COMMITTEE OF THE WHOLE MEETING OF THE BOARD
AGENDA

DATE: Tuesday, November 12, 2019
LOCATION: Rosseau Room – Muskoka Education Centre
VIDEO CONFERENCE: Board Room – Lindsay Education Centre
VC Room – Haliburton County Education Centre
TIME: 6:30 p.m.

1 CALL TO ORDER

2 DECLARATION OF POSSIBLE CONFLICT OF INTEREST

3 DELEGATIONS/PRESENTATIONS

4 APPROVAL OF THE AGENDA/ADDITIONS

5 ACTION ITEMS:

5.1 ADMINISTRATIVE REPORTS:

5.1.c ES-5030 Student Use of Service Animals in Schools Policy ................ J. Johnston (pgs. 36-37)
5.1.d ES-5030 Student Use of Service Animals in Schools Procedure .......... J. Johnston (pgs. 38-79)

5.2 TRUSTEE REPORTS:

6 INFORMATION ITEMS (VERBAL)

6.1 ADMINISTRATIVE REPORTS: (verbal)

6.1.a Administrative Update ........................................................................ L. Hope
6.1.b System Update .................................................................................. C. Shedden

6.2 STUDENT TRUSTEE REPORTS (verbal):

6.2.a G7 Student Senate Report ................................................................. K. Kelly
6.2.b OSTA-AECO Report ........................................................................ K. Kelly
6.3 TRUSTEE REPORTS (verbal):

6.3.a OPSBA Report ......................................................................................... L. Clodd
6.3.b Healthy Schools Advisory Committee Report ................................. J. Saunders
6.3.c Two Minute Update .............................................................................. Trustees

7 CORRESPONDENCE

8 PUBLIC QUESTIONS AND COMMENTS

9 NEXT MEETING

DATE: Tuesday, November 26, 2019
LOCATION: Board Room – Lindsay Education Centre
TIME: 6:30 p.m.

10 ADJOURNMENT
DATE: November 6, 2019

TO: Trustees


ORIGIN: Dave Golden; Superintendent Responsible for Safe Schools

REFERENCE: Committee of the Whole – November 12, 2019

PURPOSE: To present the ES-2020 Health and Physical Education: Exemption Process for the Human Development and Sexual Health Curriculum Expectations Policy to trustees for approval.

CONTEXT: The TLDSB ES-2020 Health and Physical Education: Exemption Process for the Human Development and Sexual Health Curriculum Expectations Policy outlines the board’s commitment to respect the parent/guardian role in their child’s learning and to accommodate families who may choose to approach or teach topics related to Human Development and Sexual Health in a manner or at an age that differs from what is outlined in the Health and Physical Education Curriculum, Grade 1-8.

The policy was developed to align with provincial requirements for school boards as outlined in PPM 162: Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum: Health and Physical Education, Grade 1-8.

CONTENT: The ES-2020 Health and Physical Education: Exemption Process for the Human Development and Sexual Health Curriculum Expectations Policy was reviewed by Trustee Wilcox, senior administration, elementary and secondary administrators, central staff and union/ federation representation.

HEALTH AND PHYSICAL EDUCATION: EXEMPTION PROCESS FOR THE HUMAN DEVELOPMENT AND SEXUAL HEALTH CURRICULUM EXPECTATIONS

Trillium Lakelands District School Board believes a well-rounded educational experience including the study of Health and Physical Education supports social-emotional learning, physical health, mental health, inclusion, and academic success for all students. Trillium Lakelands District School Board respects the parent/guardian role in their child’s learning and understands that families may choose to approach or teach topics related to Human Development and Sexual Health in a manner or at an age that differs from what is outlined in the Health and Physical Education Curriculum in Grades 1-8.

In 2019 the Ministry of Education released PPM 162: Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum: Health and Physical Education, Grade 1-8. All school boards are required to have an option for exemption process in place, in alignment with the PPM, by November 30, 2019.

The TLDSB ES-2021 Health and Physical Education: Exemption Process for the Human Development and Sexual Health Curriculum Expectations Procedure outlines the annual process that parents/guardians can follow to apply to have their child(ren) exempted from the Human Development and Sexual Health expectations in Strand D: Healthy Living of the Health and Physical Education Curriculum Grades 1-8.

The ES-2021 Health and Physical Education: Exemption Process for the Human Development and Sexual Health Curriculum Expectations Procedure was reviewed by Trustee Wilcox, senior administration, elementary and secondary administrators, central staff and union/ federation representation.

The new procedure and appendices include:
- Purpose
- References and related documents
- Terms & definitions
- Information about communication to parents/guardians
- Roles and responsibilities
- Process for exemption
- Supervision requirements
- Notice of option for exemption (Appendices)
- Application for exemption by grade (Appendices)
- Notice of receipt application template (Appendices)
HEALTH AND PHYSICAL EDUCATION: EXEMPTION PROCESS FOR THE HUMAN DEVELOPMENT AND SEXUAL HEALTH CURRICULUM EXPECTATIONS

1.0 PURPOSE

Trillium Lakelands District School Board believes a well-rounded educational experience including the study of Health and Physical Education supports social-emotional learning, physical health, mental health, inclusion, and academic success for all students. Trillium Lakelands District School Board respects the parent/guardian role in their child’s learning and understands that families may choose to approach or teach topics related to Human Development and Sexual Health in a manner or at an age that differs from what is outlined in the Health and Physical Education Curriculum in Grades 1-8.

To support differing preferences and beliefs, this procedure outlines the process for parents/guardians to apply for an exemption for their child from participation in all instruction related to the Human Development and Sexual Health expectations being taught as part of the curriculum for their child’s grade.

2.0 REFERENCES/RELATED DOCUMENTS

2.1 The Education Act
2.2 Bill 13: The Accepting Schools Act
2.3 The Ontario Curriculum: Health and Physical Education Grades 1-8
2.4 PPM 162: Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum: Health and Physical Education, Grade 1-8
2.5 Creating a Positive Space: Supporting our Transgender Students
2.6 Creating a Positive Space: Supporting our LGBTQ2S+ Students

3.0 TERMS AND DEFINITIONS

3.1 HUMAN DEVELOPMENT AND SEXUAL HEALTH IN THE ONTARIO CURRICULUM

The Ministry of Education outlines the topics and learning expectations that must be covered by the completion of each grade for every curriculum subject. The Human Development and Sexual Health expectations are outlined in strand D – ‘Healthy Living’ - of The Ontario Curriculum: Health and Physical Education, Grades 1-8.
3.2 EXEMPTION FROM PARTICIPATION IN THE HUMAN DEVELOPMENT AND SEXUAL HEALTH EXPECTATIONS OF THE CURRICULUM

Waiving the requirement of a student to participate in instruction of the Human Development and Sexual Health expectations of the Ontario Curriculum: Health and Physical Education, Grades 1-8 without academic penalty.

3.3 PERIOD OF INSTRUCTION

The period, including the beginning and end days, during which instruction in Human Development and Sexual Health during Health and Physical Education class is delivered. This period could extend over several days or weeks depending on individual school calendars and teacher’s lesson plans.

3.4 UNFORSEEN EVENT

Unforeseen event refers to an event that impairs a class/ school’s ability to administer ‘period of instruction.’

4.0 ADMINISTRATIVE PROCEDURE

4.1 APPLICATION OF PROCEDURE

4.1.1 Exemptions are only allowed in relation to scheduled and intentional instruction related to Human Development and Sexual Health topics and expectations as outlined in strand D of The Ontario Curriculum: Health and Physical Education Grades 1-8.

4.1.2 Reference to Human Development and Sexual Health made by teachers, board staff, or students outside of the intentional teaching of content related to the Human Development and Sexual Health curriculum expectations are not included as part of the exemption procedure or any individual student exemption.

4.2 NOTICE AND COMMUNICATIONS

4.2.1 Each year, all parents/guardians will receive a Notice of Exemption Option for the Health and Physical Education Curriculum Grades 1-8: Human Development and Sexual Health Topics in Strand D (Healthy Living) (appendix 5.1) outlining what topics are included (by grade) in the Human Development and Sexual Health expectations in the curriculum, and what the process is for application for exemption.

4.3 CONDITIONS OF EXEMPTION

4.3.1 Exemptions are limited to instruction related to the Human Development and Sexual Health expectations found in strand D (‘Healthy Living’) of The Ontario Curriculum: Health and Physical Education Grades 1-8.

4.3.2 Exemptions must apply to all components of the Human Development and Sexual Health expectations within strand D (‘Healthy Living’) of The Ontario Curriculum: Health and Physical Education Grades 1-8. Students may not be exempted from only one component of the Human Development and Sexual Health topics and will
not be exempted from groups of expectations, individual expectations or specific topics.

4.3.3 Application for exemption must be made on a **yearly basis**.

4.4 **PROCESS FOR EXEMPTION**

4.4.1 Each year, at the beginning of the year, all parents/guardians will receive a *Notice of Exemption Option for the Health and Physical Education Curriculum Grades 1-8: Human Development and Sexual Health Topics in Strand D (Healthy Living)* (appendix 5.1).

4.4.2 At least 20 days prior to the period of instruction for Human Development and Sexual Health, all parents/guardians will receive the *Notice of Intent to Start Instruction and Application for Exemption Form* applicable to their child’s grade (appendices 5.2-5.9).

4.4.3 Each form will include the period of instruction during which the Human Development and Sexual Health topics will be covered.

4.4.4 The *Notice of Intent to Start Instruction and Application for Exemption Form* will be sent home in hard copy and/or via an electronic communication.

4.4.5 Any parent/guardian who wishes to pursue exemption for their child, must complete the form provided.

4.4.6 No action is required for parents/guardians whose children will be participating in Human Development and Sexual Health instruction as outlined in strand D (‘Healthy Living’) of *The Ontario Curriculum: Health and Physical Education Grades 1-8*.

