

THAMES VALLEY DISTRICT SCHOOL BOARD

POLICY WORKING COMMITTEE

June 16, 2020, 3:00 p.m.
Teams Meeting

MEMBERS

J. Bennett L. Pizzolato
C. Rahman M. Ruddock (Chair)
B. Smith (-3:10) A. Morell (ex-officio)

ADMINISTRATION AND OTHERS

M. Fisher A. Marlowe
S. Smith B. Williams (-3:10)
A. Chahbar A. Canham (+3:12)(-3:22)

1. Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Committee Report of the Previous Meeting

The minutes of the 2019 February 25 meeting were reviewed.

4. Tracking Sheet

The tracking sheet was reviewed and discussed.

5. Existing Policies/Procedures Under Revision

a. Use of Commercial Electronic Messages Independent Procedure (9056)

Supervisor B. Williams presented for information revisions to the Use of Commercial Electronic Messages Independent Procedure. It was noted the independent procedure is available for public input until 2020 June 22. Next steps were detailed.

6. New Draft Policies/Procedures

a. Exclusion of a Student Policy and Procedure

Superintendent A. Canham presented for information and input the draft Exclusion of a Student Policy and Procedure.

The following motion was moved and CARRIED:

THAT the Exclusion of a Student Policy be posted for 60 days of public input.

7. Policies/Procedures Following Public Input

a. Student Use of Guide Dogs and Service Animals Policy and Procedure

Superintendent A. Canham and presented for approval Student Use of Guide Dogs and Service Animals Policy.

It was noted the Student Use of Guide Dogs and Service Animals Procedure was approved by Administrative Council, the current Procedure (#5012f) was rescinded.

The following motions were moved and CARRIED:

THAT the Student Use of Guide Dogs and Service Animals Policy (PWC-1) be approved.

THAT the Student Use of Guide Dogs and Service Animals Procedure (PWC-2) be provided to the Board for information.

b. Equitable Recruitment Promotion and Selection of Staff Policy and Procedure

Superintendent L. Nicholls joined the meeting.

A. Marlowe presented for approval the Equitable Recruitment Promotion and Selection of Staff Policy. The public input was reviewed, noting there were no changes as a result of public input. The rationale was detailed.

The Equitable Recruitment Promotion and Selection of Staff Procedure was provided for information. It was noted the Procedure was approved by Administrative Council.

The following motions were moved and CARRIED:

THAT the Equitable Recruitment Promotion and Selection of Staff Policy (PWC-3) be approved.

THAT the Equitable Recruitment Promotion and Selection of Staff Procedure (PWC-4) be provided to the Board for information.

c. Display of Flags Policy and Procedure

A. Marlowe presented for approval the revisions to the Display of Flags Policy. A. Marlowe reported were 18 responses gathered as a result of public input. It was noted no changes were made as a result of public input.

The Display of Flags Procedure was provided for information. It was noted the Procedure was approved by Administrative Council.

The following motions were moved and CARRIED:

THAT the Display of Flags Policy (PWC-5) be approved.

THAT the Display of Flags Procedure (PWC-6) be provided to the Board for information.

8. Policies/Procedures Requiring Additional Consideration

a. Development and Management of Board Policies and Administrative Procedure Policy

M. Ruddock presented for information public input on the Development and Management of Board Policies and Administrative Procedure Policy. The policy will be reviewed at the next meeting.

9. Other Business

None.

10. Date and Time of Next Meeting

The next meeting is scheduled for 2020 September 22.

11. Adjournment

The meeting adjourned by motion at 3:45 p.m.

M. Ruddock
Committee Chair

Recommendations:

THAT the Student Use of Guide Dogs and Service Animals Policy (PWC-1) be approved.

THAT the Equitable Recruitment Policy (PWC-3) be approved.

THAT the Display of Flags Policy (PWC-5) be approved.



POLICY

Title: **STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS** Policy No.: Effective Date:

Department: Learning Support Services: Special Education

Reference(s):

- Human Rights Code, RSO 1990, c.H.19
- Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
- PPM 163 School Board Policies on Service Animals
- Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11
- Blind Persons' Rights Act, RSO 1990, c.B7,
- Dog Owners' Liability Act, RSO 1990, c.D16
- Health Protection and Promotion Act, RSO 1990, c.H7

1.0 Policy

- 1.1 It is the policy of the Thames Valley District School Board in accordance with its obligations pursuant to the *Ontario Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - a) The School Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
- 1.2 In circumstances where a parent(s) / guardian(s) / adult student requests to have the student's Guide Dog / Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Thames Valley District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.

Administered By: Learning Support Services – Special Education

Amendment Date(s):

- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog / Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.
- 1.5 The Board shall retain data regarding the requests for Guide Dogs / Service Animals as outlined in its Student Use of Guide Dogs and Service Animals Procedure.



