



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## NOTICE OF MEETING

This notice is to confirm that the next regular meeting of the  
**Program and Human Resources Committee** will be held on:

**Monday, April 18, 2011**  
**commencing at 7:00 p.m.**

**in the**  
**Board Committee Room, Education Centre**  
**156 Ann Street, Belleville, Ontario**

The agenda and supporting documents for this meeting are attached to this notice.

**Thelma Goodfellow, Chair**  
Program and Human Resources Committee

**Trish FitzGibbon**  
Superintendent of Education  
Curriculum Services

**Jim Williams, Vice-chair**  
Program and Human Resources Committee

**Rob McGall**  
Superintendent of Education  
Human Resources Support Services

**June Rogers**  
Superintendent of Education  
Special Education Services

**Committee members:** Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle,  
Carl Pitman, Jim Williams, Vice-chair  
Emily Tetzlaff (Student Trustee)



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

## Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of  
Monday, April 18, 2011 - 7:00 p.m.  
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations / presentations – none		
	Approval of agenda		
	Approval of minutes – March 7, 2011	A-1	
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	None		
<b>C</b>	<b>Information</b>		
<b>7:00 p.m.</b>	OFIP/Schools in the Middle	Verbal	C. DeMille
	Policy review:		
	• Policy 11-E: The Budget Committee	C-1	D. Rutherford
	• Policy 17: Transportation of Students		
	• Policy 11-G: Special Education Advisory Committee		J. Rogers
	Administrative Procedure update:	C-2	R. McGall
	• Procedure 406: Criminal Background Checks		
	• Procedure 498: Volunteers in Schools		
	Supports for students in Locally Developed courses	C-3	J. Rogers
	Textbook/novel approval	Verbal	T. FitzGibbon
	Headship/coordinator process review	Verbal	M. Savery-Whiteway
	Preliminary 2011-2012 administrative assignments	Verbal	R. McGall
<b>D</b>	<b>Correspondence - None</b>		

**Move into closed session**

**Next regular meeting: Monday, May 16, 2011**

**Committee members:** *Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle, Carl Pitman, Jim Williams, Vice-chair  
Emily Tetzlaff (Student Trustee)*



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD  
PROGRAM AND HUMAN RESOURCES COMMITTEE  
PUBLIC MEETING MINUTES**

March 7, 2011  
DRAFT

---

**Members present:** J. Cobb, T. Goodfellow, Chair, L. Kyle, C. Pitman, J. Williams, Vice-chair  
**Student Trustee:** E. Tetzlaff  
**Regrets:** None  
**Guests:** M. Brant, S. Clements  
**Resource:** C. DeMille, R. McGall, C. Portt, J. Rogers, M. Savery-Whiteway  
**Minutes:** C. Reid, Administrative Assistant

**Call to order**

The meeting was called to order at 7:00 p.m.

**Delegations/presentations** - None

**Approval of agenda**

Moved: C. Pitman  
Seconded: J. Williams

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: J. Williams  
Seconded: J. Cobb

**That the minutes of the February 22, 2011 regular meeting be approved.**

Carried

**Business arising from the minutes** - None

**Information**

**Timed item: Student Work Study**

Assistant Superintendent Colleen DeMille, along with Curriculum Coordinator Cassandra Bellwood presented information related to the Student Work Study (SWS) initiative. It was noted that this is the second year of a research project initiated by the Ministry of Education. The focus of the project is on elementary school students' learning and thinking. Currently there are nine schools in the District involved in the research. The purpose of the study is to learn about student work from level one through levels two and three. It was noted that approximately 25% of students in the province are producing work at a level two and it is important to understand the perspectives of these students and to develop strategies to support their learning. The goal is to have a greater number of students confidently and independently producing work at a level three or four. Schools were selected based on high levels of level two students and two classrooms per school were selected with teachers volunteering to participate. Each teacher was asked to identify two or three students working at a level two who were considered "students of mystery". The classroom teacher and the SWS teacher work together to plan numeracy and literacy lessons that incorporate opportunities for students to collaboratively work together.

Catharine Dunlop, a Grade 6 teacher at Harry J. Clarke Public School described the success of the SWS Math project in her classroom. She commented that the "three part Math lesson"

approach results in greater student engagement and enthusiasm with all students working through the same lessons in a collaborative manner. As a result of this approach, 75% of students in her class are now working at a level three or higher in Math. The students have a better understanding of Math and parents are providing positive feedback.

Corrina Eberwein, Vice-principal at S.H. Connor School and Tweed-Hungerford Senior Public School provided an administrator's perspective on the project noting that it is bringing the Board Improvement Plan for Student Achievement (BIPSA) and the School Improvement Plan for Student Achievement (SIPSA) to life in the classroom and in individual students in a very precise manner. The structure of learning and planning teams is breaking down barriers in the classroom and providing differentiated and inclusive instruction that is student focused.

In closing, Cassandra Bellwood shared some of the positive student reflections on the work being done through the SWS project. A question was raised regarding sharing the research that has been submitted to the Ministry. It was noted that the research has resulted in best practices being developed and those are being shared among learning teams.

Clarification was provided regarding the three part Math lesson and how it has resulted in students commenting that Math is fun. The concept is based on the types of questions being asked and making them relevant for the students. In addition, the students are not feeling overwhelmed by having to do repetitive work from the textbook. The three part lesson includes a "minds on" exercise, an action phase where students problem solve in a group and a consolidation phase where students have to communicate their work.

Trustees Brant and Clements left the meeting.

### **Recommendations**

#### **Educational Programs in Care, Treatment and Correctional Facilities (Section 23)**

Superintendent Rogers introduced Report No. B-1, noting that approval is being sought for the continuation of four Section 23 agreements for the 2011-2012 school year. Assistant Superintendent Portt reported that, during 2010-2011, Hastings and Prince Edward District School Board maintained four Section 23 programs in conjunction with various care, treatment, and correctional facilities. Only the direct costs of the Section 23 programs are fully funded by the Ministry of Education, and the sponsoring Ministry in each case. Indirect costs for administration, clerical support and professional development are absorbed by Hastings and Prince Edward District School Board. Assistant Superintendent Portt reviewed each of the programs that the Board wishes to continue for the 2011-2012 school year.

Moved: J. Williams

Seconded: J. Cobb

**That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve for 2011-2012 the four (4) special programs in conjunction with the care, treatment and correctional facilities, subject to approval by the Ministry of Education, as contained in the Program and Human Resources Committee Report No. B-1 dated March 7, 2011.**

Carried

### **Board Policy Review**

Superintendent McGall stated that, in accordance with Administrative Procedure 110: Board Policy Development and Review, all policies must be reviewed at least every three years to ensure they are still relevant and have been implemented effectively. Policies will be brought forward with recommended changes from Executive Committee to full Board on March 28, 2011. They are presented to this committee to raise awareness of the recommended changes coming forward at the March Board meeting.

**Board Policy No. 3-C Student Representation on the Board**

At the Student Senate meeting held on February 8, 2011, the policy was reviewed with a recommendation being brought forward to align the policy with Ontario Regulation 7/07 Student Trustee by striking the words in Board Policy 3-C 4.2.5 “within the first week of May” and replacing with “not later than April 30”.