4.4.7 Forms must be returned to the teacher no later than 5 days prior to the commencement of the period of instruction. The due date for form submission will be indicated on the *Notice of Intent to Start Instruction and Application for Exemption Form*.

4.4.8 The absence of a returned form from any family presumes instruction will be received by the student, during the period of instruction, as scheduled.

4.4.9 Returned forms will be reviewed by the principal (or designate) to ensure the request for exemption falls within the parameters of this procedure.

4.5 **ACADEMIC CONSIDERATIONS AND ASSESSMENT**

4.5.1 Students will not be exempted from instruction related to any other expectations in the Health and Physical Education Curriculum.

4.5.2 For exempted students there will be no academic penalty for exemption, and no assessment, evaluation or reporting of exempted students’ achievement related to Human Development and Sexual Health expectations in their grade.
4.5.3 Exempted students’ grade in Health and Physical Education will be determined on the basis of the overall expectations in strand D (‘Healthy Living’) of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

4.6 SUPERVISION OF EXEMPTED STUDENTS

4.6.1 As part of the exemption application, parents/guardians are required to choose one of the following supervision options for their child for the period(s) during which Human Development and Sexual Health is taught.

a) To be released into care of the parent/guardian or a predetermined and approved designate during the period of instruction.

b) To remain in the classroom during the exemption period without taking part in instruction in Human Development and Sexual Health, and to be assigned work or activities by the teacher that are unrelated to Human Development and Sexual Health.

c) To leave the classroom for the duration of the instruction and remain in the school under supervision of an alternate teacher or principal.

4.6.2 Students who have been exempted, and whose parent/guardian has indicated their child will remain at school during the period of instruction, will be provided with alternate supervision during the period of instruction.

4.6.3 The student’s activities (if remaining in school) during the exemption period will be at the discretion of the teacher.

4.7 BOARD RESPONSIBILITIES

4.7.1 Maintain an updated procedure that allows for students to be exempted, at the request of their parents/guardians, from instruction related to Human Development and Sexual Health as outlined in strand D (‘Healthy Living’) of the Health and Physical Education Curriculum.

4.7.2 Ensure that parents/guardians are notified, on an annual basis, of the list of all Human Development and Sexual Health topics by grade (see appendix 5.1).

4.7.3 Maintain standard board exemption forms by grade for use by schools (see appendices 5.2-5.9).

4.7.4 Communicate the procedure and related roles and responsibilities to principals on an annual basis.

4.7.5 Ensure that support and resources are made available to staff as required.

4.8 PRINCIPAL RESPONSIBILITIES

4.8.1 Communicate the option for exemption to all parents/guardians at the beginning of each school year (see appendix 5.1).
4.8.2 Obtain a timeline from all teachers of when their delivery of strand D and the Human Development and Sexual Health expectations are planned for during the current school year.

4.8.3 Ensure all teachers fill in all dates/applicable sections in the Notice of Intent to Start Instruction and Application for Exemption (see appendices 5.2-5.9) form for the grade that they are teaching at least 20 days prior to the period of instruction and send home to all parents/guardians.

4.8.3 Determine whether a request for exemption falls within the parameters set out in this procedure.

4.9 TEACHER RESPONSIBILITIES

4.9.3 Use appropriate and effective teaching strategies to help students achieve the Health and Physical Education curriculum expectations.

4.9.4 Seek out resources, mentors and professional development opportunities as necessary to increase their own comfort level and skill in teaching the human development and sexual health curriculum and reflect on personal attitudes, biases and values with respect to the curriculum topics.

4.9.5 Communicate with parents/guardians regarding what students are learning.

4.9.6 Fill in the dates/applicable sections in the Notice of Intent to Start Instruction and Application for Exemption (see appendix 5.2) form and send home form via hard copy and/or electronic means to all parents/guardians at least 20 days in advance of the start of instruction related to Human Development and Sexual Health expectations.

4.9.7 Send acknowledgement receipt (see appendix 5.10) to parent/guardians of students who are to be exempted.

4.9.8 Comply with the supervision preferences expressed by the parent/guardian on the exemption form, and the supervision requirements as outlined in section 4.6 of this procedure for any student who is exempted.

4.9.9 Determine appropriate activities for exempted students who have opted to remain at the school during the period of instruction.

5.0 APPENDICES

5.1 Notice of Exemption Option for the Health and Physical Education Curriculum Grades 1-8: Human Development and Sexual Health Topics in Strand D (Healthy Living)

5.2 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 1

5.3 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 2

5.4 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 3

5.5 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 4
5.6 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 5
5.7 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 6
5.8 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 7
5.9 Notice of Intent to Start Instruction & Application for Exemption: Human Development & Sexual Health: Grade 8
5.10 Notice of Receipt of Exemption Application
NOTICE OF EXEMPTION OPTION FOR THE HEALTH AND PHYSICAL EDUCATION CURRICULUM GRADES 1-8: HUMAN DEVELOPMENT AND SEXUAL HEALTH TOPICS IN STRAND D (‘HEALTHY LIVING’)

Trillium Lakelands District School Board respects the parent/guardian role in their child’s learning and understands that families may choose to approach or teach topics related to Human Development and Sexual Health in a manner or at an age that differs from what is outlined in the Health and Physical Education Curriculum. Parents/guardians are therefore provided with the choice to exempt their child from participation in all instruction related to the Human Development and Sexual Health expectations for their grade.

Families will receive notice from their child’s school at least 20 days in advance of the instruction start date advising when the Human Development and Sexual Health expectations will be taught in their child’s class and next steps should a parent/guardian wish to exempt their child.

Please note that this exemption option applies only to the entire Human Development and Sexual Health expectations of the Ontario Health and Physical Education Curriculum Grades 1-8, Strand D: Healthy Living-Human Development and Sexual Health and not for instruction related to a group of expectations, a single expectation or a specific topic. The key topics for each grade related to Human Development and Sexual Health include:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Understanding Health Concepts</th>
<th>Making Healthy Choices</th>
<th>Making Connections for Healthy Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Body parts, Senses and functions</td>
<td>Hygienic procedures</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Stages of development, Body appreciation</td>
<td>Oral Health</td>
<td></td>
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<tr>
<td>3</td>
<td>Healthy relationships, bullying, consent, Physical and social-emotional development</td>
<td>Visible and invisible differences, respect</td>
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<tr>
<td>4</td>
<td>Puberty- changes; emotional, social impact</td>
<td>Puberty- personal hygiene and care</td>
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<tr>
<td>5</td>
<td>Reproductive system, Menstruation, spermatogenesis</td>
<td>Self-concept, sexual orientation, Emotional, interpersonal stresses- puberty</td>
<td>Stereotypes and assumptions- impacts and strategies for responding</td>
</tr>
<tr>
<td>6</td>
<td>Sexually explicit media</td>
<td>Understanding of puberty changes, healthy relationships, Decision making, consent</td>
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<tr>
<td>7</td>
<td>Delaying sexual activity, Sexually transmitted and blood-borne infections (STBBIs), STBBIs and pregnancy prevention</td>
<td>Sexual health and decision making</td>
<td>Relationship changes at puberty</td>
</tr>
<tr>
<td>8</td>
<td>Decisions about sexual activity; supports, Gender identity, gender expression, sexual orientation, self-concept</td>
<td>Decision making considerations and skills</td>
<td>Relationships and intimacy</td>
</tr>
</tbody>
</table>

If you would like further detail related to the topics covered as part of the Human Development and Sexual Health expectations, the Health and Physical Education Curriculum can be accessed at: http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf
NOTICE OF INTENT TO START INSTRUCTION & APPLICATION FOR EXEMPTION:
HUMAN DEVELOPMENT & SEXUAL HEALTH EXPECTATIONS IN THE ONTARIO PHYSICAL HEALTH AND
EDUCATION CURRICULUM - STRAND D HEALTHY LIVING

GRADE 1

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the *Ontario Health and Physical Education Curriculum Grades 1-8*. For your child's grade the Human Development and Sexual Health content will be taught on the following dates/times:

<table>
<thead>
<tr>
<th>Dates of Instruction (start and end dates)</th>
<th>Schedule for Instruction (period/time of day/day of week)</th>
</tr>
</thead>
</table>

**NOTE:** Should unforeseen events arise, our school has the authority to move the period of instruction to a later date in the school year and will give notice of change to parents/guardians as soon as reasonably possible.

**Grade Specific Topics & Curriculum Expectations:**

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child's grade. Further details can also be found at [http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf).

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</thead>
<tbody>
<tr>
<td>Human Development and Sexual</td>
<td>D1.3 Body parts</td>
<td></td>
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<tr>
<td>Health</td>
<td>D1.4 Senses and functions</td>
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<td></td>
<td>D2.5 Hygienic procedures</td>
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</tbody>
</table>

**Curriculum Expectations**

By the end of this grade, students will:

- **D1.3** identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language;
- **D1.4** identify the five senses and describe how each functions (e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell); and,
- **D2.5** demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes).
Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:

Exemption Options:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options.

I would like my child to [select one only]:

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

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

- The Human Development and Sexual Health expectations in strand D (‘Healthy Living’) of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
- Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
- Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child’s grade, and not for instruction related to selected topics, expectations or groups of expectations;
- My child will continue to receive instruction related to all other elementary Health and Physical Education curriculum expectations;
- Requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted.

Child’s Last Name  Child’s First Name  Grade

Parent/Guardian Name (Print)  Parent Guardian Signature  Date

PLEASE NOTE:
For a student to be exempted form must be returned no later than:

The personal information provided on this form is collected by the Trillium Lakelands District School Board under the authority of the Education Act, Freedom of Information and Protection of Privacy Act / Municipal Freedom of Information and Protection of Privacy Act and TLDSB Policy BD-2030/2031. The information will be used to for student programs and educational services or as otherwise permitted/required by law. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use retention, transfer, and disposal of pupil records. For questions about this collection, speak to the school principal.
Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child's teacher in advance of the period of instruction.