PROCEDURE

Title: **STUDENT USE OF GUIDE DOGS
AND SERVICE ANIMALS**

Procedure No.: 5018a
Effective Date: 2020 May 19

Department: Learning Support Services: Special Education

Reference(s):

- Human Rights Code, RSO 1990, c.H.19
- Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11
- PPM 163 School Board Policies on Service Animals
- Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11
- Blind Persons' Rights Act, RSO 1990, c.B7,
- Dog Owners' Liability Act, RSO 1990, c.D16
- Health Protection and Promotion Act, RSO 1990, c.H7

Statement

The use of Guide Dogs and Service Animals is one strategy used to accommodate the special needs of individuals with disabilities. This procedure provides direction to Principals / Supervisors regarding the admittance and implementation of Guide Dogs / Service Animals for students in the school environment.

The success of the implementation of Guide Dogs / Service Animals depends on clear communication, a well-informed school / work community and careful planning. The information provided will assist the Principal / Supervisor to make the best possible arrangements for the students with disabilities as well as other students, staff, volunteers and visitors in the school.

1.0 Definitions

For the purpose of this Procedure, the following definitions apply:

Accredited training organization for a guide dog or service animal is accreditation by:

- a) International Guide Dog Federation ("IGDF"): which develops and ensures compliance with the standards by which Guide Dogs for the blind / low vision are trained by its member organizations;
- b) Assistance Dogs International ("ADI"): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations; or
- c) A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Administered By: Learning Support Service – Special Education

Amendment Date (s):

Adult student shall be defined to mean a student who is 18 years of age or older, or 16 or 17 years of age and has removed themselves from the care and control of their custodial parent(s) / guardian(s).

Disability means:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or in a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#).

Guide Dog is a dog trained as a guide for a blind / low vision person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*.

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Animal and who will be the student for whom the Guide Dog / Service Animal is provided.

Parent(s) / Guardian(s) shall be defined to mean the custodial parent(s) of the student or the guardian(s) pursuant to the *Education Act*.

Service Dog is a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal is an animal that has been trained to perform specific tasks for people with disabilities. Service animals are trained to perform a wide variety of tasks, which may include, but are not limited to, deep pressure therapy, anchoring, stimulus distraction, and alerting their Handler to a change in medical status.

Emotional Support Animal refers to an animal that provides comfort and security. They do not, however, have training for specific tasks and therefore, Emotional Support Animals do not qualify as Service Animals under the AODA.

2.0 Introduction

- 2.1 The School Board encourages any family considering the purchase of a Guide Dog / Service Animal to accommodate the need(s) of a student at school, or at a school related function, to meet with the school principal or superintendent before making a commitment.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- 2.2 This Administrative Procedure identifies the individualized process to be followed when a parent(s) / guardian(s) / adult student applies to the School Board to have a Guide Dog / Service Animal accompany the student while the student is attending school or a school-related event.
- 2.3 When a parent(s) / guardian(s) seeks to have their child attend, or an adult student seeks to attend school or school-related events with a Guide Dog / Service Animal, both the Guide Dog / Service Animal *and* the student Handler must be certified as having been successfully trained to a standard consistent with an accredited training facility.
- 2.4 Only in exceptional circumstances, subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

3.0 Background

- 3.1 Service Animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dogs, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 3.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness / low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 3.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Animal when accessing education services in school buildings.

The determination of whether the Service Animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.

Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and / or may be disruptive to the learning environment and / or may act as a distraction in the learning environment.

- 3.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of a potential Guide Dog / Service Animal in the school setting or during school activities.

4.0 Roles and Responsibilities

Principals

- 4.1 School Principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
- a) A school Principal has authority to exclude any animal, including a Guide Dog / Service Animal, from entry onto school premises and into school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - b) School Principals, before admitting a Guide Dog / Service Animal into the school or school-related activities with the student Handler, shall require the parent(s) / guardian(s) / adult student to submit a completed Application for Guide Dog / Service Animal, (see Appendix A).
- 4.2 On receipt of the Application for Guide Dog / Service Animal, the school Principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.3 The school Principal shall complete the Principal's Checklist for Guide Dog / Service Animal (see Appendix B).
- 4.4 The school Principal shall be responsible for communication with the parent(s) / guardian(s) / adult student with respect to the accommodation process, and where approved, the implementation and management of the accommodation.

Parent(s) / Guardian(s) / Adult Student

- 4.5 The parent(s) / guardian(s) / adult student is required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Animal accompany the student at school and / or on school-related activities. The parent(s) / guardian(s) / adult student shall be responsible for:
- a) submission of the Application for Guide Dog / Service Animal, (see Appendix A);
 - b) all costs related to the Guide Dog / Service Animal, including but not limited to food, grooming, leash, harness, crate and / or mat, veterinary care, et cetera;
 - c) obtaining training and maintaining the Guide Dog / Service Animal training to provide the accommodation in a safe manner that does not disrupt student learning;
 - d) providing confirmation of municipal license for the Guide Dog / Service Animal (to be updated annually);
 - e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the Guide Dog / Service Animal and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- f) providing confirmation of a diagnosis from a registered family physician, nurse practitioner, pediatrician, psychologist, psychiatrist, audiologist or optometrist with a recommendation for the use of a Guide Dog / Service Animal;
- g) providing a description of the services provided to the student by the Guide Dog / Service Animal and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and / or goals of daily living while at school;
- h) providing a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the animal is an adult; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; is in good health to assist the student; and identifying the age and breed, (to be updated annually);
- i) providing evidence confirming general liability insurance providing coverage in an amount of 1 million dollars in the event of an injury or death as a result of the Guide Dog / Service Animal's attendance on school property or on a school-related activity.