**Board Policy No. 3-B Electronic Meetings and  
Board Policy No. 11-J Student Discipline Committee**

Board Policy No. 3-B Electronic Meetings was amended by both strikeout and insertion of language to reflect the current practice and system plan. Updates to Board Policy No. 11-J Student Discipline reflect changes in the name of Ontario Regulation 472/07 and definitions.

It was noted that in Policy 3-B, additional amendments will be made with respect to references to closed meetings. Clarification was provided regarding the difference between a closed meeting and a meeting closed to the public.

Further, additional changes to Policy 11-J will be made under the heading “Purpose”

**Board Policy No. 3-D Board Communication & Media Relations**

Board Policy No. 3-B Board Communications & Media Relations was amended by both strikeout and insertion of language to reflect the current practice and system plan. As there are significant changes to this document, it was recommended that Board members review the marked up document very carefully when it comes out in the Board agenda package. It was noted that one additional change will be made to the definition of “stakeholders”.

**Board Policy No. 3-A Delegations and Presentations and  
Board Policy No. 14 Hearing on Termination of Teacher Employment**

Board Policy No. 3-A Delegations and Presentations was reviewed. No changes or revisions are recommended to this policy. The review date will be changed to January, 2014.

Board Policy No. 14 Hearings on Termination of Teacher Employment was also reviewed. No changes or revisions are recommended to this policy. The review date will be changed to May, 2014.

**Board Policy No. 11-B Program and Human Resources Committee**

Board Policy No. 11-B Program and Human Resources Committee was amended by strikeout and insertion of language to reflect the current practice and system plan.

**Correspondence - None**

The Program and Human Resources Committee moved into closed session at 8:01 p.m.



**Decision** \_\_\_\_\_ **Information**  X

**To:** The Chair and Members of the Program and Human Resources Committee

**From:** Dave Rutherford, Superintendent of Business Services  
June Rogers, Superintendent of Education – Special Education Services

**Re:** **Board Policy No. 11-E: The Budget Committee**  
**Board Policy No. 17: Transportation of Students**  
**Board Policy No. 11-G: Special Education Advisory Committee**

---

### **Purpose**

To provide an update on the review of Board Policy No. 11-E: The Budget Committee; Board Policy No. 17: Transportation of Students and Board Policy No. 11-G: Special Education Advisory Committee.

### **Background**

According to Procedure 110 Board Policy Development and Review, Board Policies are required to be reviewed every three years to ensure they are still relevant and have been implemented effectively.

### **Current situation**

On January 10, 2011 the Executive Committee recommended that the Director of Education be authorized to review the policies contained in Executive Committee Report C-2 and bring recommendations forward to the Executive Committee for discussion. The following policies were reviewed and amended as noted in the attached appendices.

### **Board Policy No. 11-E: The Budget Committee**

Amended by strikeout, insertion of language, and re-numbering as noted in Appendix A.

### **Board Policy No. 17: Transportation of Students**

Amended by strikeout, insertion of language and re-numbering to reflect changes to Board Procedure References, current practice and correct terminology as noted in Appendix B.

### **Board Policy No. 11-G: Special Education Advisory Committee**

Amended by both strikeout and insertion of language to reflect the current practice and system plan as noted in Appendix C.

### **Appendix**

Appendix A – Board Policy No. 11-E: Budget Committee (revised)  
Appendix B – Board Policy No. 17: Transportation of Students (revised)  
Appendix C – Board Policy No. 11-G: Special Education Advisory Committee (revised)

For information only.

Respectfully submitted,  
**Dave Rutherford, Superintendent of Business Services**

**June Rogers**  
**Superintendent of Education – Special Education Services**

## STANDING COMMITTEE

POLICY NO. 11- E	
Adopted	May 26, 2008
Last Revised	May, 2011
Review Date	May, 2014

Deleted: May 26, 2008

Deleted: May, 2011

---

## BUDGET COMMITTEE

---

Deleted: THE

### 1. PURPOSE

The Budget Committee is responsible for the review and recommendation of the annual budget to the Board. *It is the responsibility of the Board to establish a budget that is compliant with the requirements of the Education Act and aligns resources to support high levels of achievement for each student.*

### 2. POWERS AND DUTIES

2.1 *2.1* The committee shall consider budget recommendations from the staff, other Board committees and the community, as appropriate.

2.2 The committee shall consider estimated board revenue and expenditures. *2.3* The committee shall provide direction as to budget application when significant adjustments are required.

*2.4* The committee shall present a recommended budget to the Board each year *that is based on the goals and priorities of the Board and is compliant with the requirements of the Education Act.*

Deleted: ¶  
<#>¶

The committee shall review the estimates of Board revenue and expenditures for the fiscal year and ensure that the estimated expenditures do not exceed the estimated revenues.

Formatted: Indent: Left: 0", Hanging: 0.4", No bullets or numbering

Deleted: ¶  
¶

Deleted: ¶  
<#>The committee shall establish a balanced annual operating budget based on Ministry of Education funding and the goals and priorities of the Board.¶

Formatted: Indent: Left: 0.06", Hanging: 0.34", No bullets or numbering

### 3. MEMBERSHIP

Committee membership includes all members of the Board.

### 4. MEETINGS

The chair of the Board shall set the meeting date or dates and preside at each meeting of the Budget Committee.

#### Legal References:

*Education Act, sections 230-232* *Estimates: Part IX Finance*

Deleted: 170-171

Deleted: *Duties and Powers of Boards*

#### Board References:

Board Policy No. 1 - Board Mission and Goals



Hastings and Prince Edward  
District School Board

**BOARD POLICY NO. 17**

Adopted	May 26, 2008
Last Revised	May, 2011
Review Date	May, 2014

Deleted: May 26, 2008

Deleted: 2011

---

## TRANSPORTATION OF STUDENTS

---

### 1. PURPOSE

Hastings and Prince Edward District School Board, Algonquin and Lakeshore Catholic District School Board and Limestone District School Board are equal members of Tri-Board Student Transportation Services Inc., a corporation incorporated under the laws of the Province of Ontario, subject to the *Ontario Corporations Act*.

Deleted: The

The principle business of the corporation is the provision of safe, secure, on-time transportation and related services to the students of the member boards.

Deleted: a

### 2. POLICY

2.1 The three members of Tri-Board Student Transportation Services Inc. have entered into a student transportation agreement to provide effective service in accordance with the *Education Act* and its regulations, the *Highway Traffic Act* and Ministry of Education guidelines.

Deleted: The

2.2 The Transportation of Students policy applies to each of the member boards and is administered by the Chief Executive Officer of Tri-Board Student Transportation Services Inc.

