



# Hastings and Prince Edward District School Board

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

Dwayne Inch, Chair of the Board

Rob McGall, Director of Education

## 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, September 19, 2011**  
**commencing at 5:30 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

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

**Trish FitzGibbon**  
Superintendent of Education  
Curriculum Services

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

**Mandy Savery-Whiteway**  
Superintendent of Education  
Human Resources Support Services

**Committee members:** Jennifer Cobb, Thelma Goodfellow, Chair, Lucille Kyle,  
Jim Williams, Vice-chair



# Hastings and Prince Edward District School Board

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

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## Program and Human Resources Committee PUBLIC AGENDA

Regular meeting of  
Monday, September 19, 2011 - 5:30 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 – June 13, 2011	A-1	
	Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	Year 2 AiM System Plan	B-1	R. McGall
	Textbook/Novel Approval	B-2	T. FitzGibbon
<b>C</b>	<b>Information</b>		
<b>5:30 p.m.</b>	Hastings and Prince Edward Learning Foundation update	C-1	R. McGall M. deSnoo
	Elementary and Secondary Enrolment	C-2 To be distributed	D. Rutherford
	Police Protocol and Procedure	C-3	M. Savery-Whiteway
	2010-2011 Suspension and Expulsion Data	C-4	M. Savery-Whiteway
<b>D</b>	<b>Correspondence - None</b>		

**Move into closed session**

**Next regular meeting: Monday, October 17, 2011**

**Committee members:** *Jennifer Cobb, Bonnie Danes, Thelma Goodfellow, Chair, Lucille Kyle, Jim Williams, Vice-chair*



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

**June 13, 2011  
DRAFT**

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**Members present:** J. Cobb, T. Goodfellow, Chair, L. Kyle, J. Williams, Vice-chair

**Student Trustee:** E. Tetzlaff, A. Martin

**Regrets:** None

**Guests:** M. Brant, S. Clements, M. Hall, D. Inch, D. Patterson

**Resource:** C. DeMille, T. FitzGibbon, R. McGall, M. Norton, C. Portt, J. Rogers, M. Savery-Whiteway

**Minutes:** C. Reid, Administrative Assistant

**Call to order**

The meeting was called to order at 5:30 p.m.

**Delegations/presentations - None**

Incoming Student Trustee, Ally Martin, was introduced to the committee.

**Approval of agenda**

Moved: J. Cobb

Seconded: L. Kyle

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: L. Kyle

Seconded: J. Cobb

**That the minutes of the May 16, 2011 regular meeting be approved.**

Carried

**Business arising from the minutes - None**

Superintendent McGall commented that a delegation from a Trenton parent group regarding a Trenton Adventure Class was originally scheduled to present at this meeting but had requested a deferral until the fall.

**Information**

**Timed item: MISA teacher collaboration project**

Matt Norton introduced Heather Yearwood, Teacher Librarian Resource and Jennifer Hawkins and Matt Charles, Special Education Coordinators, to present information regarding two MISA teacher collaboration projects. The focus of these projects is to build teacher capacity. Release time is provided for teacher collaboration in order to study strategies that bring evidence informed decision making to the classroom, change teacher practice and impact on student learning.

Hastings and Prince Edward District School Board received funding for two projects. Heather Yearwood presented information regarding her blogging project entitled "To Blog or Not to Blog.....That is the Question". Jennifer Hawkins and Matt Charles shared information regarding their assistive technology project entitled "Increasing Student Engagement, Thinking and Learning through Assistive Technology: A Collaborative Approach".

Participants from the projects included K-12 teachers and central coordinators from Special Education Services, Curriculum Services, and Information and Technology Services. Both projects were presented at the Teacher Collaboration Symposium 2011 held May 12 and 13 in Kingston.

### **Recommendations**

#### **Textbook/novel approval**

Superintendent FitzGibbon distributed a copy of Procedure 210: Textbook/Learning Material Selection, Purchase and Approval and provided background regarding the Ministry guidelines related to approval of textbooks and novels included on the Trillium List. She reviewed the approval process for textbooks and supplementary learning materials not included in the list approved by the Minister, as contained in Procedure 210.