Students

- 4.6 Students will be expected to act as the Guide Dog / Service Animal's primary Handler. The student Handler must:
- a) demonstrate the ability to control the Guide Dog / Service Animal in accordance with the training received;
 - b) ensure that the Guide Dog / Service Animal is always wearing a vest and leash or harness when the animal is working;
 - c) ensure the Guide Dog / Service Animal does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - d) ensure that the Guide Dog / Service Animal's biological needs are addressed, complete Management Plan for the Care of Guide Dog / Service Animal (see Appendix C);
 - e) transition and maintain at all times the Guide Dog / Service Animal on a leash, a harness, or in a crate;
 - f) comply with an accommodation plan that addresses the competing rights of others.

Guide Dog / Service Animal

- 4.7 The Guide Dog / Service Animal:
- a) shall be highly trained and certified to the standard of an Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months, or as requested by the Principal.

- b) must be groomed and clean;
- c) must at all times while on school property or at a school-related event, be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- d) must *not* engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating.
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Animal's attendance on school property and in the school building.
- e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5.0 Assessment of the Accommodation Request

- 5.1 Once the application and all necessary documentation is received by the school Principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable time frame.
- 5.2 A meeting with the Board team supporting the student, the parent(s) / guardian(s) / adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Animal for the student, the trainer of the Guide Dog / Service Animal and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Animal will be addressed on an individual basis giving consideration to:
 - a) the individual learning strengths and needs of the student, the student's Individual Education Plan (IEP) goals, Management of Aggressive Behaviour Safety Plan, Behaviour Plan and / or student's Individual Plan of Care (IPOC);
 - b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - c) evidence of how the Guide Dog / Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and / or act of daily living necessary while at school;
 - d) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Animal;

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- e) the training and certification of the Guide Dog / Service Animal and student as Handler;
 - f) the impact of the accommodation on the student's dignity, integration and independence;
 - g) whether one or more alternative accommodations can meet the needs of the student;
 - h) whether the student's attendance with a Guide Dog / Service Animal might require an increase in the level of staff support provided to the student;
 - i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - j) any competing human rights of students, staff, and community members using the school pursuant to a permit.
 - (i) recommendations for accommodation plans to reconcile competing rights
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and / or needs of daily living.
- 5.5 A Guide Dog / Service Animal shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. The parent(s) / guardian(s) / adult student must complete the Application for Guide Dog / Service Animal, (see Appendix A).
- a) The accommodation process following a request by a parent(s) / guardian(s) / adult student for a Guide Dog / Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash or harness or in a crate and how such restrictions might impact accommodation.
- 5.6 The determination with respect to the application for a Guide Dog / Service Animal shall be communicated to the parent(s) / guardian(s) / adult student in writing. (See Sample Letter Decision Approving Guide Dog / Service Animal, Appendix D or Sample Letter Decision Declining Guide Dog / Service Animal, Appendix E).
- 5.7 In the event that an application has been declined, any questions or concerns should be directed to the Principal.

6.0 Implementing the Accommodation

Where approval is granted, the school Principal, in consultation with the student's educational team, will do the following:

- a) make changes to the student's IEP and / or the student's IPOC;

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- b) organize an orientation session for school staff, students and the student Handler;
- c) develop a timetable identifying a bio-break, water break, location / process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - (ii) assessment may be required by the School Board's Safety Specialist, of health and safety issues applicable to different areas / activities in the school.
- d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- e) send notice to the community via a letter to parents / guardians (See Sample Letter to School Community, Appendix F); posting on the school's website / social media; presentation by the trainer of the Guide Dog / Service Animal during a School Council meeting; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Animal may be providing service to the student;
- f) hold a student assembly for introduction and orientation regarding the Guide Dog / Service Animal;
- g) make arrangements for transportation of the Guide Dog / Service Animal to and from school, if necessary;
 - (i) if the Guide Dog / Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights; the transportation plan must specify where the Guide Dog / Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Animal on board.
 - (ii) documentation about the Guide Dog / Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Animal's presence.
 - (iii) specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Animal to travel to and from school with the student.