Deleted: The

#### Legal References:

- *Education Act, Part II—School Attendance; section 181 Agreements with Other Boards; section 190 Transportation of Pupils*
- *Highway Traffic Act*
- Ontario Regulation 298—Operation of Schools: section 23 Requirements for Pupils on Buses

#### Board References:

- Administrative Procedure 155 - Shut Down of Building/School
- Administrative Procedure ~~145- District Code of conduct – School Codes of Conduct~~
- Administrative Procedure 378 - Student Discipline, Bullying Prevention and Intervention
- Administrative Procedure ~~590- Transportation of Students~~

Deleted: 365

Deleted: School Code of Conduct

Formatted: Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

Deleted: 597

Deleted: Student Safety Patrols



Hastings and Prince Edward District School Board



**TRI-BOARD STUDENT TRANSPORTATION SERVICES INC**

Deleted: THE

**TRANSPORTATION OF STUDENTS**

**POLICY STATEMENT**

Tri-Board Student Transportation Services Inc. may provide transportation to and from school for school programs for a student of member boards:

Deleted: ¶

Deleted: The

- a) who is enrolled by the Boards, including all international students;
- b) who is traveling to a school within the jurisdiction of the Boards where the Boards are providing education services to students from another Board;
- c) who is traveling to a school operated by another Board to which the above Boards provide educational services.

Tri-Board Student Transportation Services Inc. may provide transportation services to other school boards and organizations.

It is the policy of the Boards to provide transportation in accordance with Ministry of Education guidelines and the Highway Traffic Act, subject to provisions of the Education Act and regulations.

Field Code Changed

It is the prime objective of the Boards to ensure the safety of all transported students and not only to maintain but also to improve the level of education and to meet the aim of equalized education opportunity for all students in the jurisdiction.

**REGULATIONS**

The following regulations concerning the walking limits are to be administered by the Chief Executive Officer of Tri-Board Student Transportation Services Inc.

Deleted: Manager of The Tri-Board Student Transportation Services:

**1. TRANSPORTATION ELIGIBILITY**

Deleted: ¶

Field Code Changed

1.1 A student may be required to walk from his or her property entrance where the starting point of the walking distance shall be the point located on an assumed and maintained city, township or county road or on a provincial highway, of normal access to the residence of the student.

The Boards will endeavor to provide transportation for any elementary or secondary student who would otherwise be required to walk more than the following distances to the school in which he or she would normally be enrolled or to the nearest existing bus route to that school.

**STUDENT WALKING DISTANCES.**

Deleted: ¶

Field Code Changed

	Distance To School	Distance To Bus Pick-up
Jr. Kindergarten to Grade 6	1.6 km	.8 km
Grade 7 & 8	3.2 km	.8 km
Grade 9 to 12	3.2 km	1.6 km

Deleted: ¶

Section Break (Next Page)

Field Code Changed

Field Code Changed

Deleted: I

1.1.1 In built up areas or in rural areas where a bus stop would be required on a hill, curve or any other location that would be a hazardous area, students will be required to walk to a reasonable

collection point. It is the responsibility of ~~Tri-Board Student Transportation Services Inc.~~ to establish where these pick up points might be.

Deleted: The

1.1.2 It is expected that the length of time that students would spend riding the bus from their home or pick up point to the school in which attendance area they reside, would not be longer than one hour. However, there may be exceptions should students opt to attend a school outside of their regular attendance area or if there is no school in the immediate area and students must travel to the nearest school facility or if the attendance area is a significant geographic area. In taking the above exceptions into consideration, it would be expected that a student would not be required to spend more than 90 minutes on a bus to attend these schools.

Field Code Changed

2. SPECIAL CONSIDERATION

2.1 In most instances rural students will be picked up and dropped off at their residence. Students may be transported from a care giver's residence as long as the care giver is on an existing bus route and there is room on the bus. Transportation for out of boundary students requiring transportation from the residence of a care giver may be approved if the care giver's residence is within the attendance area of the school being attended and there is no additional cost to the Boards. Parents must apply for permission for the student to be picked up at a location other than home and approval for such a request must come from ~~Tri-Board Student Transportation Services Inc.~~ Transportation, if approved, will be provided to and from one location only.

Deleted: The

2.2 All changes to a child's pick up or drop off location must be in the form of a signed note by the parent. The note will then be signed by the school principal and a copy given to the bus driver. The school may issue a note if the parent calls during the day with a change to transportation arrangements. A properly signed note must be provided before any change to the student's transportation is made.

Formatted: No bullets or numbering

2.3 Special consideration for transportation may be approved when:

Formatted: No bullets or numbering

2.3.1 there are unusual circumstances adversely affecting the safety of a student or students;

Formatted: No bullets or numbering

2.3.2 there are unusual circumstances owing to a disability of a student and the request for transportation is supported by a doctor's certificate to confirm such disability;

Formatted: No bullets or numbering

2.3.3 there are unusual circumstances resulting from a Board's action to close a school or to relocate the program;

Formatted: No bullets or numbering

2.3.4 there are other usual circumstances as identified by the Chief Executive Officer of ~~Tri-Board Student Transportation Services Inc.~~ and approved by the Director of the applicable Board.

Formatted: No bullets or numbering

Deleted: Manager

Deleted: The

3. BUS TICKETS

3.1 If necessary, the Boards shall provide bus tickets when regular school bus transportation is not available for the transportation of exceptional students who have been identified by a special education Identification, Placement and Review Committee (IPRC) as requiring instruction outside their own secondary school or elementary school attendance area to attend a special program. These students must present a request for such assistance signed by the student's parent or guardian, subject to the walking distances in subsection 1.1.

4. PROVISION OF CHARTERED SERVICES

4.1 Since most vehicles are performing double and triple bus runs, the availability of school buses to accommodate field trips during a school day is limited. A list of bus operators who have additional buses available for field trips and excursions will be provided to all schools.

5. BUS OPERATIONS

5.1 All bus operators shall maintain kindly, firm control of students and shall adhere to the following regulations:

Formatted: No bullets or numbering, Tab stops: 0.56", Left + Not at 1"

5.1.1 Transportation shall be provided according to contract agreement for each and every school day, roads and weather permitting, unless the operator has been notified in advance that transportation will not be required on a certain day.

Deleted: ¶

5.1.2 All bus operators shall provide Tri-Board Student Transportation Services Inc. with proof of insurance by August 15<sup>th</sup> preceding the start of a school year.

Deleted: The

5.1.3 All bus operators shall provide Tri-Board Student Transportation Services Inc., for each vehicle being operated, proof that the regular six month safety inspection and the annual brake inspection have been completed. Failure to do so will be considered a breach of contract and disciplinary action will be taken.

Deleted: The

5.1.4 Should a bus operator deem it impossible or too dangerous to drive his/her route, he/she shall contact the appropriate radio stations with cancellation information. The operator will contact the school principal(s) concerned by 7:00 a.m. All cancellations must be reported to The Tri-Board Student Transportation Services office immediately. In the event that the driver has proceeded on the run but determines that it is not safe to continue, students may be returned home after contacting the operator. A general cancellation of buses will be determined by Tri-Board Student Transportation Services Inc. after consultation with the Director(s) of Education. Radio stations will be contacted by The Tri-Board Student Transportation Services staff. Any decision to have buses leave the schools before regular dismissal time will be determined by the Director(s) of Education, after consultation with the Chief Executive Officer of Tri-Board Student Transportation Services Inc.. Such a decision should be made by 10:30 a.m.

Deleted: The

Deleted: Manager

Deleted: The

5.1.5 Parents/guardians are responsible for seeing that their children arrive at their pick up point safely and punctually. Parents/guardians are also responsible for the supervision of their children going to, coming from and waiting at the bus stop.

