



AGENDA
POLICY DEVELOPMENT AND REVIEW COMMITTEE
Wednesday, February 12, 2014
6:00 PM
BOARD CHAMBERS

- 1. CALL TO ORDER**
- 2. APPROVAL OF AGENDA**
- 3. APPROVAL OF MINUTES**
January 15, 2014
- 4. FUTURE POLICY TOPICS**
- 5. POLICY REVIEW:**
 - Harassment Policy Consultation
 - Policy Review List
- 6. NEXT MEETING**
- 7. ADJOURNMENT**

HARASSMENT POLICY

CONTENT: POLICY

- 1.0 Preamble
- 2.0 Definitions
- 3.0 Scope
- 4.0 Policy Framework
- 5.0 Roles and Responsibilities
- 6.0 Responding to Harassment
- 7.0 Confidentiality

CONTENT: PROCEDURES

1. Employees
 - 1.1 Options for Employees
 - 1.2 Response by Supervisors
 - 1.3 Direct Communication
 - 1.4 Informal Complaint
 - 1.5 Conflict Resolution and Mediation
 - 1.6 Formal Investigation
 - 1.7 Resolution
2. Students
 - 2.1 Options for Students
 - 2.2 Response by the School or Board
3. Non-Employees
 - 3.1 Options for Non-Employees
 - 3.2 Response by the School or Board
 - 3.3 Direct Communication
 - 3.4 Informal Complaint
 - 3.5 Conflict Resolution and Mediation
 - 3.6 Formal Investigation
 - 3.7 Resolution

Appendix A

A1.Roles and Responsibilities for Resolving Harassment and Implementing RCH Education Programs

A2.Summary of Actions and Reporting Requirements for All Incidents of Harassment

Appendix B

Form A – Harassment Reporting Form for Incidents Reported by HRSB Employees

Form B – Request for Formal Investigation of Harassment Reported by HRSB Employees

Form C – Harassment Reporting Form for Incidents Reported by Students

Form D – Harassment Reporting Form for Incidents Reported by Non-Employees

Form E – Request for Formal Investigation of Harassment Reported by Non-Employees

1.0 Preamble

1.1 The Halifax Regional School Board (HRSB) believes that it is a shared responsibility to:

- improve student achievement
- support the development of our students and employees as lifelong learners
- promote the rights, dignity and self-worth of every person who serves or is served by our school system
- develop education and work environments that value diversity and foster respect among all members of our school community
- understand bias, prejudice, stereotyping, harassment and discrimination, and actively work to eliminate barriers that undermine our visions for equity in learning, employment, and community relations
- build strong and inclusive school, home and community relations that support improved student achievement and the board's ability to eliminate barriers to the equitable participation of parents and guardians and community members in our schools and school system.

1.2 Harassment in our schools and workplaces has immense social and personal costs, and is a significant barrier to the creation of safe and equitable learning and work environments. Therefore, the Halifax Regional School Board will:

- communicate powerful messages that harassment will not be tolerated
- challenge and resolve all harassment incidents in HRSB schools and workplaces
- helping employees, students and non-employees understand that we all share responsibility for understanding, preventing and responding appropriately to harassment
- understand and take action to prevent harassment
- respond to all incidents of harassment in a sensitive, timely, and decisive way
- support the implementation of programs to help students, staff and community members understand, prevent, and respond to all forms of harassment.

2. Definitions

2.1 **School community member** refers to any person whose role or job places them in contact with students or school board employees in school settings or school activities, including but not limited to:

2.1.1 Employees of the Halifax Regional School Board, including part-time, term, and casual employees.

2.1.2 All Halifax Regional School Board students.

2.1.3 Non-Employees, including:

- parents and guardians
- board members
- community groups
- school parental organizations
- volunteers
- individuals who do business with the board on a contract basis.

2.2 **Harassment** refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:

2.2.1 any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat

2.2.2 conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the Nova Scotia *Human Rights Act*:

- age
- race
- colour
- religion
- creed
- sex [gender, including pregnancy]
- sexual orientation
- physical disability or mental disability
- an irrational fear of contracting an illness or disease
- ethnic, national or aboriginal origin
- family status
- marital status
- source of income
- political belief, affiliation, or activity
- association with another individual or class of individuals having any of the characteristics named above.