7.0 Continuous Assessment

- 7.1 A review of the effectiveness of the Guide Dog / Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the Principal if:
- a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Animal;
 - b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Animal from the classroom immediately, and the student's parent(s) / guardian(s) will be called to pick up the Guide Dog / Service Animal from the school. Alternative options for accommodation will be discussed;
 - c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students / staff such that there is a new competing right;
 - d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8.0 Records

- 8.1 A copy of the application, confirmation of approval / denial of application, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record.
- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent(s) / guardian(s) / adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required, pursuant to PPM 163 School Board Policies on Service Animals, to collect information regarding the implementation of the policy and procedure regarding Guide Dogs / Service Animals, including:
- a) Total number of requests for students to be accompanied by a Guide Dog / Service Animal;
 - (i) Whether requests are for elementary or secondary school students.
 - (ii) The student's grade.
 - b) The number of requests approved and denied;
 - (i) If denied, the rationale for the decision, including a description of other supports and / or services provided to the student to support their access to the Ontario Curriculum.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- (ii) Species of Service Animals requested and approved.
- (iii) Types of needs being supported: emotional, social, psychological, physical.

9.0 Food Areas

Regulation 493/17, of Ontario's *Health Protection and Promotion Act*, allows Guide Dogs / Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs / Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.



Student Use of Guide Dogs / Service Animals

Application for Guide Dog / Service Animal

This form is to be submitted to the School Principal.

School _____

Grade _____

Student Name _____

Address _____

Home / Cell Telephone Number _____

Disability-Related Needs to be Accommodated by the Guide Dog / Service Animal

- Please attach a copy of the assessment report from a registered family physician, pediatrician, nurse practitioner, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis. This report describes, in detail the disability-related learning needs, or acts of daily living, to be accommodated and how the Guide Dog / Service Animal will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old. This license must be updated on an annual basis.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of animal, age of animal and that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans;
 - the animal has received all required vaccinations;
 - the animal is in good health to assist the student.

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog / Service Animal's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR Standard for Training, as defined in the Student Use of Guide Dogs and Service Animals Procedure 5018a.
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- Please attach a copy of the certificate, not more than 6 months old, confirming the student handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR Standard for Training, as defined in the Student Use of Guide Dogs and Service Animals Procedure 5018a.

Information regarding Guide Dog / Service Animal

- Describe in detail the tasks or services performed by the Guide Dog / Service Animal.

- Identify the oral commands or visual signs to which the Guide Dog / Service Animal responds.

- Attestation will be required confirming that the Guide Dog / Service Animal does not make vocal noises, does not engage in distracting behaviour, and does not exhibit aggression.

- Identify whether the Guide Dog / Service Animal will be on a leash, or a harness, or in a crate.

- Describe the biological needs of the Guide Dog / Service Animal.

Student

- Can the student independently manage the Guide Dog / Service Animal?

- Describe in detail where, when and how the student currently utilizes the Guide Dog / Service Animal's services in public spaces for accommodation purposes.

- Please describe below what responsibilities the student is capable of performing independently.

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

Insurance

The owner of a service animal is responsible for any injury or death caused by the animal. Please attach a certificate of home or contents insurance. Where the animal is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the animal.

Personal information of the student and parent/guardian is being collected by the Thames Valley District School Board in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* to be used to provide education services pursuant to the *Education Act s.170(1)7* and PPM 163 and the *Human Rights Code*, s.1.



Student Use of Guide Dogs / Service Animals

Principal's Checklist for Guide Dog / Service Animal

School _____

Grade _____

Student Name _____

Pre-Application Requirements for Guide Dog / Service Animal

- ☐ Meeting with applicant and school Principal
- ☐ Review and discuss requirements

Application Requirements for Guide Dog / Service Animal

- ☐ Assessment report with diagnosis and accommodation to be provided
- ☐ Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- ☐ Copy of municipal license (within 12 months)
- ☐ Veterinary certificate (within 3 months)
- ☐ Certificate of training or attestation for Guide Dog / Service Animal (within 6 months)
- ☐ Certificate of training or attestation for student Handler (within 6 months)
- ☐ Letter of confirmation that the trainer will present to School Council
- ☐ Certificate of insurance (within 3 months) or letter from the registered charity which owns the Guide Dog / Service Animal
- ☐ Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity

Implementation Requirements upon Approval

- ☐ Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- ☐ Management Plan for the Care of Guide Dog / Service Animal
- ☐ Timetable identifying bio breaks, when accompanying student, when in crate
- ☐ Emergency procedures (fire exit plan, lockdown plan, evacuation plan)

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

- ☐ Confirmation letter to parent(s) / guardian(s) / adult student that Guide Dog / Service Animal will be accompanying student
- ☐ Information session at a School Council meeting
- ☐ Signage for front door, gymnasium door and library door advising of Guide Dog / Service Animal
- ☐ Transportation plan (if required)
- ☐ Orientation for school staff and students
- ☐ Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)



Student Use of Guide Dogs / Service Animals

Management Plan for the Care of Guide Dog / Service Animal

Name of Student _____

Date _____

Name of Guide Dog / Service Animal _____

School / Site _____

Name(s) of individual(s) responsible for the implementation of the Management Plan for the Care of Guide Dog / Service Animal:

1. _____
2. _____
3. _____

NOTE: Responsibility for care of the animal rests 100% with the individual(s) listed above, not Thames Valley District School Board staff.