5.1.6 "Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends...while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board." (Subsection 23 (4) Ontario Regulation 298—Operation of Schools). Authority for the maintenance of discipline on the bus is delegated to the driver. In case of misconduct on a school bus, the driver shall not resort to physical or verbal abuse. In the event of misconduct on the bus, a Student Behaviour Form should be completed and taken into the school. The principal is ultimately responsible for dealing with all problems of discipline on Board provided transportation routes. A list of bus rules should be posted at the front of the bus. These rules, plus the rules set out in the School Code of Conduct, must be adhered to by the students.

5.1.7 Large items such as school projects, large musical instruments, hockey sticks, skateboards, etc. shall not be allowed on the school bus. These large items could pose a safety hazard should they block the aisle in the event of an emergency evacuation and they also take up seating space required for students. All items should be in a back pack or held securely on the student's lap. Animals are **NOT** allowed on school buses.

5.1.8 All school buses will be equipped with the required safety equipment. As well, any other device that will enhance the safety of the school bus will be given consideration for use in the bus fleet. This would include items such as strobe lights, swing arms, video cameras, mirrors, etc. Communication equipment is mandatory on all buses.

6. CHANGES IN 'AGREEMENT FOR TRANSPORTATION' CONTRACT

6.1 When a contractor (operator) for school bus transportation service to Tri-Board Student Transportation Services Inc. alters his or her financial interest in or ownership of the firm, which is a party to the agreement for such transportation services, the following shall apply:

Field Code Changed

6.1.1 The existing 'Agreement for Transportation' shall be terminated as provided for in Section 13 of the said agreement.

6.1.2 Tri-Board Student Transportation Services Inc. may enter into a new 'Agreement for Transportation' with the contractor or new owner for 'home to school' routes and the terms and conditions of the previous 'Agreement for Transportation' may apply. It is understood that any transportation service other than 'home to school' routes shall be considered separately by the board before a contract may be let.

Formatted: No bullets or numbering

Deleted: The board

Field Code Changed

6.1.3 Further 'Agreements' for ensuing transportation periods shall be dealt with as if the change in financial interest or ownership of the previous contractor has not taken place.

Formatted: No bullets or numbering

7. RESTRICTION OF BUS ROUTES

7.1 The number of bus routes (excluding feeder routes) an operator can operate in any one secondary school attendance area must be less than half of the total number of elementary and secondary school bus routes in that area.

8. BASIS OF PAYMENT FOR BUS SERVICE

8.1 The basis of payment to bus operators for student transportation service provided shall be as set out in an agreement between Tri-Board Student Transportation Services Inc. and the Tri-Board School Bus Operators' Association entitled 'Formula For Basis of Payment To School Bus Operators'.

Deleted: the board

8.2 This agreement shall be reviewed annually.

Formatted: No bullets or numbering

9. AWARDING CONTRACTS

9.1 When new bus routes are established, the following procedure for awarding contracts in terms of the 'Formula For Basis of Payment to School Bus Operators' described in subsection 8.1 will apply:

9.1.1 The first step shall be to offer the route to any bus operator who may have lost a route as a result of the new route being formed.

9.1.2 The second step shall be to openly advertise the route and invite applications, with applicants to be interviewed.

9.2 If, in following the steps in paragraphs 9.1.1 and 9.1.2 it has not been possible to negotiate a contract in terms of the 'Formula', transportation will be provided on the route by tendering or by any other arrangements authorized by the board.

10. SCHOOL BUS PATROLLERS

10.1 Tri-Board Student Transportation Services Inc. in conjunction with CAA and local police departments, offers the School Bus Patroller Program to students. Patrollers are trained to help students cross the road by walking with them to a position in front of the left front fender of the bus and, when the driver indicates it is safe to do so, motioning the children to cross. They are also trained to assist in an evacuation. A person at the school is required to act as a liaison for the patrollers.

Field Code Changed

Deleted: The

11. SPECIAL EDUCATION

11.1 Education Services will provide requests for transportation for students in special classes not offered in their home school to Tri-Board Student Transportation Services Inc. Once approved, regular transportation will be used if possible, or if necessary, specialized transportation will be arranged.

Deleted: The

12. FIRST AID TRAINING

12.1 First Aid Training will be available for new drivers and refresher courses in First Aid will be offered to all drivers through Tri-Board Student Transportation Services Inc.

Deleted: The

13. LATE BUS TRANSPORTATION

13.1 Late busing may be provided, at the discretion of the secondary school principals, subject to funding available from the school.

14. INFORMATION FOR PARENTS

14.1 Information, for parents is available on the Tri-Board Student Services Inc. website (www.triboard.on.ca) regarding proper student behavior on the bus, bus safety, school eligibility from an address, student transportation information, Student Transportation Applications, as well as direct links to the Boards within the Tri-board jurisdiction.

Deleted: in the form of a flyer, will be given to parents/guardians at the beginning of the school year, outlining the bus rules and the responsibility of parents related to the safe transportation of their child or children to school. Information will also be provided about whom to contact should there be a concern with their child's transportation. .

15. SHARED TRANSPORTATION

15.1 Tri-Board Student Transportation Services Inc. will undertake to share the transportation available through the Boards to operate an efficient, cost effective system which will provide the safest transportation for all students within the jurisdiction of Tri-Board Student Transportation Services Inc.

Deleted: The

Deleted: The

16. STANDARDIZED REPORTS ON BUS SERVICE

16.1 Tri-Board Student Transportation Services Inc. will prepare a standardized report card system to report on the performance of each bus operator. All areas of service provided by the bus operator will be evaluated to ensure that the Boards are receiving the best service possible from the companies transporting students under the terms of this Policy.

Deleted: The

Deleted: Tri-Board p

## STATUTORY COMMITTEE

POLICY NO. 11- G	
Adopted	May 26, 2008
Last Revised	April 26, 2011
Review Date	April, 2014

---

## SPECIAL EDUCATION ADVISORY COMMITTEE

---

### 1. PURPOSE

Hastings and Prince Edward District School Board (the Board) is a system of character that supports the success of each student through effective community relationships, and safe, respectful, inclusive learning and working environments. The Board is committed to establishing and maintaining effective partnerships and committees through mutual respect and cooperation. Under the *Education Act*, the Board is required to establish a Special Education Advisory Committee (SEAC). The purpose of the Special Education Advisory Committee is to act in an advisory capacity to the Board on Special Education matters. All appointments to the Special Education Advisory Committee will be guided by Board Policy No. 1 Board Mission and Goals.

~~The Board shall establish a Special Education Advisory Committee (S.E.A.C.) as required under the *Education Act*.~~

### 2. POWERS AND DUTIES

- 2.1 The powers and duties of the Special Education Advisory Committee are mandated by Ontario Regulation 464/97. The committee may make recommendations to the Board on any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional students of the Board.
- 2.2 Under the authority of the Board and in accordance with the *Education Act*, the SEAC S.E.A.C. may advise the Board in such policy areas of Special Education as follows:
  - a) the delivery model;
  - b) program development;
  - c) identification and assessment of special needs;
  - d) transportation practices;
  - e) interaction with other boards or committees in related areas; and
  - f) any other matter in special education as requested by the Board.
- 2.3 The committee shall facilitate the exchange of information and ideas among the committee members representing the local associations, the director or designate(s), and the corporate Board.
- 2.4 The Special Education Advisory Committee will participate in the Board's annual review of the Special Education Plan in accordance with Ontario Regulation 306 Special Education Programs and Services.
- 2.5 The committee will participate in the Board's annual budget process as that process relates to Special Education.
- 2.6 The committee shall review the financial statements of the Board as those statements relate to Special Education.