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<tr>
<th>FOR SCHOOL ACTION:</th>
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<tr>
<td>□ Letter received by teacher on:</td>
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<td>□ Acknowledgement to Parent of Receipt sent on:</td>
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<tr>
<td>□ Plan developed for Student Supervision During Period of Instruction</td>
</tr>
<tr>
<td>□ Exemption request filed in OSR</td>
</tr>
</tbody>
</table>
NOTICE OF INTENT TO START INSTRUCTION & APPLICATION FOR EXEMPTION:
HUMAN DEVELOPMENT & SEXUAL HEALTH EXPECTATIONS IN THE ONTARIO PHYSICAL HEALTH AND EDUCATION CURRICULUM STRAND D HEALTHY LIVING

GRADE 2

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the *Ontario Health and Physical Education Curriculum Grades 1-8*. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/times:

<table>
<thead>
<tr>
<th>Dates of Instruction</th>
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<tr>
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<td>(period/ time of day/ day of week)</td>
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</tbody>
</table>

**NOTE:** Should unforeseen events arise, our school has the authority to move the period of instruction to a later date in the school year and will give notice of change to parents/guardians as soon as reasonably possible.

**Grade Specific Topics & Curriculum Expectations:**

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at [http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf).

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</thead>
<tbody>
<tr>
<td>Human Development and Sexual Health</td>
<td>D1.4 Stages of development</td>
<td>D2.4 Oral health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D1.5 Body appreciation</td>
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</table>

**Curriculum Expectations**

By the end of this grade, students will:

- D1.4 outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life;
- D1.5 demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change; and,
- D2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup).

**Options for participation:**

1. For parents/guardians who **wish for their child to participate** in the Human Development and Sexual Health curriculum as outlined for their grade, **no action is required.**

2. For parents/guardians **who wish to exempt their child from participation** in the Human Development and Sexual Health curriculum as outlined for their grade, **please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:**
Exemption Options:
Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child's grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options.

I would like my child to [select one only]:

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

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:
- The Human Development and Sexual Health expectations in strand D ('Healthy Living') of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
- Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
- Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child's grade, and not for instruction related to selected topics, expectations or groups of expectations;
- My child will continue to receive instruction related to all other elementary Health and Physical Education curriculum expectations;
- Requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted.

Child's Last Name  Child's First Name  Grade

Parent/Guardian Name (Print)  Parent Guardian Signature  Date

PLEASE NOTE:

For a student to be exempted form must be returned no later than:

Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

FOR SCHOOL ACTION:

☐ Letter received by teacher on:
☐ Acknowledgement to Parent of Receipt sent on:
☐ Plan developed for Student Supervision During Period of Instruction
☐ Exemption request filed in OSR

The personal information provided on this form is collected by the Trillium Lakelands District School Board under the authority of the Education Act, Freedom of Information and Protection of Privacy Act / Municipal Freedom of Information and Protection of Privacy Act and TLDSB Policy BD-2030/2031. The information will be used to provide student programs and educational services or as otherwise permitted required by law. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use retention, transfer, and disposal of pupil records. For questions about this collection, speak to the school principal.
NOTICE OF INTENT TO START INSTRUCTION & APPLICATION FOR EXEMPTION:
HUMAN DEVELOPMENT & SEXUAL HEALTH EXPECTATIONS IN THE ONTARIO PHYSICAL HEALTH AND
EDUCATION CURRICULUM STRAND D HEALTHY LIVING

GRADE 3

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/times:

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NOTE: Should unforeseen events arise, our school has the authority to move the period of instruction to a later date in the school year and will give notice of change to parents/guardians as soon as reasonably possible.

Grade Specific Topics & Curriculum Expectations:

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf.

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<tbody>
<tr>
<td>Human Development and Sexual Health</td>
<td>D1.4 Healthy relationships, bullying, consent</td>
<td></td>
<td>D3.3 Visible, invisible differences, respect</td>
</tr>
<tr>
<td></td>
<td>D1.5 Physical and social-emotional development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Expectations:

By the end of this grade, students will:

- D1.4 identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others;
- D1.5 identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one’s body, to acknowledge one’s thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do); and,
- D3.3 describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others.
Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below.

Exemption Options:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options.

I would like my child to [select one only):

☐ Be released into my care;
☐ Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand my child’s activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
☐ Leave the classroom and remain in the school under staff supervision. I understand that my child’s activities during the exemption period will be at the discretion of the teacher or principal.

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

- The Human Development and Sexual Health expectations in strand D (‘Healthy Living’) of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
- Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
- Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child’s grade, and not for instruction related to selected topics, expectations or groups of expectations;
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Child’s Last Name                          Child’s First Name                          Grade

Parent/Guardian Name (Print)                          Parent Guardian Signature                          Date

PLEASE NOTE:

For a student to be exempted form must be returned no later than:
Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

FOR SCHOOL ACTION:
- [ ] Letter received by teacher on ______________________________
- [ ] Acknowledgement to Parent of Receipt sent on ______________________
- [ ] Plan developed for Student Supervision During Period of Instruction
- [ ] Exemption request filed in OSR
NOTICE OF INTENT TO START INSTRUCTION & APPLICATION FOR EXEMPTION:
HUMAN DEVELOPMENT & SEXUAL HEALTH EXPECTATIONS IN THE ONTARIO PHYSICAL HEALTH AND EDUCATION CURRICULUM STRAND D HEALTHY LIVING

GRADE 4

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/ times:

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NOTE: Should unforeseen events arise, our school has the authority to move the period of instruction to a later date in the school year and will give notice of change to parents/guardians as soon as reasonably possible.

Grade Specific Topics & Curriculum Expectations:

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf.

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<tbody>
<tr>
<td>Human Development and Sexual Health</td>
<td>D1.5 Puberty – changes; emotional, social impact</td>
<td>D2.4 Puberty – personal hygiene and care</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Expectations

By the end of this grade, students will:
- D1.5 describe the physical changes that occur at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes; and,
- D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs).

Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:
Exemption Options:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options. I would like my child to [select one only]:

☐ Be released into my care;
☐ Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand my child’s activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
☐ Leave the classroom and remain in the school under staff supervision. I understand that my child’s activities during the exemption period will be at the discretion of the teacher or principal.

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

- The Human Development and Sexual Health expectations in strand D (‘Healthy Living’) of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
- Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
- Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child’s grade, and not for instruction related to selected topics, expectations or groups of expectations;
- My child will continue to receive instruction related to all other elementary Health and Physical Education curriculum expectations;
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PLEASE NOTE:

For a student to be exempted form must be returned no later than:

Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

FOR SCHOOL ACTION:

☐ Letter received by teacher on:
☐ Acknowledgement to Parent of Receipt sent on:
☐ Plan developed for Student Supervision During Period of Instruction
☐ Exemption request filed in OSR

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EDUCATION CURRICULUM STRAND D HEALTHY LIVING

GRADE 5

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/times:

### Dates of Instruction

<table>
<thead>
<tr>
<th>Start and End Dates</th>
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### Schedule for Instruction

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**Grade Specific Topics & Curriculum Expectations:**

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at [http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf).

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<tbody>
<tr>
<td>Human Development and Sexual Health</td>
<td>D1.3 Reproductive system</td>
<td>D2.4 Self-concept, sexual orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D1.4 Menstruation, spermatogenesis</td>
<td>D2.5 Emotional, interpersonal stresses – puberty</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Expectations**

By the end of this grade, students will:

- **D1.3** identify the parts of the reproductive system, and describe how the body changes during puberty;
- **D1.4** describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development;
- **D2.4** identify intersecting factors that affect the development of a person’s self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being; and,
- **D2.5** describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders).
Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options. I would like my child to [select one only]:

- Be released into my care;
- Remain in the classroom without taking part in instructional activities related to Human Development and Sexual Health. I understand my child’s activities unrelated to Human Development and Sexual Health during the exemption period will be at the discretion of the teacher.
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NOTE: If one of the three options above is not selected, the principal or the principal’s designate will determine where in the school the child is to remain during the exemption period.

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

- The Human Development and Sexual Health expectations in strand D (‘Healthy Living’) of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
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PLEASE NOTE:

For a student to be exempted form must be returned no later than: [Date]
Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

FOR SCHOOL ACTION:

☐ Letter received by teacher on:
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AND EDUCATION CURRICULUM STRAND D HEALTHY LIVING
GRADE 6

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/times:

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Grade Specific Topics & Curriculum Expectations:

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at [http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf).

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<tr>
<td>Human Development and Sexual Health</td>
<td>D1.3 Sexually explicit media</td>
<td>D2.5 Understanding of puberty changes, healthy relationships</td>
<td>D3.3 Stereotypes and assumptions – impacts and strategies for responding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2.6 Decision making, consent</td>
<td></td>
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</table>

Curriculum Expectations

By the end of this grade, students will:

- D1.3 demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image);
- D2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships, confusion and questions about changes);
- D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings); and,
• D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism.

Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options. I would like my child to [select one only]:

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PLEASE NOTE:

For a student to be exempted from must be returned no later than:

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FOR SCHOOL ACTION:

☐ Letter received by teacher on ______________________________
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GRADE 7

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in
strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s
grade the Human Development and Sexual Health content will be taught on the following dates/ times:

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Grade Specific Topics & Curriculum Expectations:

Below is a table that provides an overview of the key topics that are covered in the Human Development and
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<tr>
<td>Human Development and Sexual Health</td>
<td>D1.3 Delaying sexual activity</td>
<td>D2.4 Sexual health and decision making</td>
<td>D3.3 Relationship changes at puberty</td>
</tr>
<tr>
<td></td>
<td>D1.4 Sexually transmitted and blood-borne infections (STBBIs)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>D1.5 STBBIs and pregnancy prevention</td>
<td></td>
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</tbody>
</table>

Curriculum Expectations

By the end of this grade, students will:

- D1.3 explain the importance of having a shared understanding with a partner about the following:
delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to
abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not
engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is
communicated; and, in general, the need to communicate clearly with each other when making decisions
about sexual activity in a healthy, loving relationship;
- D1.4 identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms;
• D1.5 identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently;
• D2.4 demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings); and,
• D3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity).

Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/ guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child's teacher no later than the date specified on the form below:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options. I would like my child to [select one only]:

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

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

• The Human Development and Sexual Health expectations in strand D ("Healthy Living") of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
• Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
• Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child’s grade, and not for instruction related to selected topics, expectations or groups of expectations;
• My child will continue to receive instruction related to all other elementary Health and Physical Education curriculum expectations;
• Requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted.
<table>
<thead>
<tr>
<th>Child’s Last Name</th>
<th>Child’s First Name</th>
<th>Grade</th>
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<tr>
<th>Parent/Guardian Name (Print)</th>
<th>Parent Guardian Signature</th>
<th>Date</th>
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</table>

**PLEASE NOTE:**

For a student to be exempted form must be returned no later than:

Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

**FOR SCHOOL ACTION:**

- [ ] Letter received by teacher on ________________________________
- [ ] Acknowledgement to Parent of Receipt sent on __________________
- [ ] Plan developed for Student Supervision During Period of Instruction
- [ ] Exemption request filed in OSR
NOTICE OF INTENT TO START INSTRUCTION & APPLICATION FOR EXEMPTION:
HUMAN DEVELOPMENT & SEXUAL HEALTH EXPECTATIONS IN THE ONTARIO PHYSICAL HEALTH AND EDUCA TION CURRICULUM STRAND D HEALTHY LIVING

GRADE 8

Dear Parent/Guardian;

We are writing to inform you that we will soon be covering the Human Development and Sexual Health topics in strand D (Health Living) of the Ontario Health and Physical Education Curriculum Grades 1-8. For your child’s grade the Human Development and Sexual Health content will be taught on the following dates/ times:

<table>
<thead>
<tr>
<th>Dates of Instruction</th>
<th>Schedule for Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(start and end dates)</td>
<td>(period/ time of day/ day of week)</td>
</tr>
</tbody>
</table>

NOTE: Should unforeseen events arise, our school has the authority to move the period of instruction to a later date in the school year and will give notice of change to parents/ guardians as soon as reasonably possible.

Grade Specific Topics & Curriculum Expectations:

Below is a table that provides an overview of the key topics that are covered in the Human Development and Sexual Health topic within the Health Living Strand (Strand D) of the curriculum for your child’s grade. Further details can also be found at http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf.

<table>
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</thead>
<tbody>
<tr>
<td>Human Development and Sexual Health</td>
<td>D1.4 Decisions about sexual activity; supports D1.5 Gender identity, gender expression, sexual orientation, self-concept</td>
<td>D2.3 Decision making considerations and skills</td>
<td>D3.3 Relationships and intimacy</td>
</tr>
</tbody>
</table>

Curriculum Expectations

By the end of this grade, students will:

- D1.4 identify and explain factors that can affect an individual’s decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a teacher, a guidance counsellor, a religious leader, a parent/guardian or other trusted adult, a reputable website);
- D1.5 demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept;
• D2.3 demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity (e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex); and,

• D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, becoming a parent/guardian before you are ready, sexual harassment and exploitation; potential for dating violence).

Options for participation:

1. For parents/guardians who wish for their child to participate in the Human Development and Sexual Health curriculum as outlined for their grade, no action is required.

2. For parents/ guardians who wish to exempt their child from participation in the Human Development and Sexual Health curriculum as outlined for their grade, please complete the remainder of the form and return to your child’s teacher no later than the date specified on the form below:

Having reviewed the Human Development and Sexual Health expectations in the elementary Ontario Health and Physical Education curriculum for my child’s grade, I confirm I would like my child to be exempted from instruction related to these expectations, without academic penalty. During the exemption period, I understand per this procedure, that my child may participate in one of three alternate options. I would like my child to [select one only]:

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

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

Acknowledgement of Terms of Exemption

I understand and agree with the following statements:

• The Human Development and Sexual Health expectations in strand D (‘Healthy Living’) of the Ontario Curriculum: Health and Physical Education Grades 1-8 are different for every grade so I must submit a completed exemption form every school year, for each child, in order for the child to be exempted from instruction related to Human Development and the Sexual Health expectations in that school year;
• Reference to or conversations about sexual health-related concepts among teachers, school staff, or other students outside of formal instruction in Human Development and Sexual Health are not subject to this exemption;
• Exemptions apply only to instruction related to all of the Human Development and Sexual Health expectations for my child’s grade, and not for instruction related to selected topics, expectations or groups of expectations;
• My child will continue to receive instruction related to all other elementary Health and Physical Education curriculum expectations;
• Requests for exemption made by phone, or exemption forms or written requests that do not have a parent/guardian signature, will not be accepted.
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**PLEASE NOTE:**

For a student to be exempted form must be returned no later than:

Parents/guardians will receive Acknowledgement of Receipt of Application for Exemption in writing and/or via electronic means. In the event you do not receive an acknowledgement, please contact your child’s teacher in advance of the period of instruction.

**FOR SCHOOL ACTION:**

- [ ] Letter received by teacher on:
- [ ] Acknowledgement to Parent of Receipt sent on:
- [ ] Plan developed for Student Supervision During Period of Instruction
- [ ] Exemption request filed in OSR
Acknowledgement of Receipt of Exemption Application

Dear Parent/Guardian;

I am writing to confirm that we have received the application for ____________________________ to be exempted from the specified period of instruction of the Human Development and Sexual Health topics delivered as part of the Healthy Living Strand (Strand D) of the Ontario Curriculum: Health and Physical Education Grades for grade ______.

Arrangements for student supervision during the period of instruction will occur in alignment with the preference specified on the application.

Please do not hesitate to be in touch should you have any questions.

__________________________________________  ______________________________________
Teacher Name                                           Teacher Signature

__________________________________________  __________________________
School Name                                             Date

*Note that exemptions only apply to the current school year, 20____ - 20_____
DATE: November 1, 2019

TO: Trustees

ORIGIN: Jennifer Johnston, Superintendent of Learning

SUBJECT: ES-5030 Student Use of Service Animals in Schools Policy

REFERENCE: Committee of the Whole - November 12, 2019

PURPOSE: To present to Trustees the ES-5030 Student Use of Service Animals in Schools Policy for approval.


The ES-5030 Student Use of Service Animals In Schools policy is due for review in 2020.

CONTENT: The ES-5030 Student Use of Service Animals in Schools Policy was reviewed by Trustee Morrison, Senior Administration, Elementary and Secondary Administrators, Central Staff and Union/Federation representation.

Revisions to the policy are as follows:

- Title change to include service animals that are not dogs, in alignment with PPM 163
- Clarifying there is a consistent and transparent process in place to approve student use of a service animal when such use is deemed to be a necessary accommodation in school to enable the student’s access to education

ACTION: Recommendation that the ES-5030 Student Use of Service Animals in Schools Policy be approved.
STUDENT USE OF SERVICE DOGS—ANIMALS IN SCHOOLS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS

Trillium Lakelands District School Board is committed to providing appropriate accommodations for ensuring that it meets the educational needs of all students with demonstrable learning needs. in the Board including Students with special needs. Trillium Lakelands District School Board has a consistent and transparent process in place to approve the use of a service animal by a student in the school when such use is a necessary accommodation to ensure the student’s meaningful access to education is also committed to maintaining complete compliance with legal requirements under the Ontario Human Rights Act, The Ontarians with Disabilities Act and the Blind Persons Act. These Acts dictate rights of access for trained service dogs to accompany handlers into public places.
DATE: November 1, 2019

TO: Trustees

ORIGIN: Jennifer Johnston, Superintendent of Learning

SUBJECT: ES-5031 Student Use of Service Animals in Schools Procedure

REFERENCE: Committee of the Whole - November 12, 2019

PURPOSE: To present to Trustees the ES-5031 Student Use of Service Animals in Schools Procedure for information.


The ES-5031 Student Use of Service Animals in Schools Procedure is due for review in 2020.

CONTENT: The ES-5031 Student Use of Service Animals in Schools Procedure was reviewed by Trustee Morrison, Senior Administration, Elementary and Secondary Administrators, Central Staff and Union/Federation representation.

The procedure aligns with requirements in the Ministry of Education’s PPM 163: School Board Policies on Service Animals.

Revisions to the procedure are as follows:

- Title change to include service animals that are not dogs, in alignment with PPM 163
- Clarification there is a distinct and transparent process in place to plan and prepare for student use of a service animal in schools. Process phases include application, assessment of application, admittance decision, planning and implementation, and monitoring
- Updated appendices to support successful communication and documentation of service animal requests
STUDENT USE OF SERVICE ANIMALS IN SCHOOLS: DOGS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS

1.0 PURPOSE

Trillium Lakelands District School Board is committed to providing appropriate accommodations for ensuring that it meets the educational needs of all students with demonstrable learning needs. Trillium Lakelands District School Board has a consistent and transparent process in place to approve the use of a service animal by a student in the school when such use is a necessary accommodation to ensure the student's meaningful access to education. It is also committed to maintaining complete compliance with the legal requirements of the Ontario Human Rights Act, The Ontarians with Disabilities Act and the Blind Persons Act. These Acts dictate rights of access for trained service dogs to accompany handlers into public places.

Service dogs are considered to be an accommodation that is required to allow a student to access the Ontario Curriculum. Service dogs must graduate from a recognized training centre and have supporting documentation that defines their role. A Certified Service Dog is a working dog and there are strict guidelines for access, handling and interaction with these dogs.

This procedure provides specific direction to school administrators regarding the admittance and implementation of service dogs, autism service dogs, guide dogs, hearing dogs and other certified working dogs that are supporting students in the school environment.