Water needs (e.g. provision of water bowl, procedures for use, cleaning, etc.)

Dietary Needs Procedure

Bladder / Bowel needs of the animal (e.g. frequency, location, disposal, etc.)

Other considerations

1. Rest periods from “work”

2. Hot weather

3. Winter weather

4. Additional Considerations

Signature of Parent(s) / Guardian(s) / Adult Student or registered charity staff

Date

Signature / Name of Individual(s) responsible for care of the animal

Date

Date

Signature of Principal

Date



Student Use of Guide Dogs / Service Animals

Sample Letter Decision Approving Guide Dog / Service Animal

[insert date]

Dear [insert Parent(s) / Guardian(s) / Adult Student]

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog / Service Animal in meeting your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog / Service Animal is groomed, has a vest, harness, leash or crate [if necessary], as well as a water bowl. All costs associated with the care of the Guide Dog / Service Animal will be your responsibility.

If concerns arise regarding the integration of the Guide Dog / Service Animal into the school community and your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog / Service Animal engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping et cetera, the Handler will be required to remove the Guide Dog / Service Animal from the classroom immediately and you will be required to arrange for the Guide Dog / Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal



Student Use of Guide Dogs / Service Animals

Sample Letter Decision Declining Guide Dog / Service Animal

[insert date]

Dear [insert Parent(s) / Guardian(s) / Adult Student]

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog / Service Animal to provide accommodation for disability-related learning needs / acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and / or the Guide Dog / Service Animal is not trained and may be disruptive, or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

If you wish to discuss this further, please arrange a time to meet with me.

Sincerely,

Principal



Student Use of Guide Dogs / Service Animals

Sample Letter to the School Community

[insert date]

Dear Parents/Guardians

This letter is to advise that a Guide Dog / Service Animal will be attending [school] with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog / Service Animal is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest. The Guide Dog / Service Animal will be on a leash, a harness or in a crate at all times while on school property or at a school related function.

An information session has been scheduled to take place at a School Council meeting on [insert date]. A trainer from [insert] will be present to answer any questions that you might have about the training of the Guide Dog / Service Animal.

An orientation session will be provided for all students, to explain the role of a Guide Dog / Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Animal in our school.

Thank you for your on-going support.

Sincerely,

Principal



POLICY

Title: **EQUITABLE RECRUITMENT,
SELECTION AND PROMOTION
OF STAFF**

Policy No.:
Effective Date:

Department: Organizational Support Services – Human Resources

Reference(s): Ontario Human Rights Code
Equity and Inclusive Education Policy 2022
Religious and Creed-Based Accommodation of Staff Procedure 2022b
PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
Accessibility for Ontarians with Disabilities Act, 2005
Constitution Act, 1982
Canadian Charter of Rights and Freedoms

It is the policy of the Thames Valley District School Board to commit to excellence in education and equitable educational outcomes for all students.

The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and key determinants of educational environments in which all students, staff and families have a sense of belonging.

1.0 Objectives

1.1 The Board will, through an ongoing review of its human resources processes, procedures and practices, identify and remove discriminatory biases and systemic barriers that may limit opportunities for individuals for employment, mentoring, retention, and promotion in all Board positions. The Board will direct explicit and intentional efforts in this regard to groups of individuals identified as marginalized or having a historical experience of marginalization, exclusion or oppression.

1.2 The Board will implement strategies to actively engage, attract, and recruit diverse employees, and to retain and support a staff that reflects the diversity of the Thames Valley district.

1.3 The Board will recruit, select, mentor, and promote staff who demonstrate capacity to understand and respond to the lived experiences of the diverse communities within

Administered By: **Organizational Support Services – Human Resources**

Amendment Date(s): 2017 December 19

the Board's jurisdiction.

2.0 Principles of Equitable Recruitment

- The Thames Valley District School Board workforce will increasingly reflect the diversity of the school communities being served within the Thames Valley district.
- All staff will demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable, meaningful access to education for all students.
- System and school leaders will model actions to enhance equity and inclusion as an essential leadership competency.
- All Human Resources processes, and actions by Thames Valley District School Board employees to implement these processes, will comply with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.
- All applicants to positions with the Board will experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- The Equitable Recruitment, Selection and Promotion of Staff Procedure will govern all aspects of a job competition, regardless of the area or department responsible.
- Job competitions will be conducted within the parameters of Collective Agreements and Terms and Conditions where applicable.
- Tools, training and processes will be relied upon to mitigate bias in recruitment, selection, and promotional practices.
- Human Resources will support through training and education, model, and monitor for consistency and compliance the expectations outlined in the Procedure, and will be a resource for the organization at all stages of recruitment, selection and promotional practices.