### 3. MEMBERSHIP

- 3.1 Voting members of the Special Education Advisory Committee are appointed as follows:
- 3.1.1 two members and one alternate member for each, appointed by the Board from among its own members;
  - 3.1.2 one representative of the Mohawks of the Bay of Quinte in accordance with the legislation;
  - 3.1.3 one representative from each of the local associations, not to exceed twelve, in the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;
  - 3.1.4 one alternate for each representative of a local association, nominated by each local association and appointed by the Board; and
  - 3.1.5 if the Board so chooses, up to two members appointed by the Board who are not representatives of a local association, are not members of the Board or another committee of the Board that is appointed by the Board.
- 3.2 Each of the persons appointed under paragraphs 3.1.2, 3.1.3, 3.1.4 and 3.1.5 above shall have the qualifications required for being a member of the Board that appointed them.
- 3.3 The Board shall establish membership of the Special Education Advisory Committee at the inaugural meeting of the Board during an election year. Members of this committee will hold office for the duration of the Board that appoints them.
- 3.4 A member of or alternate member for a member of the Special Education Advisory Committee vacates his or her seat if he or she:
- a) is convicted of an indictable offence;
  - b) absents himself or herself from three consecutive meetings without being authorized by resolution entered in the minutes;
  - c) ceases to hold the qualifications to be appointed to the committee or ceases to hold the qualifications to be appointed as an alternative.
- 3.5 The Board shall, if a seat or position on the Special Education Advisory Committee becomes vacant, appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.
- 3.6 Nominations by local associations apply with respect to appointments.
- 3.7 Where a seat of a member is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place.
- 3.8 A member of senior administration will act as the administrative liaison to the committee and will be responsible for minutes for the committee, but is not a voting member.
- 3.9 At the completion of the terms of office of the SEAC S.E.A.C. members, the Hastings and Prince Edward District School Board shall advertise in the local papers for representation from the associations and for members at large for the next term of the Board.

### 4. MEETINGS

The Special Education Advisory Committee will meet regularly, at least ten times over the school year. Unless ruled otherwise by the chair, these meetings will be open to the public.

### 5. PROCEDURES

- 5.1 Election of Chair and Vice-Chair

At the first meeting of the Special Education Advisory Committee after the Board's annual organization meeting, a chair and a vice-chair shall be elected. Any voting member of the **SEAC S.E.A.C.** is eligible for election.

#### 5.2 Meeting Conducted by Chair

The meeting will be conducted by the chair under the same procedures as the Board uses. All members shall have access to, and become familiar with, the Board policies.

#### 5.3 Agenda of Meeting

The chair, in collaboration with the supervisory officer responsible for **S**pecial **E**ducation, will determine the agenda for each meeting, its scheduling and location, and ensure that committee members are appropriately informed of such details.

#### 5.4 Quorum

A quorum shall consist of a simple majority of the voting members of the committee.

#### 5.5 Meeting Content

The meetings will be concerned, in addition to other items, with:

- a) discussions of existing programs and services and current practices; and
- b) suggestions for enhancement of existing programs and services.

#### 5.6 Recommendation to the Board

Before making a decision on a recommendation of the **SEAC S.E.A.C.**, the Board shall provide an opportunity for the committee to be heard before the Board and before any committee of the Board to which the recommendation is referred.

#### 5.7 Individual/Personal or Staffing Concerns

The committee shall not address individual/personal or staffing concerns, as this is the responsibility of the director of education or designate.

#### 5.8 Contact with School Personnel

For the purposes of the committee functioning, all contact with school personnel shall be channeled through the supervisory officer responsible for **S**pecial **E**ducation.

#### 5.9 Contact with the Board

For the purposes of the committee functioning, contact with the Board or its standing committees shall be channeled through the chair of the **SEAC S.E.A.C.** and the supervisory officer responsible for special education.

#### ***Legal References:***

- *Education Act: section 57.1 Special Education Advisory Committees*
- Ontario Regulation 306 Special Education Programs and Services
- Ontario Regulation 464/97 Special Education Advisory Committees

***Board References:***

- Board Policy No. 1 - Board Mission and Goals
- Board Policy No. 2 - Governance By-Laws and Standing Rules



**Decision** \_\_\_\_\_ **Information** **X**

**To:** The Chair and Members of the Program and Human Resources Committee

**From:** Rob McGall, Superintendent of Education, Human Resources Support Services

**Re: Administrative Procedure Review:  
Procedure 406: Criminal Background Checks  
Procedure 498: Volunteers in Schools**

---

### **Purpose**

To provide information regarding changes to Procedure 406: Criminal Background Checks and Procedure 498: Volunteers in Schools.

### **Background**

In accordance with Ontario Regulation 521/01 – Collection of Personal Information, the Board is required to collect criminal background checks for all employees of the Board and all service providers and volunteers that have direct and regular contact with students. In accordance with the regulation, this information must be kept current through the offence declaration process which occurs on an annual basis.

Further, it is recommended that any individual applying to work in a paid or volunteer position where they will be in contact with a vulnerable person be required to complete a vulnerable sector screening.

### **Current situation**

It is the current practice of the Board to collect an up-to-date criminal background check and vulnerable sector screening from all employees, service providers and volunteers, followed by an annual offence declaration.

A review of Procedure 406 and Procedure 498 revealed that the language in those procedures had not been updated to reflect current practice. The proposed changes are outlined in the attached documents.

### **Appendices**

- Appendix A - Procedure 406: Criminal Background Checks
- Appendix B - Form F406-3: Offence Declaration
- Appendix C - Procedure 498: Volunteers in Schools
- Appendix D - Form F498-3: Offence Declaration

For information only.

Respectfully submitted,

**Rob McGall  
Superintendent of Education  
Human Resources Support Services**



Hastings and Prince Edward  
District School Board

## PROCEDURE 406

Adopted	June 30, 2003
Last Revised	April 2011
Review Date	April 2016

Deleted: October 6, 2008

Deleted: October, 2013

---

## CRIMINAL BACKGROUND CHECKS

---

### 1. PURPOSE

This administrative procedure has been developed to describe the requirement for a satisfactory criminal background check and vulnerable sector screening which every prospective employee of the board must provide.

The procedure also outlines the process to be followed when a current staff member has a criminal conviction.

### 2. LEGISLATED REQUIREMENTS

- 2.1 In accordance with Ontario Regulation 521/01—Collection of Personal Information, criminal record checks and vulnerable sector screening will be required of all employees of the Board and all service providers and volunteers that have direct and regular contact with students. In accordance with the regulation this information will be kept current through the offence declaration process which occurs on an annual basis.
- 2.2 A prospective employee must provide a satisfactory criminal record check and vulnerable sector screening at his or her own expense prior to commencing employment with the Board.
- 2.3 All criminal record information shall be treated in a highly confidential manner and kept in a secured file within the human resources department.