2.0 REFERENCES/RELATED DOCUMENTS

2.1 Education Act Policy/Program Memorandum No. 163: School Board Policies on Service Animals
2.2 The Accessibility for Ontarians with Disabilities Act, (2005)
2.3 Ontario Human Rights Code
2.4 Blind Person’s Rights Act (2008)
2.6 TLDSB Anaphylaxis Policy and SO-6509 and Procedure SO-6510 Medical and Health Management in Schools Policy (OP-6602) and Procedure (OP-6603)
2.62.7 TLDSB Transportation Policy (BU-3025) and Procedure (BU-3026)

3.0 TERMS AND DEFINITIONS

3.1 SERVICE ANIMAL

An animal that provides support relating to a student’s disability, assisting that student in meaningfully accessing education. Traditionally, service animals have been dogs, and dogs remain the most common species of service animal; however, other species may also provide services to individuals with disabilities. For the purposes of this procedure, the term “service animal” includes guide dogs, hearing dogs, service dogs, autism service dogs...
and other animals providing services to individuals with disabilities.

3.13.2 GUIDE DOGS

Guide dogs are highly trained working animals that help provide mobility, safety and increased independence for people with vision loss.

3.23.3 HEARING DOGS

A hearing dog is a type of assistance dog specially selected and trained to assist people who are deaf or hearing impaired by alerting their handler to important sounds, such as doorbells, smoke alarms, ringing telephones, or alarm clocks.
They may also work outside of the home, alerting to such sounds as sirens, forklifts and a person calling the handler’s name.

3.33.4 SERVICE DOGS

A service dog is a type of assistance dog specially trained to help people who have disabilities other than visual or hearing impairment, or to assist with medical responses (for example, assist people with epilepsy).

3.43.5 AUTISM SERVICE DOGS

Autism service dogs are specially trained dogs trained by a certified training agency that increase safety levels and alleviate bolting behaviours common in children with autism by acting as an anchor when tethered to the child. An autism service dog is a certified service dog that is recognized as a working dog and strict guidelines apply for the access, handling and interaction with these dogs.

3.6 THERAPY/COMPANION ANIMALS

3.5 DOGS

A therapy/companion dog visits people in nursing homes and hospitals to bring love and companionship into their daily routine. Companion dogs, reading dogs or therapy dogs include dogs that provide comfort and friendship to students who may have emotional, self-esteem or social problems or are used for therapeutic purposes. Therapy/companion animals are not considered to be an accommodation as they are generally not required to allow the student to access the Ontario Curriculum.

3.63.7 READING DOGS

A reading dog is trained by St. John’s Ambulance to provide a settled companion for the child’s uninterrupted, uncorrected reading practice. Reading dogs are not considered to be an accommodation as they are generally not required to allow the student to access the Ontario Curriculum.

3.8 CERTIFIED SERVICE ANIMAL CREDITATION FOR SERVICE DOGS AND GUIDE DOGS

4.0.1 For the purposes of this procedure, a service dog is considered certified if it has graduated from a recognized training centre and has supporting documentation that defines its role. A certified service dog is a working animal and there are strict guidelines for access, handling and interaction with these animals. A certified service dog is allowed full public access in Canada and is trained to perform the skills required to meet the needs of the student with whom it has been partnered. Dogs are the most prevalent type of certified service animal. Service dogs must be certified and registered in Canada. Certified service dogs will wear a distinctive harness and leash and/or saddlebag and vest when working.

Trainers in schools for any type of guide dogs, hearing dogs, service dogs or autism service
STUDENT USE OF SERVICE DOGS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS

Dogs, guide or working dog in Ontario must be members and accredited by either:

a) The International Guide Dog Federation (IGDF): Members’ purpose is to serve the visually impaired and blind people from around the world by training and providing guide dogs; or

b) Assistance Dogs International, Inc. (ADI): ADI is a coalition of not-for-profit organizations that train and place assistance dogs; 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).

4.14.0 ADMINISTRATIVE PROCEDURE

4.24.1 SERVICE DOGS AND COMPANION/Therapy/Reading DOGS CONTEXT

4.1.1 The Accessibility for Ontarians with Disabilities Act (2005) sets out a framework related to the use of service animals by individuals with a disability.

4.1.2 The Blind Persons’ Rights Act (2008) sets out a framework specifically for the use of guide dogs for individuals who are blind.

4.1.3 People with disabilities who use service animals to assist them with disability-related needs are protected under the grounds of “disability”; in the Ontario Human Rights Code. Under the Human Rights Code, school boards have a duty to accommodate the needs of students with disabilities to the point of undue hardship.

4.1.4 The parent/guardian/student (18 years or older) may apply to the school principal to have the student be accompanied by a certified service animal in school when such accompaniment is an appropriate accommodation to support the child’s learning needs.

4.1.5 Information about the application process and supporting materials are available on the board’s website or through the office of the Superintendent of Learning responsible for Special Education. Service dogs must graduate from a recognized training centre and have supporting documentation that defines their role. A certified service dog is a working dog and there are strict guidelines for access, handling and interaction with these dogs. A certified service dog is allowed full public access in Canada and is trained to perform the skills required to meet the needs of the student with whom it has been partnered.

4.2.3 Companion dogs, reading dogs or therapy dogs include dogs that provide comfort and friendship to students who may have emotional, self-esteem or social problems or are used for therapeutic purposes. Companion dogs are not considered to be an accommodation as they are generally not required to allow the student to access the Ontario Curriculum.
4.2.1 The parent/guardian/student (18 years or older) will approach the Principal or Designate regarding the learning needs and the potential use of a service animal in school as an accommodation.

4.2.2 The parent/guardian/student (18 years or older) will receive a copy of the information form (Appendix 1) outlining the use of service animals in TLDSB schools and is required to make an application in writing to the school (Appendix 2 or 3).

4.3 LEGISLATION

4.3.1 Ontario Law (Blind Persons Act 2007) requires that a specially trained Guide Dog be allowed to accompany a blind person to all public venues and transportation carriers. The Ontario Human Rights Act extends these rights to deaf and hearing impaired as well as disabled persons.

4.3.2 The Ontario Human Rights Act section 10 (1) a) provides a protective provision to ensure the rights of persons who have a “physical or mental disability or related characteristics or circumstances, including reliance on a dog guide or other animal assistance, a wheelchair or any other remedial appliance or device.”

4.3 CONSIDERATIONS ASSESSMENT OF APPLICATION

4.3.1 On receipt of an application for use of a service animal in the school (Appendix 2 or 3), when a school is approached with the request for a dog to accompany a student, the Principal or designate will review the application for completeness. The school must first determine whether the request is for a service dog or a companion dog. A request for a companion dog may be denied.

4.3.2 The Principal or designate will review and consider the following information regarding the student’s disability and learning needs:

a) An assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student’s diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the service animal will provide accommodation in the school setting;

b) strengths/needs and programming outlined in the IEP;

c) accommodations already available to support the student’s learning and whether one or more alternative accommodations can meet the needs of the student;

da) observation data of the implementation of accommodations already in place in the classroom.

4.3.3 The Principal or designate will review and consider the following information regarding the service animal, its training and proposed use in school:

a) For service animals that are dogs:
   • Municipal licence;
   • Veterinarian certificate;
4.3.4 The Principal or designate will review and consider the following information regarding the impact of the introduction of a service animal in the school:

a) Whether the student’s attendance with a service animal might require an increase in the level of staff support provided to the student;
b) The impact on the learning environment for the student and other students including health, safety, disruption and distraction;
c) Any competing rights of students, staff and community members using the school pursuant to a permit.

4.3.5 The Principal or designate will determine whether the request is for a service animal or a therapy/companion animal. A request for a companion animal may be denied.

4.3.6 With the appropriate consent to exchange information in place, the Principal or designate may contact the accredited training centre for the animal to discuss placement in the classroom and training and support if necessary. School must first determine whether the request is for a service dog or a companion dog. A request for a companion dog may be denied.

4.3.7 The application and information gathered is Decisions regarding the admittance procedure and implementation of service dogs into the school environment are reviewed on an individual case-by-case basis.

4.3.8 All circumstances of a particular case, including the individual needs of the student being assisted by the animal, and the needs of other students, staff and stakeholders will be considered. Where necessary, accommodation plans may need to be developed to reconcile competing rights.

a) The Principal or designate will inform staff, the school community, parents/guardians, school council, bus riders and their families, and permit holders that the school is in the process of planning for a service animal to attend school with a student in order to accommodate the student’s needs (Appendix ces 4 and 5). All circumstances of a particular case, including the individual needs of the student being assisted by the dogs, and the needs of other students and staff will be considered. Where necessary, the rights and needs of one person may have to be balanced against the rights and needs of another. Other alternative accommodations may be considered for students with special needs.
4.3.9 The Principal or designate will schedule a case conference with the parent(s)/guardian/student (age 18 or older)(s), a representative from the dog training certified training school, the classroom teacher(s), the SERT for the school and the educational assistant(s) who work with the student. The purpose of the case conference is to review the IEP description of the student’s needs, any IPRC recommendations and the required accommodations including type of service that the animal/dog will provide if approved. The service provided by the animal/dog must be consistent with the needs or recommendations of the IEP and/or IPRC process.

4.4.4 ADMITTANCE DECISION

4.4.1 Decisions regarding the approval of student use of a service animal in the school will be made after extensive consultation. Plans for entry of service dogs will be developed after extensive consultation. The Principal must consult with the Superintendent of the School and Superintendent responsible for Special Education Department of Specialized Services staff.

4.4.2 Decisions will be communicated in writing to the parent/guardian/student (18 years or older). (Appendix 6 or 7)

4.5 PROCEDURE FOR PLANNING THE IMPLEMENTATION

4.4. PROCEDURE FOR THE IMPLEMENTATION OF SERVICE DOGS IN THE SCHOOL ENVIRONMENT

4.4.1 Parents/Guardians will approach the Principal or Designate regarding the needs of their child and the potential use of a service dog.

4.4.2 Parents/Guardians are required to make a request in writing to the school (see Appendices) and will receive a copy of the information form (see Appendices) outlining the use of service dogs in TLDSB schools.