PROCEDURE

Title:	EQUITABLE RECRUITMENT AND SELECTION OF STAFF	Procedure No.: 3018a Effective Date: 2020 June 08
Department:	Organizational Support Services – Human Resources	
Reference(s):	Equitable Recruitment, Selection and Promotion of Staff Policy 3013 Ontario Human Rights Code Equity and Inclusive Education Policy 2022 Religious and Creed-based Accommodation of Staff Procedure 2022b PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools Constitution Act, 1982 Canadian Charter of Rights and Freedoms	

It is the policy of the Thames Valley District School Board to commit to excellence in education and equitable educational outcomes for all students.

The Board demonstrates this commitment by maintaining fairness, equity, and inclusion as essential principles governing its human resources systems and practices, and key determinants of educational environments in which all students, staff and families have a sense of belonging.

This Procedure outlines expectations for practice at each stage of the recruitment and selection process for all Thames Valley District School Board positions. The Procedure also sets out expectations for practice with respect to leadership development and promotion, to ensure alignment with the Equitable Recruitment, Selection and Promotion of Staff Policy and the legislation and policy referenced therein.

1.0 Principles of Equitable Recruitment

- The Thames Valley District School Board workforce will increasingly reflect the diversity of the school communities being served within the Thames Valley district.
- All Board staff will demonstrate capacity to understand and respond to the diverse lived experiences of students and families, and to implement strategies to support equitable, meaningful access to education for all students. System and school leaders will model actions to enhance equity and inclusion as an essential leadership

Administered By: **Organizational Support Services – Human Resources Services**

Amendment Date(s):

competency.

- All Human Resources processes, and actions by Thames Valley District School Board employees to implement these processes, will comply with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act.
- All applicants to positions with the Board will experience a selection process that is accessible, fair, consistent and transparent, regardless of the position being sought.
- The Equitable Recruitment, Selection and Promotion of Staff Procedure will govern all aspects of a job competition, regardless of the area or department responsible.
- Job competitions will be conducted within the parameters of Collective Agreements and Terms and Conditions where applicable.
- Tools, training and processes will be relied upon to mitigate bias in recruitment, selection, and promotional practices.
- Human Resources will support through training and education, model, and monitor for consistency and compliance the expectations outlined in the Procedure, and will be a resource for the organization at all stages of recruitment, selection and promotional practices.

2.0 Recruiting Candidates

- 2.1 For competitions open to the public, the Board will conduct active outreach to attract a diverse pool of qualified candidates reflective of Thames Valley communities. Outreach will be specific and targeted towards diverse candidate groups, and will include such strategies as:
 - Advertising on websites and social media,
 - Attending job fairs and other recruitment events, and
 - Partnering with communities and organizations.
- 2.2 The Board will build and strengthen relationships with faculties of education to support the diversification of students and graduates.
- 2.3 The Board will actively communicate in all recruitment initiatives its commitment to meeting its obligations under the Ontario Human Rights Code, including through providing individual accommodations.
- 2.4 All Board staff involved in recruitment initiatives will participate in ongoing professional development to support best practices related to equitable recruitment.

3.0 Posting Positions

- 3.1 All job postings will contain the following equity, diversity, and accommodation

statement:

The Thames Valley District School Board is committed to equity and inclusion in the recruitment of qualified staff who reflect and support the diverse perspectives, experiences and needs of our students and school communities. The Thames Valley District School Board seeks to ensure that all recruiting processes are non-discriminatory and barrier-free and will provide accommodations to applicants in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act (AODA). Please inform the Human Resources team member indicated below of the nature of any accommodation(s) that you require.

- 3.2 All postings and job descriptions will include, at a minimum, an expectation that the candidate can “understand and respond to the needs of diverse school communities.”
- 3.4 Postings will be reviewed to ensure all qualifications listed for a position (e.g. driver’s license) are *bona fide* job requirements, and do not represent unnecessary barriers to applicants.
- 3.5 At least one fully accessible and cost-free application method or service will be available for all job competitions.

4.0 **Shortlisting Candidates**

- 4.1 Criteria for shortlisting candidates, inclusive of the adjudication of minimum requirements for education and experience, will be determined by at least two (2) individuals. The Human Resources Manager responsible for staffing, and the Diversity and Equity Coordinator will be resources for determining shortlist criteria.
- 4.2 The rationale for all decisions to interview a candidate will be documented.
- 4.3 All aspects of the shortlisting process will comply with the Ontario Human Rights Code.

5.0 **Selection Process**

- 5.1 Selection teams will consist of a minimum of two (2) people, both of whom have received training related to bias-free interviewing and the impact of unconscious bias in the selection process.
- 5.2 One member of the selection team will act as Chair, and will be responsible for ensuring the selection process complies with this Procedure, including by coordinating or facilitating the team’s actions under the Procedure and documenting the selection process.
- 5.3 The selection process (including interview questions and evaluation by interview

team members) and the rationale for selection decisions will be documented. Records will be maintained by the Chair for one (1) year.