### 3. STAFF MEMBER WITH A CRIMINAL CONVICTION

Where evidence is received that a current district staff member has a criminal conviction, the following procedures apply:

- 3.1 The information received is treated with the highest degree of confidentiality.
- 3.2 The record will be kept in an envelope, separate from the personnel file.
- 3.3 The director of education or designate will conduct a "Threshold Test" as outlined in Appendix A to determine additional steps required.
- 3.4 Offences that involve aggressive behaviour, drugs, or sexual misconduct are considered by the director of education to be a higher risk level to students. In these situations the process will include sending a letter to the staff member as set out in Form F406-1 Criminal Background Check: Request for Further Information. This letter asks for further background details regarding the offence(s).

## Criminal Background Checks

## Administrative Procedure 406

---

- 3.5 Details received in response to the request for additional information are reviewed by human resources officers, referring to the "Threshold Test" in Appendix A.
- 3.6 Where, as a result of this review, the offence is determined to constitute a low risk, with no further action being considered necessary, the staff member is so notified. The notification is by letter in the format of Form F406-2 Criminal Background Check: Considered Low Risk.
- 3.7 Where, as a result of further review and application of the "Threshold Test", further action is considered necessary, the director of education or designate will schedule an interview with the staff member. In addition, it may be deemed necessary for the director or designate to make inquiries to additional sources for information to assist in the review.
- 3.8 The interview will be arranged with the director or designate, along with union representation at the request of the staff member. Legal representation, if requested by the staff member, will be allowed at no cost to the Board.
- 3.9 Where the director or designate continues to have concerns, appropriate action will be taken, up to and including the termination of employment of the staff member. If the staff member is a teacher and the recommendation of the director or designate is for termination of employment, the matter will be referred to the corporate Board according to the terms of the *Education Act* and Board Policy No. 14 Hearings on Termination of Teacher Employment.

### **Legal References:**

- *Education Act, section 170 Duties of Boards: Offences under the Criminal Code; paragraph 277.15 ( 5 ) Discipline of Teacher*
- *Ontario College of Teachers Act, Part IV Investigation Committee*
- *Municipal Freedom of Information and Protection of Privacy Act*
- Ontario Regulation 521/01—Collection of Personal Information

### **District References:**

- Board Policy No. 14 - Hearings on Termination of Teacher Employment
- Procedure 163 – Contracting External Agencies for the Provision of Regulated Social and Health Services for Students with Special Needs
- Administrative Procedure 405 - Personnel Principles General
- Form F406-1 Criminal Background Check: Request for Further Information
- Form F406-2 Criminal Background Check: Considered Low Risk
- Form F406-3 Offence Declaration

### APPENDIX A THRESHOLD TEST

1. When all of the information about the conviction is received, the director of education or designate must determine whether a risk exists or not. This individual shall apply **the test of whether in all of the circumstances, on a balance of probabilities, the continued employment of the staff member represents a continuing risk to the well-being of any of the board's students or staff.**
2. If that test is met, then a decision which either a) imposes appropriate conditions on the employment of; or b) dismisses the staff member from employment, must be made.
3. Failure to make any decision creates too many unacceptable legal risks for the board. In determining whether the Threshold Test has been met, the director or designate shall consider at least the following factors:
  - a) The number of offences and length of time since the offence(s); the age at the time of the offence(s); and motivation to commit the offence(s);
  - b) whether the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
  - c) employment history;
  - d) the staff member's attitude towards the offence(s);
  - e) treatment, counselling or other services received since the offence(s);
  - f) other steps taken to rehabilitate;
  - g) likelihood that the offence(s) will be repeated;
  - h) whether alcohol or illegal drugs were a factor in commission of the offence(s);
  - i) the degree of co-operation with this investigation;
  - j) whether the offence was committed while employed by the board;
  - k) if the staff member is a teacher, the relevance of the offence(s) to a teacher's duties as set out in the *Education Act* and Regulations;
  - l) if the staff member is not a teacher, the relevance of the offence(s) to his or her employment duties; and
  - m) whether the offence(s) requires action in accordance with the *Ontario College of Teachers Act*. Such action would require notification of the College of Teachers about the offence.

Principals should direct questions regarding criminal background checks to the superintendent responsible for the school.



**Hastings and Prince Edward  
District School Board**

**FORM F406-3**

<b>Adopted</b>	June 30, 2003
<b>Last Revised</b>	March 2011
<b>Review Date</b>	March 2016

**OFFENCE DECLARATION**

<b>Name (please print)</b>	
<b>Position</b>	
<b>Date of Birth</b>	

I DECLARE, **since the last Criminal Background Check and Vulnerable Sector Screening** collected by the Hastings and Prince Edward District School Board, **or since the last Offence Declaration** given by me to the Hastings and Prince Edward District School Board, that:

- I have **not** been convicted of any criminal offences under the *Criminal Code of Canada*.
- I have been convicted of the following criminal offences under the *Criminal Code of Canada* for which a pardon under the *Criminal Records Act (Canada)* has not been issued or granted.

---

---

---

**I understand that failure to complete an accurate and truthful Offence Declaration will lead to a review of my continued employment with the Hastings and Prince Edward District School Board.**

Dated at \_\_\_\_\_ this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature

**This information is collected pursuant to Reg 521/01-"Collection of Personal Information" made under the Education Act and in accordance with the Freedom of Information and Protection of Individual Privacy Act, for purposes consistent with the provision of public educational services to children pursuant to the Education Act and Regulations. If you have any questions about this form please contact Human Resources Support Services.**



**Hastings and Prince Edward  
District School Board**

## **PROCEDURE 498**

<b>Adopted</b>	October 6, 2008
<b>Last Revised</b>	<del>April 2011</del>
<b>Review Date</b>	<del>April 2016</del>

~~Deleted: September 8, 2009~~

~~Deleted: September, 2014~~

---

## **VOLUNTEERS IN SCHOOLS**

---

### **1. PURPOSE**

~~This administrative procedure has been~~ developed to provide direction relating to volunteers in schools. System and school administrators encourage the use of volunteers in the schools of Hastings and Prince Edward District School Board. The presence of volunteers enriches the educational experience of students.

~~Deleted: The director of education and senior administration have~~

~~Deleted: this administrative procedure~~

This administrative procedure has been established to encourage the participation of volunteers. It also addresses the responsibilities that school administrators have to plan for the effective use of volunteers and to protect all students in their care.

### **2. VOLUNTEER CONTRIBUTIONS**

- 2.1 Parents, guardians and community members are welcome as volunteers in district schools. They can provide valued support to students and the school staff.
- 2.2 The personal interests, background, and commitment of volunteers can enhance programs, services, and educational opportunities in the school, while volunteering can provide valuable experience, personal growth and satisfaction for volunteers.
- 2.3 Volunteers are valued education partners who foster interaction and co-operation among the home, school and wider community.

### **3. THE PRINCIPAL'S RESPONSIBILITY**

- 3.1 The principal is responsible for promoting a positive, safe and secure learning and working environment for students and staff members.
- 3.2 The principal is responsible for:
  - a) determining the volunteering needs for the school;
  - b) the recruitment, selection and screening of volunteers;
  - c) approving and delineating volunteer assignments;
  - d) training and orientation;
  - e) the supervision of volunteers;
  - f) the assessment of the volunteer program; and
  - g) appropriate recognition of the volunteers.