4.4.3 Parents/Guardians will provide the Principal with the following:

a) A letter from a member of the College of Physicians and Surgeons confirming the diagnosis of exceptionality, as well as a recommendation for the use of a Certified Service Dog;

b) A letter from National Service Dogs Training Centre or equivalent registered organization (such as Hearing Ear Dogs of Canada or the Lions Foundation of Canada Dog Guide Programs) stating that a Certified Service Dog has been placed with the child, and the date of formal Certified Service Dog Team Recognition;

c) The dog’s vaccination record and certification of good health from a qualified veterinarian (updates of both requirements to be provided yearly, by the family at the beginning of each school year);
d) Records of re-training and updating, if applicable;

e) Proof of yearly municipal licensing for the dog;

f) Information about needs, training, liability insurance, handling, etc.

4.4.4 The Principal or Designate may contact the (accredited or certified) training centre for the dog to discuss placement in the classroom and training and support if necessary.

4.4.5 The Principal will check student database and other records to ensure that no other student has an anaphylactic allergy to dogs and consult the TLDSB Anaphylaxis Policy and Procedure if an allergy exists. Accommodations may need to be made with all families involved if a serious allergy exists.

4.5.1 The Principal will schedule a case conference with the parent(s)/guardian(s), a representative from the dog training school, the classroom teacher(s), the SERT for the school and the educational assistant(s) who work with the student. The purpose of the case conference is to review the IEP description of the student’s needs, any IPRC recommendations and the required accommodations including type of service that the dog will provide. The service provided by the dog must be consistent with the needs or recommendations of the IEP and/or IPRC process. A Management Plan for the Care of the Service AnimalDog, which outlines responsibilities and routines (see Appendix 8), will be developed.

4.0.14.5.2 If, in the opinion of the Principal, the dog appears to be in ill health and unable to perform the required duties, the Principal may request that the service animal be removed from school and may require verification of good health prior to the animal’s return.

4.4.6 If, in the opinion of the Principal, the dog appears to be in ill health and unable to perform the required duties, the Principal may request that the dog be removed from school and may require verification of good health prior to the dog’s return.

4.0.24.5.3 Other information such as safety (allergies, staff or students with asthma, fear of animals, dogs etc.), cultural sensitivity, the potential impact of the dog service animal on the school community, handling routines and responsibilities, guidelines for staff and students, other student issues, transportation to school etc. will be considered.

4.0.3 All school staff will be informed of the request to have a service dog in place.

4.5.4 Plans for transportation must be considered. Per Under section 6.0 of the Board’s Transportation Policy and Procedure, approved service dogs animals are allowed access to transportation services; however the Principal must will consult with the TLDSB Transportation Services regarding riders with allergies or fears. A letter will be sent to all riders informing them there will be a Service animalDog on the bus (see Appendix 11). The principal will work with the Transportation Services to A clear plan develop a clear plan outlining:

a) outlining where the service animalDog will be seated;

b) how students on the bus will be trained regarding appropriate interaction with the service animalDog; and

c) how occasional/replacement drivers will be notified should be developed.
4.4.7 The Principal will work with the transportation department and copies of documentation will be submitted to the Superintendent of Business or designate Superintendent responsible for Transportation or designate.

4.0.44.5.5 A transition plan for introducing the service animal to the school environment will be made. Consistent routines must be established and student and community notification plans put in place. Rules and protocols (such as handling and touching the animal, etc.) must be clearly communicated to students via an assembly or other in-school training.

4.0.54.5.6 Information should go home to the school community, staff, parents/guardians, school council, permit holders regarding the arrival of the service animal in the school once a firm plan is developed (see Appendices for example, see Appendices 9, or Appendix 10, 12).

4.0.64.5.7 A copy of the parent request and the medical diagnosis, all application and planning documentation will be retained in the documentation section of the OSR.

4.0.74.5.8 Signs must be placed on the entrance doors of the school to inform visitors of the animal’s presence. (Accredited training centres Certified Training Agency will often provide these signs).

4.0.84.5.9 An appropriate fire and emergency exit plan must be developed for the student and service animal.

4.0.94.5.10 The Administrative Checklist for the implementation of the service animal into the school environment must be completed. (See Appendix 13, see Appendices 13, 14).

4.0.104.5.11 As part of the student’s IEP, the transition plan will be updated to include the necessary actions required to support the student’s use of the service animal in the school.

4.14.6 TRAINING AND RESPONSIBILITIES

4.1.4.6.1 It is the responsibility of the animal’s trainers/handler and/or the parent(s)/guardian/student(s) to:

a) Walk the animal to/from school or facilitate the use of the bus/loading onto the bus;

b) Provide the required equipment and animal care items;

c) Assume financial responsibility for the animal’s training, veterinary care, and other related costs;

d) Work cooperatively with school staff to make this accommodation a success;

e) Provide the Principal with required documentation in a timely fashion;

f) Inform the Principal of all relevant information that may affect the students and staff.

4.6.2 In the case where a service animal is placed with a person who is unable, due to age, ability or other factors, to act as the primary caregiver or handler, the animal
will be trained to work with an adult(s) for the child. An Educational Assistant may take responsibility as a handler or person with primary responsibility for the dog during school hours. Training will be provided by the service organization.

4.7 MONITORING

4.7.1 Monitor and review the implementation on an annual or as needed basis. Review will include:
   a) receive updated certifications and health check for the service animal;
   b) consultation with trainer/ training centre;
   c) update training for school handlers;
   d) review student’s IEP and IPRC, safety plans;
   4.1.2e) update Management Plan for the Care of the Service Animal.

5.0 APPENDICES

5.1 Appendix 1 – Information for Parents/Guardians Requesting a Service Animal in the School
5.2 Appendix 2 – Application for Guide Dog / Service Dog Involvement with a Student
5.2.5.3 Appendix 3 – Application for Service Animal Involvement with a Student Request for Service Dog Involvement with Student
5.4 Appendix 43 – Management Plan for the Care of the Service Animal Sample Notification of Process Letter to Employees & School Permit Holders
5.5 Appendix 5 – Sample Parent Notification of Process Letter to Parents/Guardians and School Councils
5.6 Appendix 6 – Sample Decision Letter Approving Guide Dog / Service Dog / Service Animal
5.3 Communication
5.4 Dog
5.5.7 Appendix 74 – Sample Decision Letter Declining Guide Dog / Service Dog / Service Animal
5.6.8 Appendix 8 – Management Plan for the Care of the Service Animal
5.7.9 Appendix 9 – Sample Notification of Admission Letter to the School Community (Parents/Guardians and School Council)
5.85.10 Appendix 10 – Sample Notification of Admission Letter to Employees and School Permit Holders
6.95.11 Appendix 11 – Sample Notification of Admission Letter to the Parents of Students on School Bus
5.105.12 Appendix 12 – Sample Notification of Admission Letter to the Parents of Students
5.11 Appendix 13 – Student Use of Service Animal in Schools Administrative Checklist
6.125.13 Appendix 5 – Sample Parent Communication
5.13 Appendix 6 – Sample Parent Communication Regarding Bussing
INFORMATION FOR PARENTS/GUARDIANS REQUESTING A SERVICE DOG-ANIMAL IN THE SCHOOL

1. The success of the implementation of a service dog-animal into a school setting depends on clear communication, a well-informed school community and careful planning. The information you provide will assist the Principal to make the best possible decisions for your child and other students as well as for the staff, volunteers and visitors in the school. The information you provide will be filed in your child’s Ontario Student Record (OSR).

2. The use of a service dog-animal is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success at school. The use of a companion animal is generally not considered to be an accommodation under the Ontario Curriculum. If your child already has an Individual Education Plan, it will be reviewed at a case conference, or one will be developed in consultation with you. The Principal will invite you, your child’s teacher, a representative from the training centre, the Special Education Resource Teacher (SERT) in the school, and any other relevant school staff to the case conference to discuss your child’s needs, the accommodations that are already in place for your child, as well as the additional assistance provided by a service dog-animal.

3. The information you provide will help the Principal to implement your request; assess the application. It is important that you provide information that addresses the safety of all students and staff. For example, the Principal needs to know that the service dog-animal has no history of nipping, biting or growling at children or adults, nor exhibits aggressive protective behaviours.

4. After all the information is gathered, you will be informed of the decision to admit the service animal, in writing.

5. Once approved, a series of planning steps will take place to ensure a smooth transition for the entry of the service animal.

6. The well-being of the service dog-animal is also very important. Its care, handling and training needs will be addressed, and your input as a trained handler is valuable. The Principal also needs to know what other resources are available to facilitate the transition to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess, and informing the staff and students about interacting with the service dog-animal will need to be included in the planning to be as consistent and fair to the dog-animal as possible.

7. After all the discussion and planning is in place, the goal will be to implement the plan as soon as possible.

8. Your responsibilities include:
   - transporting or walking the dog-animal to and from school, or facilitating the use of bus transportation; providing the required equipment and dog-animal care items;
   - assuming responsibility for grooming, health care and annual certification of health by a qualified vet; assuming financial responsibility for the dog-animal’s training, veterinary care, and other related costs; working co-operatively with the school staff to make this accommodation a success;
   - assisting the Principal to communicate relevant information to the school community if requested;
   - providing the Principal with required documentation in a timely fashion; and
   - informing the Principal of all relevant information that may affect the students and staff.

9. If, in the opinion of the Principal, the service dog-animal appears to be in ill health and unable to perform the required duties, the Principal may request that the animal-dog be removed from school and may
require verification of good health prior to the animal's dog's return.

8. Once the necessary information has been discussed, the Principal will consult with the Superintendent of Education prior to the admittance and implementation of the service animal dog into the school.

9. A series of planning steps must take place to ensure a smooth transition for the entry of the service animal dog.
REQUEST-APPLICATION FOR GUIDE DOG/SERVICE DOG INVOLVEMENT WITH A STUDENT

This form is to be submitted to the School Principal.