- 5.4 For each job competition, the selection process will be supported by screening tools – including, as applicable, assessments, interview questions, criteria for success, and reference check questions – that reflect the requirements outlined in the posting and selection criteria.
- 5.5 Interview format and questions will assess candidates' ability to support and engage a diverse student population, and to work collaboratively with a diverse group of co-workers.
- 5.6 Interview teams will use consensus scoring to evaluate candidates' responses to interview questions.
- 5.7 All candidates in a competition will experience a consistent process with respect to the format, timing, and content of interview and reference check questions. All candidates will receive complete and consistent information with respect to the process for selection and communication of outcomes.
- 5.8 All aspects of the selection process, including scheduling of interviews and reference checks, will take into consideration religious and cultural days of observance.
- 5.9 The availability of accommodation will be communicated to candidates throughout the recruitment and selection process, and all aspects of the process will otherwise comply with the Ontario Human Rights Code.

6.0 “On-Boarding” and supporting staff

- 6.1 Internal candidates who are unsuccessful in a selection process will be provided feedback upon request, with a view to growth and development. In particular, feedback will include, where applicable, areas for growth related to equity, diversity and inclusion.
- 6.2 Training related to equity, diversity and human rights-based accommodation will be part of the on-boarding process, and all newly hired employees will receive information about further professional development opportunities on these topics.

7.0 Consistency, Transparency and Accountability

- 7.1 Human Resources will conduct regular reviews of job competitions to ensure adherence with expected practices for equitable recruitment. Instances of non-compliance will be addressed by the Human Resources Manager responsible for staffing in consultation with the Superintendent of Human Resources.

- 7.2 Human Resources will work collaboratively with the Diversity and Equity Coordinator to monitor, review and amend this Procedure as appropriate.
- 7.3 All Board procedures related to selection and promotion of staff will be amended to include a statement of commitment similar to that outlined in 3.1 above.
- 7.4 All Board procedures related to selection and promotion of staff will be amended for consistency with this Procedure.



POLICY

Title: **DISPLAY OF FLAGS**

Policy No.:

Effective Date:

Department: Director's Services

Reference(s): Display of Flags Procedure
Equity and Inclusive Education Policy 2022

Safe Schools Policy 4008

[Education Act, Regulation 298](#)

[Department of Canadian Heritage National Flag of Canada Etiquette](#)

1.0 Policy Statement

It is the policy of the Thames Valley District School Board to display flags in a manner that:

- At all times reflects the dignity of, and respect for the National Flag of Canada;
- Demonstrates the Board's commitment, in principle and in action, to ensuring equitable and inclusive learning and working environments for all members of the TVDSB community; and
- Aligns with the Board's mandate and policies related to student achievement and well-being.

2.0 Roles and Responsibilities

It is the responsibility of the Director of Education to administer this policy.

It is the responsibility of Supervisory Officers, School Administrators, and Board staff to implement this policy, as outlined in the Display of Flags Procedure.

Administered By: **Director's Services**

Amendment Date(s):



PROCEDURE

Title: **DISPLAY OF FLAGS**

Procedure No.: 2033a

Effective Date: 2020 June 1

Department: Director's Services

Reference(s): Display of Flags Policy

Equity and Inclusive Education Policy 2022

Safe Schools Policy 4008

Advertising and Distribution of Political/Religious/Sectarian/Commercial and Non-Commercial Material in Schools Policy and Procedure 2001 / 2001a

Political Activity on Board Property Policy and Procedure 2006 / 2006a

Community Use of Buildings, Facilities and Equipment Policy and Procedure 4007 / 4007a

Expressions of Sympathy Independent Procedure 9057

[Education Act, Regulation 298](#)

[Government of Canada National Flag of Canada Etiquette](#)

1.0 Rationale

1.1 This Procedure governs the display and lowering to half-mast of flags at TVDSB schools and administrative buildings.

1.2 The National Flag of Canada as well as the flags of the provinces and territories have considerable significance as symbols of honour and pride for Canadians. In accordance with the TVDSB Display of Flags Policy, the display of all flags shall reflect this significance while supporting the Board's commitment to learning and working environments that are equitable and inclusive of the diverse TVDSB community.

1.3 Consistent with its commitment to equity and inclusion, TVDSB will support education and awareness regarding dates of remembrance and significance for TVDSB students, staff, and school communities. Schools may recognize these dates through a variety of means outside the scope of this Procedure, such as websites, newsletters, and social media.

2.0 Definitions

Half-mast: The positioning of a flag half-way down the mast as an act to bestow an honour and express a collective sense of sorrow. Its use in this Procedure is consistent with the *Education Act* and the Government of Canada's Rules for Flying the National Flag of Canada.

Flagpole: A cylindrical piece of wood or metal to which a flag is attached or from which it is hoisted. A flagpole may be independent of, affixed to, or mounted on a building.

