



BOARD POLICY	
<b>Adopted:</b>	<i>M19-0175 (May 2019)</i>
<b>Revised:</b>	<i>January 2021, September 2022</i>
<b>Review Date:</b>	<i>October 2026</i>

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## SCHOOL NAMING AND RENAMING

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### 1. OBJECTIVE

The Board of Trustees (the “**Board**”) has a duty under the *Education Act*, R.S.O. 1990, c. E.2, at subsection 169.1(a.1) to promote a positive school climate that is inclusive and accepting of all pupils.

Pursuant to this authority, the Board has assumed responsibility for approving the names of new and consolidated schools, and renaming existing schools as required, in accordance with the Board Governance Procedure -- School Naming and Renaming.

The Board is committed to ensuring fairness and transparency in school naming through consultation with students, staff and the community.

### 2. GUIDING PRINCIPLES

Proposed school names must:

- a. Reflect a positive image for the Halton District School Board (“**HDSB**”), students, staff, and community;
- b. Be distinct from other HDSB and neighbouring board school names;
- c. Consider equity, diversity and inclusion;
- d. Be secular in nature; and
- e. Be English or Indigenous, unless it’s a person’s name

Submissions for proposed school names may:

- a. Reflect the history, geography, and local environment;
- b. Honour Indigenous communities, language and culture
- c. Honour a renowned person of (historical) significance to Halton;
- d. Honour a person whose contribution to society or humanity is recognized and valued across Canada;

Consideration will **not** be given to proposed school names which include:

- a. Names of current HDSB employees;
- b. Names of corporations or products;
- c. Names of any person currently holding any publicly elected office; and
- d. References to catastrophic events.

### **Related Legislation**

*Education Act, R.S.O. 1990, c. E.2*

*Human Rights Code, R.S.O. 1990, c. H.19*

### **Related Board Policies and Procedures**

*School Naming and Renaming Governance Procedure*

*Naming/Renaming Schools Administrative Procedure*

*Equity and Inclusive Education Policy*