## Volunteers in Schools

## Administrative Procedure 498

---

- 3.3 The principal, at the beginning of the school year, will consult with staff, and the school council to determine the needs, preferences and tasks which could be supported by a volunteer. Staff should also be surveyed to assess their commitment and expertise in working with volunteers. The concerns of staff should be noted and resolved if volunteers are to be successful in the school.
- 3.4 A staff member may be designated in each school as a coordinator of volunteers. The principal and/or coordinator may then designate other staff members to act as supervisors for the volunteers.
- 3.5 Volunteers must be made aware of health and safety issues, legal liability, procedures for reporting suspected child abuse, and school emergency procedures such as a fire drill or school lockdown. Volunteers must know the process to follow if they encounter difficulties with a student and are expected to be aware of and adhere to the Board Code of Conduct and the School Code of Conduct. Form F498-2: Information for Volunteers should be given to persons interested in becoming a volunteer.
- 3.6 Periodic review of the overall volunteer program is necessary to measure its impact and to make adjustments necessary to its ongoing success.

### 4. RECRUITMENT

- 4.1 The recruitment process is aimed at filling the needs of the school while meeting the needs of the volunteers. All involved have a high duty of care under the *Education Act* and certain duties cannot be given to volunteers. An invitation should be extended to parents/guardians to volunteer in their schools. Form F498-1 is a sample Volunteer Application Form for schools to use for the purpose. The principal, in consultation with staff, should determine the best fit for a volunteer. Generally, it is not recommended to place a parent in the same classroom as his/her child.
- 4.2 The invitation to parents and guardians to be volunteers in the school will be most successful if the tasks are defined. The volunteers then have a clear understanding of the activities in which they may be involved. Knowing in advance how a person's time will be used is important in influencing potential volunteers to be part of the school support system. Volunteers also need to know that references may be checked and that a criminal background check will be requested. This prepares volunteers and reassures them that a safe environment is maintained for the students and staff.

### 5. DUTY OF CARE

- 5.1 All staff members have a high "duty of care" under the *Education Act*, the *Child and Family Services Act* and other legislation. Though certain duties and responsibilities can be delegated to volunteers, staff members cannot divest themselves of this duty of care.
- 5.2 The investment of time in screening, preparation, and training of the volunteer should be in proportion to the time, extent and nature of involvement the volunteer will have with the students; i.e. the degree of impact and risk that the volunteer would reasonably have under the "duty of care".
- 5.3 When parents or guardians who wish to volunteer in their home school are well known within the school community the principal, in consultation with staff, may screen and approve the volunteer candidate. Volunteers in regular contact with students will require a criminal background check [and vulnerable sector screening](#). The required form can be

## Volunteers in Schools

## Administrative Procedure 498

---

obtained from the local police force and maintained in the school office to issue to volunteers who require a criminal background check.

- 5.4 The principal shall use Form F498-2 to collect an offence declaration annually thereafter from the individual if they continue to volunteer at the school.

- 5.5 Existing volunteers who have a criminal background check [and vulnerable sector screening](#) on file at the school that is more than two years old and who have not completed an annual offence declaration will be required to obtain a new criminal background check and then may file an offence declaration with the school annually thereafter.

- 5.6 The principal retains the authority to accept or decline any volunteer's offer of service without appeal and to halt, without appeal, volunteer activity.

### 6. LEGISLATED REQUIREMENTS/CONFIDENTIALITY OF INFORMATION

- 6.1 Volunteers are expected to adhere to the requirement for confidentiality under the *Municipal Freedom of Information and Protection of Privacy Act* and to comply with administrative procedures as they relate to them and their role within the school environment.

- 6.2 The proper use of privileged information is very important in a school setting. It protects the students and staff and at the same time ensures all volunteers the right to be treated with the same degree of confidentiality and respect. In a school environment volunteers will acquire information about students or staff. Volunteers should not share information with anyone other than appropriate staff. The volunteer should also refrain from expressing opinions that would cause harm to the reputation of staff or pupils.

- 6.3 Volunteers are not permitted to have free access to student's records for any reason. Under no circumstances will a volunteer be given such personal information as home phone numbers, addresses, birth dates, without the consent of the parent/guardian or student who is sixteen or older. Volunteers who are assisting administration and/or office staff will often need to access this information. This is permissible only if there is a staff member directly supervising the volunteer.

- 6.4 The volunteer will be privy to only that personal information which they need for a consistent purpose to perform the function they have been assigned. In some circumstances, the volunteer may require background information on a student to best understand the particular needs of the student for the purpose of providing proper assistance. The teacher would share only the appropriate information.

- 6.5 Volunteers are in a position to learn and observe more about staff members than would be learned or observed in a regular parent to teacher relationship. However, in no case should such knowledge or opinions be shared in the community. Likewise, care must be taken to refrain from expressing comments harmful to the reputation of each pupil or professional.

- 6.6 If a problem develops, the line of communication regarding a situation in the school is always first with the staff member concerned and then, if necessary, with the principal.

- 6.7 A volunteer has every right to expect that his or her participation will be treated with the same confidentiality and respect.

## 7. EXCURSION VOLUNTEERS/VOLUNTEER DRIVERS

Volunteers are expected to adhere to the requirements of Administrative Procedure 230: Out of School Learning and the Out of School Learning Handbook as it relates to volunteer supervisors for excursions and volunteer drivers.

### **Legal References:**

- *Education Act, subsection 171 (1) Powers of Boards: Voluntary Assistants; section 265 Duties of Principal: Care of Pupils*
- *Child and Family Services Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- Ontario Regulation 521/01—Collection of Personal Information

### **District References:**

- Administrative Procedure 145 - District Code of Conduct and School Codes of Conduct
- Administrative Procedure 151 - Access to School Premises
- Administrative Procedure 230 – Out of School Learning
- Form 230-5 – Excursion Volunteer Application
- Form F230-6 – Authorization for Drivers
- Administrative Procedure 321 – Pediculosis in Schools
- Administrative Procedure 406 - Criminal Background Checks
- Form F498-1 – Volunteer Application
- Form F498-2 – Information for Volunteers
- Form F498-3 – Offence Declaration

### **Resources:**

- Code of Conduct Resource Guide
- Out of School Learning Handbook



Hastings and Prince Edward  
District School Board

FORM F498-3	
Adopted	September 8, 2009
Last Revised	April 2011
Review Date	April 2016

Deleted: September 8, 2009

Deleted: September, 2014

### OFFENCE DECLARATION

Name (please print)	
Position	School Volunteer
Date of Birth	

I DECLARE, since the last Criminal Background Check – Vulnerable Sector Screening collected by the Hastings and Prince Edward District School Board, or since the last Offence Declaration given by me to the Hastings and Prince Edward District School Board, that:

- I have **not** been convicted of any criminal offences under the *Criminal Code of Canada*.
- I have been convicted of the following criminal offences under the *Criminal Code of Canada* for which a pardon under the *Criminal Records Act (Canada)* has not been issued or granted.

