion signs and/or symptoms and/or deterioration of work habits or performance.
- If at any time concussion signs and/or symptoms return and/or deterioration of work habits or performance occurs, the student must be examined by a medical doctor or nurse practitioner.
- The medical doctor or nurse practitioner will determine which step in the Return to Learn/Return to Physical Activity process the student must return to using Return of Symptoms Form C-4 F.

STEP 2A Return to Learn

- Symptoms still present and student requires individualized classroom strategies and/or approaches. Physical Rest still required.

Symptom Free:

- Parent/Guardian reports back to school Principal using Form C-4 when their child is symptom free.

STEP 2B Return to Learn

- Return to Learn – the student begins regular learning activities.

STEP 2 Return to Physical Activity

- Return to Physical Activity – The student engages in individual light aerobic physical activity only; and regular learning activities
- Parent/Guardian reports back to school Principal using Form C-4 C indicating their child is symptom free after participating in light aerobic physical activity.

STEP 3 (SCHOOL) Return to Physical Activity

- Return to Physical Activity (School) – The student engages in individual sport specific activity only.

STEP 4 (SCHOOL) Return to Physical Activity

- Return to Physical Activity (School) – The student engages in activity with no body contact; light resistance/weight training; non-contact practice; and non-contact sport specific drills
- The school contact informs parent of the completion of Steps 3 and 4 using Form C-4 D1.
- The Parent/Guardian report back to the Principal using written documentation from the medical doctor or nurse practitioner indicating that the student remains symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports using Form C-4 D2.



STEP 5 Return to Physical Activity

Return to Physical Activity:

- Student participates in regular curricular, intramural and interschool activities in non-contact sports and full training/practices for contact sports.
- Principal or designate files all completed C-4 Forms, for those students who are NOT involved in interschool body contact activity, in the student's OSR.

Full body contact practice:

- Students who wish to participate in interschool full body contact activities (e.g. football, hockey) must be provided with a full body contact practice prior to competition.
- Staff inform parent that student has completed full body contact practice with no restrictions using form C-4 E-1.
- The Parent/Guardian report back to the Principal using form C-4 E-2 indicating their child is symptom free after participating in activities, in practice, where there is body contact and has permission to participate fully, including participation in competition. Student can participate in Step 6 Contact Competition.

STEP 6 (SCHOOL) Return to Physical Activity

- Return to Physical Activity (School) – The student fully participates in all physical activities including contact sports.
- The Principal or designate all files completed C-4 Forms, for those students who have successfully completed the full body contact practice, in students' OSR.

9. Training:

- Principal or designate will ensure staff are aware of the related concussion policies and procedure through in-services, on-line modules, etc.
- Coaches will be in-serviced on the awareness, prevention, identification and management of concussions at the beginning of the sport specific season.
- Principal or designate will provide necessary information to Volunteers on concussion policies and procedures to allow them to follow the proper process in handling a possible concussion.
- Board staff will be in-serviced on all aspects of the HCDSB Concussion protocol

APPROVED: Regular Meeting of the Administrative Council

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

**Policy Committee Work Plan
2019-2020**

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 nd & 3 rd Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
September 10, 2019													
I-19 Occupational Health and Safety		✓	✓			2019/09/17						2019/09/18	2020-2021
II-51 Optional French Programming (French Immersion - Extended French) (+ name change)		✓	✓							2019/11/12	2 nd reading 2019/09/17		
II-52 Student Use of Service Animals in Schools		✓	✓								2019/09/17	2019/09/18	2022-2023
III-06 Harassment		✓		✓			2019/09/17					2019/09/18	---
III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel		✓								2019/10/08			
III-15 Workplace Violence		✓	✓			2019/09/17						2019/09/18	2020-2021
III-16 Workplace Discrimination and Harassment (+ name change)		✓	✓			2019/09/17						2019/09/18	2020-2021
October 8, 2019													
I-33 Classroom Observations by External Third Party Professionals		✓	✓			2019/10/15						2019/10/21	2022-2023
II-02 Educational Assistants		✓	✓			2019/10/15						2019/10/21	2022-2023
II-09 Opening and Closing Exercises		✓	✓			2019/10/15						2019/10/21	2022-2023
II-12 Management of Aggressive Student Behaviour Within Our Schools		✓	✓			2019/10/15						2019/10/21	2022-2023
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	✓				2019/10/15			2019/10/16	2019/11/06				2022-2023
III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel		✓								2019/11/12			2022-2023
November 12, 2019													
II-10 Releasing Pupils from School		✓	✓			2019/11/19						2019/11/21	2022-2023
II-19 Educational Field Trips		✓								2019/12/10			2022-2023
II-51 Optional French Programming (French Immersion - Extended French)		✓								2019/12/10			2022-2023
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		✓									2019/11/19	2019/11/21	2022-2023
III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel		✓								2019/12/10			2022-2023

**Policy Committee Work Plan
2019-2020**

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	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
December 10, 2019 (Inaugural Policy Committee Meeting)													
I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response		✓											2022-2023
I-35 Trustee Honoraria		✓											2022-2023
II-19 Educational Field Trips		✓											2022-2023
II-35 Access to School Premises		✓											2022-2023
II-42 Medical Health Conditions		✓											2021-2022
II-51 Optional French Programming (French Immersion - Extended French)		✓											2022-2023
III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel		✓											2022-2023
January 14, 2020													
I-01 Catholic School Support													2022-2023
I-21 Corporate and Community Investment in Education													2022-2023
II-24 Home to School Transportation													2022-2023
II-38 Educational Research													2022-2023
II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities													2022-2023
III-17 Attendance Support Program													2022-2023
V-07 Donations Bequests to a School or to the Board													2022-2023
February 25, 2020													
I-10 Banking, Investment and Borrowing													2022-2023
I-25 Purchasing													2022-2023
I-34 (A) Reimbursement of Board Business Expenses													2022-2023
III-13 Corporate Purchasing Card Distribution Usage													2022-2023
V-14 Alcohol at Board School Sanctioned Events-Off Premises													2022-2023
April 14, 2020													
I-23 Catholic School Councils and Catholic Parent Involvement Committee													2022-2023
I-44 Strategic Planning Process													2022-2023
II-17 Pastoral Reference													2022-2023
III-12 Academic Promotion													2022-2023
III-14 Employee Code of Conduct													2022-2023
V-16 Copyright, Visual Identity, and Intellectual Property Protection													2022-2023

**Policy Committee Work Plan
2019-2020**

Policies for Consideration by the Policy Committee	Action to be Taken				Referred to Board			Start Date ~ Stakeholder Consultation	End Date ~ Stakeholder Consultation	Follow-up Review by Policy Committee	Approved at 2 nd & 3 rd Reading	Website Updated	Next Review (School Year)
	Establish	Review	Revise	Rescind	Approved at 1 st Reading	Approved/ Approved as Amended	Rescinded						
May 12, 2020													
I-42 Out of Province Staff Travel													2022-2023
II-03 Principal Designate in Schools													2022-2023
II-13 Psycho-Education/Psychological Assessment of Individual Students													2022-2023
II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety													2022-2023
June 9, 2020													
Procedural By-Laws													2023-2024
I-06 Delegations to the Board													2022-2023
I-15 School Name Selection													2022-2023
II-25 Selection of Learning and Library Materials													2022-2023
IV-02 Outdoor Facility Maintenance and Security													2022-2023