- 2.3 **Sexual harassment** includes comments, gestures or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:
- 2.3.1 inappropriate or derogatory comments, humour, insults or behaviour based on gender and/or sexual orientation
 - 2.3.2 inappropriate, lewd, or sexually offensive written, graphic or behavioural displays on school board property
 - 2.3.3 inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn on school board property or during school-related activities
 - 2.3.4 inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance
 - 2.3.5 inappropriate conversation regarding an individual's sexual behaviour
 - 2.3.6 unsolicited and/or unwanted requests to engage in sexual activity
 - 2.3.7 a reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.
- 2.4 **Complainant** refers to the individual or group of individuals (students, employees, or non-employees) who perceive themselves as the target of harassment.
- 2.5 **Respondent** refers to the individual or individuals identified by the complainant as causing the harassment or discrimination.
- 2.6 **Supervisor** refers to any employee who manages another employee or employees, including but not limited to: the superintendent, directors, coordinators, supervisors, facilitators, leaders, managers, principals, and vice-principals.
- 2.7 **Investigator** refers to a qualified board employee or external consultant appointed by the board to conduct a formal investigation.
- 2.8 **Complaint Procedures** refers to the options a complainant has in addressing harassment incidents. The options available for addressing harassment incidents at the school or board level include:
- 2.8.1 **Informal Complaint Process** which encourages a problem solving approach and - depending on the wishes of the complainant - may involve direct or facilitated communication between the complainant and respondent, conflict resolution or mediation.
 - 2.8.2 **Formal Investigation** refers to a full investigation requested by a complainant and conducted by an investigator appointed by the board to collect information from the complainant, respondent and witnesses or other third parties.

3. Scope

3.1 This policy applies to:

3.1.1 All forms of harassment including, but not limited to, those involving any of the prohibited grounds of harassment and discrimination as defined in the Nova Scotia *Human Rights Act*. These are:

- age
- race
- colour
- religion
- creed
- sex [gender, including pregnancy]
- sexual orientation
- physical disability or mental disability
- an irrational fear of contracting an illness or disease
- ethnic, national or aboriginal origin
- family status
- marital status
- source of income
- political belief, affiliation, or activity
- association with another individual or class of individuals having any of the characteristics named above.

3.1.2 all incidents of sexual harassment as defined under Section 3(0) and 5(2) of the Nova Scotia *Human Rights Act*

3.1.3 all school community members, including students, school board employees, board members, parents and guardians, community groups, school/parent organizations, volunteers, and contractors

3.1.4 all behaviours that occur at schools, school board offices, buildings under school board jurisdiction, or other settings where members of the school community interact in the course of school-related or school-board-related activities, including social functions, travel, conferences, or training events

3.1.5 all forms of written and verbal communication, including communications by e-mail, telephone, and postings on the Internet or intranet.

3.2 The following practices, provided they are conducted in a professional manner, are not considered to be within the scope of this policy:

3.2.1 situations that involve appropriate actions as permitted through the board's *Regional Code of Conduct Policy*

- 3.2.2 situations that involve appropriate direction of employees
- 3.2.3 situations that involve appropriate disciplinary action, either as permitted by collective agreements or through the board's *Progressive Discipline Policy*
- 3.2.4 expectations for reasonable quality of job performance and participation in the performance management process.

4. Policy Framework

- 4.1 All practices to prevent and respond to harassment will comply with the following provincial requirements:
 - 4.1.1 Nova Scotia *Human Rights Act* (1991)
 - 4.1.2 policies and procedures of the Department of Education, including the *Racial Equity Policy*, the *Model Framework for the Protection from Child Abuse, Discrimination and Sexual Harassment*, and the *Provincial School Code of Conduct*.
- 4.2 This *Harassment Policy* replaces the Harassment section in the board's *Race Relations, Cross-Cultural Understanding and Human Rights (RCH) Policy* (1997) and the board's *Sexual Harassment Policy* (1996).
- 4.3 All practices to prevent and respond to harassment will align with the following board policies and procedures:
 - 4.3.1 *RCH Policy*
 - 4.3.2 *Diversity Management Policy*
 - 4.3.3 *Student Protection Policy*
 - 4.3.4 *Parent Concern Protocol*
 - 4.3.5 *Regional Code of Conduct*

5. Roles and Responsibilities

- 5.1 As an employer, the Halifax Regional School Board is responsible for preventing and eliminating all forms of harassment in learning and work environments.
- 5.2 Prevention and appropriate response to harassment requires cooperation among many employees, including but not limited to:
 - 5.2.1 all employees in supervisory positions
 - 5.2.2 Diversity Management Coordinator
 - 5.2.3 Director, Human Resource Services
 - 5.2.4 Supervisors, School Administration
 - 5.2.5 RCH Program Advisor
 - 5.2.6 Voluntary RCH and Sexual Harassment School Liaisons.