---

---

---

**I understand that failure to complete an accurate and truthful Offence Declaration will lead to a review of my continued volunteer contributions with the Hastings and Prince Edward District School Board.**

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature

The principal retains the authority to accept or decline any volunteer's offer of service without appeal and to halt, without appeal, volunteer activity.

Personal information on this form is collected under the authority of the *Education Act* and in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*. The information will be used for administrative purposes as determined in Administrative Procedure 498 – Volunteers in Schools and will only be retained for the duration of your volunteer services. If you have any questions about this form please contact the principal of the school.



## Hastings and Prince Edward District School Board

Program and Human Resources  
Committee Report No. C-3  
Page 1  
April 18, 2011

Decision \_\_\_\_\_ Information X

**To:** The Chair and Members of the Program and Human Resources Committee  
**From:** June Rogers, Superintendent of Education – Special Education Services  
**Re:** **Supports for Students in Locally Developed Courses**

---

### **Purpose**

To provide members of the Program and Human Resources Committee with information about supports for students in locally developed courses.

### **Background**

An integral part of the AiM System Plan is the goal of Success for Each Student. As part of this goal, the need for a review of the Employment Destinations Program (EDP) was underscored. The review began in September, 2010 and concluded in February, 2011 with recommendations and future direction.

By 2020, more than 70% of all new jobs, even entry-level positions, will require some post-secondary education or skills training (Ministry of Training, Colleges and Universities web site 2010). This information supports the need for students for whom it is a reasonable expectation, to be on a diploma track, move away from non-credit “K courses” and take credit courses such as those at the locally developed level.

This review revealed that very few students in the Employment Destinations Program (EDP) are leaving secondary school with the Ontario Secondary School Diploma (OSSD 30 credits) or the Ontario Secondary School Certificate (OSSC 14 credits). The review also revealed that many EDP students were taking “K courses” which are alternative, non-credit courses that do not lead to a diploma.

Students whose pathway is to the world of work (Workplace Pathway) typically take locally developed courses in Grades 9 and 10 and then take Workplace courses in Grades 11 and 12. Some students in the Workplace Pathway are considered “at risk” students for a variety of reasons including an academic profile of 4 to 5 years below grade level and a lack of engagement with school.

The timetabling and course options and supports that are currently available to “at risk” students in secondary schools have expanded significantly from the time EDP was implemented to support “at risk” students and include for example:

- the opportunity to meet requirements of the Ontario Secondary School Literacy Test through the Literacy Course;
- the opportunity to complete credits through Credit Rescue and Credit Recovery;
- the opportunity to access accommodations for learning and assessment such as the use of assistive technology.

At the time of the creation of the Employment Destinations Program (EDP) in Hastings and Prince Edward District School Board, many of the current timetabling and course options and supports for individual students were not available.

Former EDP students will be, beginning in September 2011, timetabled in locally developed and/or locally developed modified courses in order to provide them with every opportunity to attain a secondary school diploma or certificate.



### Current situation

In order to support all students taking locally developed courses and to support former EDP students specifically, the following will be implemented for September, 2011:

1. Curriculum development and professional development related to locally developed courses will be enhanced:
  - Ministry funds have been used this year for board writing teams to develop curriculum materials for ENG1L (locally developed English), MAT1L (locally developed Math) that include differentiated instruction and assistive technology strategies, examples of modifications to curriculum expectations and a vast list of resources to support the teaching of these courses;
  - A new locally developed optional geography course has been developed this year by a board writing team and submitted to the Ministry for approval that includes modification options for curriculum expectations, differentiated instruction and assistive technology strategies. Students must take a compulsory geography course in order to attain a diploma. A geography course at the locally developed level has not been available previously through the Ministry of Education. This course will provide the scaffolding necessary for students to take a compulsory geography course;
  - Resources will be purchased to support the new locally developed optional geography course such as texts that also support literacy development.
  - Ministry funds have been allocated for teacher training to support curriculum implementation at the locally developed level with a focus on student accommodations, modifications of curriculum expectations, differentiated instruction and assistive technology strategies.
2. All students in *regular class placements* (and for whom it is a reasonable expectation) will be on a secondary school diploma track:
  - Students will be registered in an appropriate combination of open, locally developed, applied and academic courses;
  - All students will be registered in 8 Ministry credits in Grade 9 (accumulating Ministry credits to Grade 12 +). It is recognized that some students will require support such as Credit Recovery or a timetabled resource period in order to achieve the credits and may not attain 8 credits in Grade 9.
3. The needs of former EDP students will be met as “at risk” students within the Student Success processes that are in place in all secondary schools, including access to supports, monitoring, and individualized timetabling:
  - Students strengths and needs will be outlined during the Grade 8 to 9 transition planning processes;
  - Staffing and timetabling processes at each school should consider meeting the needs of “at risk” students first, when timetabling courses;
  - Students will be supported to obtain Ministry credits through the established processes, including credit rescue and resource support;
  - If unsuccessful, Credit Recovery, within the established procedures, is an option for students who fail a course in a semester (student completion of course expectations will be tracked using the credit recovery form/process at semester end).
4. All secondary schools will provide **consistency** with some **flexibility** in the development of timetables to meet the needs of “at risk” students:
  - Student timetables should reflect a combination of “home base support” in locally developed courses and “integration” in open courses (e.g., period 1 and 5 with the same teacher or period 1 and 2 with the same teacher and other periods fully integrated);



## Hastings and Prince Edward District School Board

Program and Human Resources  
Committee Report No. C-3  
Page 3  
April 18, 2011

- Consistency across schools for students in Grade 9 will include ENG1L and MAT1L blended or paired with other ministry credit courses such as: BTT10, GLE10, HIF10, HFN10;
  - Other Grade 9 compulsory credits could be offered in a blended format (e.g, SNC1L);
  - Grade 10 ENG2L and MAT2L could be paired or blended with GLE20, GLD20, HFN20;
  - Co-op would be well-supported by completion of key courses prior to Co-op, such as: GLC205, GLD201, CHV205;
  - Certificate completion (e.g., babysitting certificate) should be integrated into locally developed and workplace courses;
  - The creation of student portfolios should be encouraged and linked to *My Blueprint* at [www.myblueprint.ca](http://www.myblueprint.ca).
5. Assistive technology use should be enhanced for students taking locally developed courses:
- The use of assistive technology will be integrated into first semester Grade 9 and linked with a Ministry credit (e.g., ENG1L and BTT10 or ENG1L and GLE);
  - Students in locally developed courses need ready access (in the classroom or lab) to computers with assistive technology.
6. Alternative Courses (“K courses”) will be reported on using the Alternative Report Card:
- No letter grades or percentage marks will be provided for “K courses”;
  - A “K course” may be offered for a student requiring alternative programming/courses to support *daily living* (e.g., Life Skills Program (LSP), Practical Learning Program (PLP), and Community Employment Program (CEP) for Developmentally Disabled Students);
  - When a student has not successfully completed a Ministry credit (including credit rescue, resource period for support and/or credit recovery for a failed course) a “K course” may be offered to provide additional opportunity for skill development that will lead to an opportunity to take the Ministry credit that was not completed;
  - Special Education Coordinators will be involved in case conferences and decisions regarding students who are in *regular class placements* and may need to access “K courses”.

Respectfully submitted,

**June Rogers**  
Superintendent of Education - Special Education Services