Name of student: ______________________________ D.O.B. __________________________

Address: ______________________________________________________________________

Student Exceptionality: ______________________________________________________________________

Name(s) of parent(s)/guardian(s): ______________________________________________________________________

Telephone number(s): ______________________________________________________________________

I/We request that ______________________________ be allowed to use a service animal at school and at school-related activities.

b) Type of service the animal will provide for the student: ______________________________

e) Length of time the student and animal have worked together? __________

d) Expected duration of this requested intervention? __________

e) Additional information that will assist the Principal (e.g. safety, behaviour, temperament)

a) Disability-Related Needs to be Accommodated by Guide Dog/Service Dog

☐ Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student’s diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the service animal will provide accommodation in a school setting.

b) Municipal License

☐ Please attach a copy of the municipal licence, not more than 12 months old; confirmation to be updated annually.

c) 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 dog, age of dog and that the dog is an adult;
• The dog does not have a disease or illness that might pose a risk to humans;
• The dog has received all required vaccinations;
• The dog is in good health to assist the student

d) Certificate of Training

☐ Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog/Service Dog’s training by a training organization accredited by the International Guide Dog Federation or
STUDENT USE OF SERVICE DOGS, AUTISM, SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS ANIMALS IN SCHOOLS

Assistance Dogs International or an attestation of compliance with the MSAR standard for training

☐ Please attached a letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school Community

☐ Please attached 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.

e) If Student is NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member:

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

f) Insurance

☐ Pursuant to Dog Owners’ Liability Act, RSO 1990, C.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attached a certificate of home or contents insurance. Where the dog is owned by a charity, please provide a letter from the registered charity confirming their ownership of the dog.

f) I/we understand that it is our responsibility to:

- transport or walk the animaldog to and from school, or facilitate the use of bus transportation;
- provide the required equipment and animaldog care items;
- assume financial responsibility for the animaldog’s training, veterinary care, and, other related costs; work co-operatively with the school staff to make this accommodation a success;
- assist the Principal to communicate relevant information to the school community; provide the Principal with required documentation in a timely fashion;
- inform the Principal of all relevant information that may affect our child, the other students, and/or staff; and
- assume responsibility for grooming, health care and annual certification of health by a qualified vet.

f) I/we give permission for this information to be shared with the school community.

__________________________________________  ______________________________
Signature of Parent/Guardian                     Date

For office use only:

__________________________________________  ______________________________
Signature of Principal                            Date
STUDENT USE OF SERVICE DOGS, AUTISM.
SERVICE DOGS, GUIDE DOGS AND HEARING DOGS
BY STUDENTS ANIMALS IN SCHOOLS

Notice of Collection: Personal information contained on this form is collected pursuant to the Authority of the Education Act R.S.O., 1990, c. E.2 and the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56 and may be used as necessary for board operations, school programs, education services and student records. If you have any questions about the collection or use of this information please contact the Freedom of Information Contact at the Trillium Lakelands District School Board, Lindsay Corporate Office, 300 County Road 36, Lindsay, Ontario, K9V 4R4, 1-888-526-6552.
APPLICATION FOR SERVICE ANIMAL INVOLVEMENT WITH A STUDENT

This form is to be submitted to the School Principal.

Name of student: ___________________________ D.O.B. ___________________________

Address: _________________________________ _________________________________

Name(s) of parent(s)/guardians(s): ___________________________ ___________________________

Telephone number(s): ___________________________ ___________________________

I/We request that ___________________________________________ be allowed to use a service animal at school and at school-related activities.

a) Disability-Related Needs to be Accommodated by Service Animal

☐ Please attach a copy of the assessment report from a registered pediatrician, psychologist, or psychiatrist containing the student’s diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

b) 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 species of animal, age and confirmation that the animal is an adult;
- The animal does not have a disease or illness that might pose a risk to humans or dogs;
- The animal has received all required vaccinations; and
- The animal is in good health to assist the student

c) Information regarding Animal

Describe in detail the tasks or services performed by the animal.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Identify the oral commands or visual signs to which the animal responds.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression.

Identify whether the animal will be on a:
- [ ] leash/harness
- [ ] in a crate

Describe the biological needs of the animal.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student
Can the student independently manage the animal?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Describe in detail where, when and how the student currently utilizes the animal’s services in public spaces for accommodation purposes.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please describe below what, if any, responsibilities the student is capable of performing independently.
Please describe below the responsibilities you wish to have assumed by a school staff member.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Please attach an insurance certificate identifying the “Trillium Lakelands District School Board” as the insured, in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.
Notice of Collection: Personal information contained on this form is collected pursuant to the Authority of the Education Act R.S.O., 1990, c.E.2 and the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M56 and may be used as necessary for board operations, school programs, education services and student records. If you have any questions about the collection or use of this information please contact the Freedom of Information Contact at the Trillium Lakelands District School Board, Lindsay Corporate Office, 300 County Road 36, Lindsay, Ontario, K9V 4R4, 1-888-526-5552.

Notice of Collection: Personal information contained on this form is collected pursuant to the Freedom of Information and Protection of Privacy Act/ Municipal Freedom of Information and Protection of Privacy Act and may be used as necessary for Board operations. Questions about this collection should be directed to the Superintendent Responsible for Freedom of Information for Trillium Lakelands District School Board, Lindsay Corporate Office, 300 County Road 36, Lindsay, Ontario, K9V 4S4, 1-888-526-5552.
SAMPLE NOTIFICATION OF PROCESS LETTER TO EMPLOYEES & SCHOOL PERMIT HOLDERS

(SCHOOL LETTERHEAD)

Date

To Employees and Permit Holders:

This letter is to advise that the school is in the process of planning for a service animal to attend [school] with a student in order to accommodate the student’s needs pursuant to the Human Right Code. Successful transition and entry of the service animal into the school environment will be planned in accordance with TLDSB Student Use of Service Animals in Schools Policy (ES-5030) and Procedure (ES-5031).

The 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 or harness.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a service animal in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: Superintendent
SAMPLE NOTIFICATION OF PROCESS LETTER TO PARENTS/GUARDIANS AND SCHOOL COUNCIL

(SCHOOL LETTERHEAD)

Date

To Parents/Guardians and School Council:

This letter is to advise that the school is in the process of planning for a service animal to attend [school] with a student in order to accommodate the student’s needs pursuant to the Human Right Code. Successful transition and entry of the service animal into the school environment will be planned in according with TLDSB Student Use of Service Animals in Schools Policy (ES-5030) and Procedure (ES-5031).

The 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 or harness.

We respect the needs of all students in providing a safe and inclusive environment. Please let us know if you have any specific concerns regarding the presence of a service animal in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal

cc: Superintendent
SAMPLE DECISION LETTER APPROVING GUIDE DOG / SERVICE DOG / SERVICE ANIMAL

(SCHOOL LETTERHEAD)

Date

Dear Parent / Adult Student:

I am writing to communicate the decision regarding your request that your child / you attend school with a Guide Dog / Service 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 / 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 Dog / Service Animal in meeting your / your child’s accommodation needs will take place on a regular basis.

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

If concerns arise regarding the integration of the Guide Dog / Service Dog / Service Animal into the school community and your / 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 Dog / Service Animal engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you / your child / the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and you will be required to arrange for the Guide Dog/ Service Dog / Service Animal to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

- 

Principal

c: Superintendent of School
cc: Superintendent Responsible for Special Education

____________________________________
SAMPLE DECISION LETTER DECLINING GUIDE DOG / SERVICE DOG / SERVICE ANIMAL

(SCHOOL LETTERHEAD)

Date

Dear Parent / Adult Student:

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog / Service 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/you is/are not able to perform the responsibilities of a Handler [and/or the 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/your dignity, encourage independence and facilitate integration are available to support your child's/your learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child/you while at school, please contact me to arrange for a meeting.

Sincerely,

- 

Principal

cc: Superintendent of School
Superintendent Responsible for Special Education
MANAGEMENT PLAN FOR THE CARE OF THE SERVICE ANIMAL DOG

Name of student: ________________________________ D.O.B.: ____________________
O.E.N: ________________________________ School year: ____________________
Name of animal dog: ________________________________
School: ________________________________
Person(s) responsible in the school environment: ________________________________

Note: Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home. Care of the animal is also a skill to be taught.

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

Bladder/Bowel Needs of Animal Dog (e.g. – frequency, location, disposal etc.)

Other considerations (e.g. rest periods away from work, hot and winter weather, etc.)

1. Rest periods away from work ________________________________
2. Hot weather ________________________________
3. Winter weather ________________________________

Signature of Parent/Guardian ________________________________ Date ____________________
Signature of Principal ________________________________ Date ____________________

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SAMPLE NOTIFICATION OF ADMISSION LETTER TO THE SCHOOL COMMUNITY
(PARENTS/GUARDIANS AND SCHOOL COUNCIL)

(SCHOOL LETTERHEAD)

Date

Dear Parents/Guardians:

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog / Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog / Service 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 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 or harness.

An information session is scheduled to take place at the 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 Guide Dogs / Service Dogs / Service Animals.

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

Thank you for your on-going support.

Sincerely,

Principal

cc: Superintendent
SAMPLE NOTIFICATION OF ADMISSION LETTER TO EMPLOYEES AND SCHOOL PERMIT HOLDERS

(SCHOOL LETTERHEAD)

Date

Dear Employees and Permit Holders:

On [date] the school forwarded a letter to all employees and school permit holders advising that a Guide Dog / Service Dog / Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog / Service 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 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 or harness.

An information session is 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 Guide Dogs / Service Dogs / Service Animals.

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

Thank you for your on-going support.

Sincerely,

Principal

cc: Superintendent
Date

Dear Parents/Guardians:

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog / Service Animals would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog / Service Animals will be riding a student to and from school to accommodate the student’s needs pursuant to the Human Right Code beginning [insert date].

The Guide Dog / Service Dog / Service Animal and student will be assigned a specific seating area on the bus, and the Guide Dog / Service Dog / Service Animal is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs / Service Dogs / Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Dog / Service Animal will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog / Service Dog / Service Animal on your child’s bus.