- 5.3 A detailed statement of roles and responsibilities (see Appendix A1) will be updated as necessary to ensure the board has an effective structure in place for preventing and responding to incidents of harassment.

6. Responding to Harassment

- 6.1 Any person who observes an incident of harassment will take the incident seriously, and is encouraged to address the incident and/or report it to their immediate supervisor or other appropriate supervisory personnel.
- 6.2 Any person who receives a complaint of harassment will take the incident seriously and will not devalue it.
- 6.3 For incidents involving **employees and non-employees**:
- 6.3.1 The responsible supervisor will assess all harassment complaints promptly and implement relevant procedures, ensuring due process and fairness to both the complainants and the respondents.
- 6.3.2 When addressing harassment complaints, the responsible supervisor will ensure that the complainant and respondent are informed of their rights:
- a. Complainant**
- to have the complaint addressed in a fair and professional manner
 - to choose which options they want to pursue within the informal complaint process or initiate a formal investigation
 - to have all proceedings conducted with confidentiality
 - to be protected from retaliation
 - to discontinue the complaint process or formal investigation at anytime
 - to be given written statements of any responses by the respondent
 - to be informed about the progress of the complaint
 - to receive fair treatment.
- b. Respondent**
- to be informed of the complaint and the complainant's choices in an informal or formal process
 - to decline to participate in the process, with the exception of a formal investigation where the participation of both parties is required
 - to have all proceedings conducted with confidentiality
 - to be given a written statement of the official allegations, and to respond to them
 - to be informed about the progress of the complaint
 - to receive fair treatment.

- 6.3.3 At any time during the informal complaint or formal investigation process, both the complainant and respondent have the right to seek representation from a union or professional organization, or another individual. The board is not responsible for any costs associated with this representation.
 - 6.3.4 Where an employee is a member of a bargaining unit, reporting harassment through this policy does not supercede or eliminate the employee's right to the grievance procedure defined in their collective agreement.
 - 6.3.5 All incidents of harassment will be reported to the Diversity Management Coordinator on the appropriate *Harassment Reporting Form* (Appendix B).
- 6.4 For incidents involving **students**:
- 6.4.1 In cases where the complainant and respondent(s) are **both students**, the responsible Voluntary RCH or Sexual Harassment School Liaison will promptly respond to all reports of harassment, ensuring due process and fairness.
 - 6.4.2 In cases involving a student or **students and employees or non-employees**, the principal will promptly respond to all reports of harassment, ensuring due process and fairness.
 - 6.4.3 In all cases involving a student or students, the principal will inform the students' parent(s)/guardian(s) and determine their level of involvement based on the needs of the student.
 - 6.4.4 The principal will ensure that incidents of harassment are reported to the Diversity Management Coordinator on the appropriate *Harassment Reporting Form* (Appendix B).
- 6.5 In certain situations, a complaint of harassment may also involve allegations of criminal behaviour. With the exception of reports of children in need of protective services as defined in the board's *Student Protection Policy*, these matters should be reported to the Director of Human Resource Services who, in consultation with senior staff, will review the facts of the situation at hand and decide whether to contact the police.

Resolution

- 6.6 **Employees** who, upon investigation, are found to have harassed or who have filed a complaint of harassment falsely and with malicious intent are subject to disciplinary action, up to and including discharge. Remedies to be determined by the Superintendent, in consultation with the employee where appropriate, may include:

- 6.6.1 verbal agreements
 - 6.6.2 formal apology to complainant
 - 6.6.3 letter on file
 - 6.6.4 required counselling or program for offender
 - 6.6.5 removal of offender from site
 - 6.6.6 involuntary relocation of offender
 - 6.6.7 suspension without pay
 - 6.6.8 termination of employment.
- 6.7 **Students** who, upon investigation, are found to have harassed or who have filed a complaint of harassment falsely and with malicious intent will be subject to discipline, up to and including suspension. Remedies to be determined by the principal, in consultation with the student and parents or guardians where appropriate may include:
- 6.7.1 verbal agreements
 - 6.7.2 formal apology to complainant
 - 6.7.3 letter in a confidential student discipline file
 - 6.7.4 involuntary transfer of the offender to another school
 - 6.7.5 direction to the offender to receive counselling
 - 6.7.6 suspension
 - 6.7.7 other remedies as defined in the *Regional/School Code of Conduct*
- 6.8 **Non-employees** who, upon investigation, are found to have harassed will be barred from contact with the complainant and/or school board premises to the extent appropriate and permitted by law. Remedies may include:
- 6.8.1 formal apology to complainant
 - 6.8.2 a reprimand and/or letter which is copied for the respondent and the complainant
 - 6.8.3 denial of access to board property
 - 6.8.4 denial of services
 - 6.8.5 loss of contract
 - 6.8.6 recommendation for counselling.

- 6.9 All substantiated complaints of harassment will be assessed by the supervisor, Diversity Management Coordinator, and other appropriate central office staff to prevent similar incidents in the future.

7. Confidentiality

- 7.1 All complaints of harassment and reports on these complaints will be kept in strict confidence, except as required to investigate and respond to the complaints.

Student Registration

Procedures

Table of Contents

- 1.0 Student Registration**
- 2.0 Students Entering Halifax Regional School Board from Outside the Board**
- 3.0 Out-Of-Area Request – Within Regional Board**
- 4.0 Students Changing Residence During The School Year**
- 5.0 Out-Of-Board Request**

Appendix A: Designated Early French Immersion Schools in the Halifax Regional School Board

Appendix B: Designated Late French Immersion Schools in the Halifax Regional School Board

1.0 Student Registration

- 1.1 By February 1 of each school year, all principals will inform parents/guardians of the registration guidelines.
- 1.2 By the end of the first week of February, advertisements will be placed in local print media and on the Board website.
- 1.3 At the time of registration for a Primary student, parents/guardians must present the child's birth certificate. Subject to the Education Act, students must reach their fifth birthday on or before December 31 to register for Grade Primary.
- 1.4 Parents/guardians who reside separately must choose which of their neighbourhood schools their child(ren) will attend.
- 1.5 All students living within the boundaries of the board must register at the school serving the neighbourhood in which they reside by March 1 of each calendar year for September of the next school year.
- 1.6 The following applies to students registering for French Immersion:

- 1.6.1 The entry point for the Early French Immersion program is Grade Primary.
- 1.6.2 Parents/guardians who live in an area of eligibility for Early French Immersion must register at the French Immersion designated school by March 1 of each calendar year for September of the next school year. (See appendix 1)
- 1.6.3 The entry point for the Late French Immersion program is Grade 7.
- 1.6.4 Parents/guardians who live in an area of eligibility for Late French Immersion must register in their current school by March 1st of Grade 6 for September of the next school year.
- 1.6.5 When a French Immersion designated school cannot accommodate the enrollment numbers due to CAP guidelines, space limitations, or because it is not viable due to insufficient enrollment, an alternate placement will be offered to the parents.
- 1.6.6 Upon the decision to move to the English program, a student accommodated at a designated French Immersion school has the option to apply to remain through the Out-of-Area process or to return to their neighbourhood school.

2.0 Students Entering Halifax Regional School Board from Outside the Board

- 2.1 Students entering a school from outside the Halifax Regional School Board will be placed in an age appropriate grade.
- 2.2 Grade placement of a student is made by the school principal. Some of the factors the principal may consider are social, emotional, physical, and cognitive development of the student.

3.0 Out-Of-Area Request – Within Regional Board

- 3.1 The Halifax Regional School Board is committed to creating the best possible learning environment for all students; therefore all requests for Out-of-Area transfers should be accommodated wherever possible.