Administered By: **Director's Services**

Amendment Date(s):

3.0 Flags and poles

3.1 All TVDSB buildings shall be equipped with an exterior flagpole.

3.2 All flags displayed at TVDSB sites shall be treated with dignity and respect at all times. Facility Services staff will ensure flags are in suitable condition, and that they are replaced when noticeably worn or damaged. Any National Flag to be discarded shall be returned to Corporate Services to be disposed of in a dignified manner.

3.3 Administration at each TVDSB site is responsible for purchasing any replacements of flags that have been approved for display in accordance with this Procedure.

4.0 National and Provincial Flags

4.1 Regulation 298 under the *Education Act* states as follows:

FLAG

5. (1) Every school shall fly both the National Flag of Canada and the Provincial Flag of Ontario on such occasions as the board directs. R.R.O. 1990, Reg. 298, s. 5 (1).

(2) Every school shall display in the school the National Flag of Canada and the Provincial Flag of Ontario

4.2 The National Flag of Canada shall be displayed on an exterior flagpole at all TVDSB buildings.

4.3 The National Flag of Canada is an important national symbol and when displayed with other flags, shall take precedence. The manner in which the National Flag of Canada is displayed is not governed by any legislation but by internationally established practice, as observed by the Government of Canada. The rules applied by the federal government are not mandatory, but rather serve as guidelines for individuals and organizations.

4.3.1 Another flag may be displayed on the same flagpole as the National Flag of Canada, in accordance with this Procedure.

4.4 The National Flag of Canada shall be flown in accordance with the Government of Canada's Rules for Flying the National Flag of Canada, in particular:

- No flag shall be larger than the National Flag of Canada.
- No flag shall fly higher than the National Flag of Canada.
- The National Flag of Canada should never be removed in order to fly another flag, banner, or pennant.
- When the National Flag of Canada is flown at a building with two flagpoles, it shall be flown on the flagpole to the left of an observer facing the Flag. Where three flagpoles are present, the National Flag of Canada shall be flown in the centre.

5.0 Display of Exterior Flags

5.1 With the approval of the Director of Education or designate, a principal may fly another

flag at their school in accordance with this Procedure, for a specified period.

5.2 Flag display requests shall be made electronically to the Director of Education or designate using the Flag Display Application Form, and must be received by the Director's Office at least 10 operational days prior to the requested flag display start date. The Director of Education or designate shall be responsible for determining an application in accordance with this Procedure, within five operational days.

5.2.1 In requesting to display a flag, principals must explain how the display aligns with the Board's commitment to ensuring equitable and inclusive learning and working environments, consistent with TVDSB's Display of Flags Policy and Equity and Inclusive Education Policy.

5.2.2 The Director or designate shall provide the rationale for approving or denying a request in writing. Questions or concerns regarding the outcome of a request shall be directed to the Director's office for a response.

5.2.3 School principals are responsible for communicating to their school communities the reason for displaying a flag and the duration of the display.

5.2.4 The Director's office shall notify the Communications Department of any approved flag display request.

5.3 The Director of Education or designate may direct the display of a flag at schools or administrative buildings, where such display aligns with the Board's mission, vision and values, and supports the principles and expectations of the TVDSB Safe Schools Policy and Equity and Inclusive Education Policy. In directing the display of any flag, the Director or designate shall specify the duration.

5.3.1 Communication to the system of the reason for displaying a flag in accordance with 5.3, and the duration of the display, shall be the responsibility of the Communications Department.

6.0 Half-Masting of Flags

6.1 A flag is flown at half-mast by raising it to the top of the flagpole and immediately lowering it slowly to half-mast. When one flag on a flagpole is flown at half-mast, all flags flown together shall also be at half-mast.

6.2 With the approval of the Director of Education or designate, a principal may lower flags at their school to half-mast in recognition of the death of a person, including an active student or staff member at their school.

6.3 The Director of Education or designate may direct that flags at all TVDSB schools and administrative buildings be flown at half-mast in recognition of the death of an active TVDSB staff member or student, or of another prominent individual recognized as having made significant contributions to the TVDSB community.

6.4 Flags at all TVDSB buildings shall be lowered to half-mast upon the death of a currently sitting Trustee or the Director of Education.

6.5 Flags at all TVDSB buildings in the relevant municipality or riding shall be lowered to half-mast on the death of:

- The Member of the House of Commons,
- The Member of the Legislature of Ontario,
- The Mayor or Warden.

6.6 The Director of Education or designate may direct that flags at schools and administrative buildings be flown at half-mast in recognition of other occasions of mourning or solemn recognition at the request or direction of the federal government or Government of Ontario, or as otherwise deemed consistent with the Board's mission, vision and values.

6.7 Flags flown at half-mast in recognition of the death of any person may remain at half-mast up to and including the day of the person's memorial service, where applicable, or in the alternative for a period of one week. Where a memorial service or other end date for a period of half-masting under this section falls on a non-operational day, the period will be considered to end on the next operational day.

6.8 Communication to the system of the reason for displaying a flag at half-mast in accordance with 6.3-6.6 shall be the responsibility of the Communications Department.