Thank you for your on-going support.

Sincerely,

Principal

cc: Superintendent
DATE

Dear Parents/Guardians:

On [date] the school forwarded a letter home to all parents advising that a Guide Dog / Service Dog / Service Animal would be introduced to our school community.

This letter is to advise that a Guide Dog / Service Dog / Service Animal will be attending [school] with a student in your child’s class / [insert course] in order to accommodate the student’s needs pursuant to the Human Right Code beginning [insert date].

The Guide Dog / Service 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 or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs / Service Dogs / Service Animal as working animals, not pets, and to identify how the Guide Dog / Service Dog / Service Animal will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child’s teacher or me.

Thank you for your on-going support.

Sincerely,

- 

Principal

cc: Superintendent
### Checklist for Implementation of Service Dog into a School
#### Application Phase

**Principal or designate will advise** parent/guardian/and student (18 years and older), making the request that TLDSB has a procedure to follow before a decision is made.

**Principal or designate will provide** parent(s)/guardian/student(s) with application materials:
- Information for Parents / Guardians Requesting a Service Dog in the School (Appendix 1)
- the form Request Application for Service Animal Involvement With a Student or Application for Guide Dog/Service Dog Involvement with a Student
- and Information for Parents / Guardians Requesting a Service Dog in the School.

**Principal will inform** the following stakeholders (School Superintendent of the request) and receive input:
- School Superintendent
- Superintendent responsible for Special Education
- School staff / Permit Holders (Appendix 4)
- Transportation Services
- School Community (Appendix 5).

### Determination of Needs Phase
#### Assessment of Application

**Principal or designate will gather and review the following information regarding the student’s disability and learning needs:**
- An assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student’s diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the service animal will provide accommodation in the school setting;
- strengths/needs and programming outlined in the IEP;
- accommodations already available to support the student’s learning and whether one or more alternative accommodations can meet the needs of the student;
- observation data of the implementation of accommodations already in place in the classroom, a letter from a member of the College of Physicians and Surgeons confirming the diagnosis of exceptionality, as well as a recommendation for the use of a certified service animal;
- any documentation on how the service animal supports the student’s learning needs and/or disability related needs, including documentation from the student’s medical professionals;
- strengths/needs and programming outlined in the IEP;
- other accommodations available to support the student’s learning;
- observation data of the implementation of accommodations already in place in the classroom.

**Principal or designate will receive and review the following documentation regarding the service animal:**
For service animals that are dogs:
- Municipal licence;
- Veterinarian certificate;
- Certificate of training;
- Information about needs, training, handling and liability insurance, etc.

For service animals that are not dogs:
- Veterinarian certificate;
- Information regarding how the student handles and uses the animal;
- Information about needs, training, handling and liability insurance, etc.

□ A letter from an accredited training centre stating that a certified service animal has been placed with the child, and the date of formal certification;
□ Copy of service animal’s registration with an accredited training centre;
□ Copy of current, official vaccination certificate for the animal;
□ Proof the animal is registered in Canada;
□ Copy of training certification of parent(s)/guardian(s);
□ Proof of municipal dog license, if applicable;
□ Verification of the animal’s good health;
□ Liability insurance;
□ Review special considerations that may arise if the animal is a species other than a dog.

Principal or designate will convene a case conference to discuss the application and clarify information with the following in attendance:
- Parent/guardian/student (18 and older);
- Classroom teacher(s);
- Special Education Resource Teacher/Department Head of Special Education; Special Education Consultant;
- Educational assistant(s) who work with the student, if applicable;
- Representative from the accredited training centre (optional);
- Educational assistant(s) who work with the student, if applicable;
- Special Education Consultant (optional);
- School Superintendent (optional).

Admittance Decision Phase

Ensure that parent/guardian submits copies of the following documentation:
- Copy of recommendation for service dog by the Ontario College of Physicians and Surgeons;
- Copy of dog’s registration with a recognized training centre; copy of current, official vaccination certificate for the dog; proof the dog is registered in Canada;
- Documentation from member(s) of the Ontario College of Physicians and Surgeons; copy of training certification of parent(s)/guardian(s);
- Proof of municipal dog license, if applicable;
- Verification of good health.

Principal, in collaboration with the School Superintendent and the Superintendent responsible for Special Education, will review all information and consider the following questions: Consider research implications related to student in the school:
- Is this a service animal per the TLDSB definition?
- Is the service animal trained and certified through an accredited training centre?
- Will the service animal provide an appropriate accommodation to...
STUDENT USE OF SERVICE DOGS, AUTISM
SERVICE DOGS, GUIDE DOGS AND HEARING DOGS
BY STUDENT ANIMALS IN SCHOOLS

Support the student’s learning needs in a way that is consistent with the IEP and/or recommendations of the IPRC?

☐ Will presence of the service animal increase the student’s independence and improve access to the Ontario Curriculum?

AND on busses (considering students from other schools) regarding:
- Allergies: Fear of dogs;
- Cultural sensitivities and other issues;
- Plan for required accommodations.

Principal or designate will research and consider implications related to admitting the service dog in the school environment:

☐ Allergies of other students and staff;
☐ Fears of other students and staff;
☐ Cultural sensitivities and other issues;
☐ Logistics of transportation services, considering allergies, fears and sensitivities of students from other schools.

Convene a case conference with the following in attendance:
- Parents/Guardians and/or student over the age of 18; classroom teachers(s);
- SERT, representative from the dog training centre; Educational Assistant(s) who work with the student.

Review the request with respect to its consistency with the IEP and/or recommendations from the IPRC.

Inform school staff that a request has been made.

Inform school board transportation department that a request has been made and receive input.

Parent/guardian/student (18 or older) will be informed of the decision (approval or denial of request) via letter from the office of the Superintendent of Special Education, in writing (Appendix 6 or Appendix 7).

Planning and Implementation Phase

Principal or designate will convene a case conference to develop a plan for a successful introduction of the service animal to the school environment.

Factors to include in the transition plan will include:

☐ Details of the plan for introducing the dog service animal to the school environment through preliminary visit(s) with the support of the training centre;

☐ A review of the Management Plan for the Care of the Service Animal to ensure the plan is thorough and complete (Appendix 8);

☐ Details of the plan to train the school team regarding the service animal's care and handling;

☐ Establishment of consistent routines, rules and protocols relating to the service animal's presence in school;

☐ Details of the communication transition plan to ensure everyone in the school community is informed of the introduction of the service dog in the school environment:
  - School staff and permit holders (Appendix 10);
  - Students and families/parents/guardians (sample letter in Appendix XXX9 and Appendix 12);
  - Transportation Services;

☐ In cases where busing is shared between schools, the host school Principal will work with other Principals to ensure draft letter is shared (sample letter in Appendix XXX11);

☐ Emergency plans such as fire and emergency exit plans;

☐ Privacy considerations...
Principal of the hosting school to inform the Principals of schools where bussing is shared, that there will be a service dog on the bus and share the letter draft in the Appendices.

Meet with the parent(s)/guardian(s) and/or student 18 years or older, to inform them of the information you have received, and to review the implementation plan, including the fire and emergency exit plans, and Management Plan for the Care of the Dog.

Advise the Superintendent of Education of your actions.

Develop a communication strategy to inform students, staff, community and relevant employee representatives. Include information in registration packages.

Post signs on the entrance doors, and at any other appropriate places to advise visitors of the animal's presence.

**Monitoring**

Monitor and review the implementation on an annual or as needed basis. Review may include:

- receive updated certification and health check for the service animal;
- consultation with trainer/training centre;
- update training for school handlers;
- or school reports (e.g., review student's IEP and IPRC, safety plans;

File relevant documentation and correspondence in the documentation file of student's OSR with copies provided to Office of Superintendent responsible for Special Education.

**SAMPLE PARENT COMMUNICATION**

{SCHOOL LETTERHEAD}

DATE

Dear Parents/Guardians:

**RE: Service Animal Dog at School**

Beginning on (date) one of the grade (   ) students at our school will attend class with a_______(Guide, Hearing, Service, Autism Service) type of service animal dog to support their (his/her) special needs.

Successful transition and entry of the service dog animal into the school environment has been planned in accordance with the TLDSB “STUDENT USE OF A SERVICE ANIMAL DOG” BY A STUDENT Procedure and with input and consultation from the school and broader community.

The service animal dog has been specially trained and is a Certified Service Dog, a certified (type of animal). This is a working animal and will be easily identified as one by the vest it wears. Students will be introduced to the service animal dog at a school assembly or in school training and rules for interaction will be reviewed. Working animals dogs should not be petted or approached without the permission of the
animal's dog's handler.

Should you wish further information please do not hesitate to contact the school Principal directly.

Sincerely,

Principal Name

cc: Superintendent
DATE

Dear Parents/Guardians:

RE: Service Animal Dog Riding on Bus ______ (insert number)

Beginning on (date) a student on bus (insert bus number) will begin attending a local school with a ______ (type of service animal) Guide, Hearing, Service, Autism Service) dog to support their (his/her) special needs.

Successful transition and entry of the service animal dog into the school environment has been planned in accordance with the TLDSB “STUDENT USE OF A SERVICE ANIMAL DOG” BY A STUDENT Procedure and with input and consultation from the school and broader community.

The service animal dog has been specially trained and is a certified (type of animal) Certified Service Dog. This is a working dog animal and will be easily identified as one by the vest it wears. Working animal dogs should not be petted or approached without the permission of the animal’s dog’s handler.

Should you wish further information please do not hesitate to contact the school Principal directly.

Sincerely,

Principal Name

cc: Superintendent
STUDENT USE OF SERVICE DOGS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS ANIMALS IN SCHOOLS
STUDENT USE OF SERVICE DOGS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS ANIMALS IN SCHOOLS
STUDENT USE OF SERVICE DOGS, AUTISM SERVICE DOGS, GUIDE DOGS AND HEARING DOGS BY STUDENTS ANIMALS IN SCHOOLS