- 3.2 The transfer request will be approved by the principal of the school to which the transfer is requested when adequate accommodation is available.
- 3.3 Parents/guardians must secure an Out-of-Area Request Form from the neighbourhood school at which the student is currently registered (signed by the neighbourhood school's principal).
- 3.4 Parents/guardians can request an Out-of-Area transfer at any time for the current school year. The request will be processed by the school at the time of the application.
- 3.5 Out-of-Area Request Forms for the next school year must be forwarded by the parents/guardians to the school to which the transfer is requested on or after April 1. Parents/ guardians will have the option of submitting the Out-of-Area Request via an online process available on the *Halifax Regional School Board* website starting at 8:00am on April 1st and remaining available for ten school days.
 - 3.5.1 The principal of the school to which the transfer is requested will process requests in the order in which they are received. All requests for the next school year must be processed by June 30 of the year of the transfer request.
- 3.6 When an Out-of -Area transfer is accepted by the receiving school the schools will share appropriate information to assist with the student transition to the new school.
- 3.7 Once a student's Out-of-Area Request Form has been approved, re-application is not required for subsequent years.
- 3.8 Parents/guardians may re-apply for their child to return to their neighbourhood schools through the Out-of-Area process.
- 3.9 Application for younger siblings of students who previously have been accepted for an Out-of-Area placement will be given priority.
- 3.10 Parents/guardians requesting a transfer are responsible for transportation.

4.0 Students Changing Residence During the School Year

- 4.1 It is expected that students will transfer to their new neighbourhood school once they have re-located.
- 4.2 Parents/ guardians may request that the transfer be delayed until the end of the current school year. The principal may accept the student and confirm the decision in writing.
- 4.3 Parents/guardians may apply through the Out-of-Area process to remain at the school beyond the current school year.

5.0 Out-Of-Board Request

- 5.1 Out-of-Board requests must be made in writing by the parent/guardian to the Coordinator-School Administration once they have received a written release from their current board.
- 5.2 Out-of-Board requests for the next school year will be processed by June 30 of the year of the transfer.
- 5.3 When an Out-of-Board student is accepted by HRSB the receiving school will seek appropriate information to assist with the student transition to the new school.
- 5.4 Once a student's Out-of-Board Request has been approved re-application is not required in subsequent years.
- 5.5 Parents/guardians requesting a transfer are responsible for transportation.

**Designated Early French Immersion Schools in the
Halifax Regional School Board**

<i>J.L. Ilsley Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
John W. MacLeod	John W. MacLeod	Elizabeth Sutherland	J.L. Ilsley
Central Spryfield	John W. MacLeod	Elizabeth Sutherland	J.L. Ilsley
Chebucto Heights	Chebucto Heights	Elizabeth Sutherland	J.L. Ilsley
Elizabeth Sutherland	Chebucto Heights	Elizabeth Sutherland	J.L. Ilsley
Rockingstone Heights	Chebucto Heights	Elizabeth Sutherland	J.L. Ilsley

<i>Halifax West Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Burton Ettinger	Burton Ettinger	Fairview Junior	Halifax West
Fairview Heights	Burton Ettinger	Fairview Junior	Halifax West
Duc d'Anville	Burton Ettinger	Fairview Junior	Halifax West
Grosvenor-Wentworth	Grosvenor-Wentworth	Fairview Junior	Halifax West
Rockingham	Rockingham	Fairview Junior	Halifax West
Park West	Rockingham	Fairview Junior	Halifax West

<i>Citadel Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
LeMarchant-St. Thomas	LeMarchant-St. Thomas	Gorsebrook	Citadel
Inglis Street	LeMarchant-St. Thomas	Gorsebrook	Citadel
Saint Mary's	LeMarchant-St. Thomas	Gorsebrook	Citadel
Sir Charles Tupper	LeMarchant-St. Thomas	Gorsebrook	Citadel

St. Catherine's	St. Catherine's	Oxford	Citadel
Westmount	St. Catherine's	Oxford	Citadel
Springvale	St. Catherine's	Oxford	Citadel
Oxford	St. Catherine's	Oxford	Citadel
St. Stephen's	St. Joseph's-A. McKay	Oxford	Citadel
St. Joseph's-A. McKay	St. Joseph's-A. McKay	Oxford	Citadel
Joseph Howe	St. Joseph's-A. McKay	Oxford	Citadel

<i>Auburn Drive Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Astral Drive	Astral Drive	Astral Drive	Auburn Drive
Caldwell Road	Astral Drive	Astral Drive	Auburn Drive
Bell Park	Bell Park	Graham Creighton	Auburn Drive

<i>Cole Harbour District Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Tallahassee	Tallahassee (P-3) Seaside (4-6)	Eastern Passage Education Centre	Cole Harbour
Oceanview	Tallahassee (P-3) Seaside (4-6)	Eastern Passage Education Centre	Cole Harbour

<i>C.P. Allen Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Sunnyside	Sunnyside	Rocky Lake Jr High	C.P. Allen
Basinview	Sunnyside	Rocky Lake Jr High	C.P. Allen
Hammonds Plains	Hammonds Plains (P-5)	Madeline Symonds	C. P. Allen
Kingswood	Kingswood	Madeline Symonds	C. P. Allen

<i>Sir John A. Macdonald Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Beechville/Lakeside/Timberlea	Beechville/Lakeside/Timberlea	Ridegcliff (6-9)	Sir John A. Macdonald
Tantallon Elementary	Tantallon Elementary	Five Bridges Jr High	Sir John A. Macdonald

<i>Lockview High Family of Schools</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Ash Lee Jefferson	Ash Lee Jefferson	Georges P. Vanier (7-8)	Lockview High (9-12)
Waverley Memorial	Ash Lee Jefferson	Georges P. Vanier (7-8)	Lockview High (9-12)

<i>Dartmouth High/Prince Andrew Families</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Admiral Westphal	Shannon Park	Prince Arthur	Dartmouth High
Alderney	Shannon Park	Prince Arthur	Dartmouth High
Bel Ayr	Shannon Park	Prince Arthur	Dartmouth High
Bicentennial	Shannon Park	Prince Arthur	Dartmouth High
Brookhouse	Shannon Park	Prince Arthur	Dartmouth High
Crichton Park	Shannon Park	Prince Arthur	Dartmouth High
Harbour View	Shannon Park	Prince Arthur	Dartmouth High
Hawthorn	Shannon Park	Prince Arthur	Dartmouth High
Ian Forsyth	Shannon Park	Prince Arthur	Dartmouth High
John MacNeil	Shannon Park	Prince Arthur	Dartmouth High
Michael Wallace	Shannon Park	Prince Arthur	Dartmouth High
Mount Edward	Shannon Park	Prince Arthur	Dartmouth High

Portland Estates	Shannon Park	Prince Arthur	Dartmouth High
Shannon Park	Shannon Park	Prince Arthur	Dartmouth High
Southdale-North Woodside	Shannon Park	Prince Arthur	Dartmouth High
South Woodside	Shannon Park	Prince Arthur	Dartmouth High

<i>Sackville High Family of Schools 2013-14</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Gertrude Parker	Gertrude Parker	Leslie Thomas	Sackville High
Smokey Drive	Gertrude Parker	Leslie Thomas	Sackville High

<i>Sackville High Family of Schools effective September 2014</i>			
Neighbourhood Elementary School	Designated Elementary F.I. School	Designated FI Junior High	Designated FI Senior High
Caudle Park	Cavalier Drive	Leslie Thomas	Sackville High
Hillside Park	Cavalier Drive	Leslie Thomas	Sackville High
Smokey Drive	Cavalier Drive	Leslie Thomas	Sackville High
Sycamore Lane	Cavalier Drive	Leslie Thomas	Sackville High
Cavalier Drive	Cavalier Drive	Leslie Thomas	Sackville High

**Designated Late French Immersion Schools in the
Halifax Regional School Board**

<i>Late Immersion Sites</i>	
Junior High	Senior High
A.J. Smeltzer Junior High	Sackville High
Astral Drive Junior High	Auburn Drive High
Brookside Junior High	Halifax West High
Caledonia Junior High	Dartmouth High
Eastern Passage Education Centre	Cole Harbour District High
Ellenvale Junior High	Dartmouth High
Five Bridges Junior High	Sir John A. Macdonald High
Gaetz Brook Junior High	Eastern Shore District High
Georges P. Vanier Junior High	Lockview High
Graham Creighton Junior High	Auburn Drive High
Harold T. Barrett Junior High	Lockview High
Herring Cove Junior High	J. L. Ilsley High
Leslie Thomas Junior High	Sackville High
Madeline Symonds	C. P. Allen High
Oyster Pond Academy	Eastern Shore District High
Ridgecliff Middle School	Sir John A. Macdonald High
Rocky Lake Junior High	C. P. Allen High
Ross Road School	Cole Harbour District High
Sackville Heights Junior High	Millwood High
Sir Robert Borden Junior High	Cole Harbour District High