Superintendent FitzGibbon noted that the intent and purpose of the novel *Borderline* is to address curriculum expectations, issues related to bullying and character attributes. She noted that there is some language within novel that raises some concern and requires discussion between the teacher and the students. When considering the novel for approval, all aspects of the book were considered and the selection criteria contained within Procedure 210 were met.

Moved: J. Cobb

Seconded:

**That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve the list for use in schools as described in Appendix "A" as contained in the Program and Human Resources Committee Public Session Report No. B-1 dated June 13, 2011.**

A point of information was raised, noting that if the motion is not seconded, then it will be lost.

Superintendent McGall noted that the options before the committee included defeating the motion or deferring the motion for consideration in the fall once all trustees have had an opportunity to read the novel. He stated that in order for the motion to be tabled for discussion, a seconder was required.

A point of clarification was made confirming that the student trustee could vote on the motion, but the vote would not be counted.

The chair called for a seconder to the motion. Since no seconder came forward, it was agreed that the motion would be brought back to the September Program and Human Resources Committee meeting for consideration.

### **Special Education Plan**

Superintendent Rogers reviewed Report No. B-2, noting that Special Education staff reviewed the 2010-2011 Special Education Plan to ensure that current programs and services were reflected accurately. Revisions were presented to the Special Education Advisory Committee (SEAC) at the regular meeting in May, and were approved by the Committee on May 25, 2011.

Superintendent Rogers provided a summary of the contents of the Special Education Plan, making specific note of page 15, Continuous Assessment Process; page 24, Categories of Exceptionalities and Definitions; and page 29, Special Education Placements. A summary of amendments was provided and it was noted that the comparison of statistics for 2009-2010 and 2010-2011 shows a significant reduction in number of identified students. There are a number of factors contributing to the decline in identified students, including declining enrolment, graduation, leaving the district. Additional information was requested regarding significant reduction in total number of students identified. A report will be brought back to the September meeting.

Moved: J. Williams  
Seconded: L. Kyle

**That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve the amendments to the Special Education Plan 2010-2011 as contained in the Program and Human Resources Committee Public Session Report no B-2 dated June 13, 2011.**

Carried

#### **Start time for Program and Human Resources Committee meetings**

Moved: L. Kyle  
Seconded: J. Williams

**That the start time of the regular meetings of the Program and Human Resources Committee be moved from 7:00 p.m. to 5:30 p.m. except in cases where multiple committee meetings occur in the same evening, effective September, 2011, as contained in Program and Human Resources Committee Public Session Report No. B-3, dated June 13, 2011.**

A question was raised regarding the consultation process. It was noted that all committee members were consulted and that the meeting time can be changed at any time to meet the needs of new committee members.

Carried

#### **Information**

##### **Instructional Technology Advisory Committee (ITAC)**

Matt Norton reviewed Report No. C-1. He commented that a number of the recommendations brought before Administrative Council have been piloted in our schools that fall within four categories: program; professional development; responsibility; and access. Those recommendations include:

- Immediately begin to explore and determine standard technologies which support the 21st century learner (staff and student)
  - A proposed five year elementary ever greening plan
- Enable staff and students access to technologies that support 21st century learning
  - iDevice research and pilot proposals

The committee has also developed a draft procedure for 21st Century Leading and Learning. For the 2011/2012 school year the committee is planning to develop a multimedia representation of the 21st Century Leading and Learning procedure. The Instructional Technology Advisory Committee will continue to review, implement and assess the recommendations brought before Administrative Council in 2010 to further instructional technology for our 21st century leaders and learners. A more detailed report will be forthcoming in the fall of 2011 at which time the draft 21st Century Leading and Learning procedure, elementary ever greening plan, and a list of future projects will be presented.

##### **Year 4 and 5 Full-day Kindergarten sites**

Superintendent FitzGibbon reviewed Report No. C-3, stating that, in May, school boards were required to submit proposed Full Day Kindergarten sites for Year 4 and Year 5 of the five year implementation process. As part of the consultation process in determining site selection, the Early Learning Community Work Group reviewed Year 4 and 5 proposed sites and confirmed their support for submission to the Ministry for approval. Recommendations for site selection are based upon the needs of the community and school, geographical distribution, facility space and projected enrolment. On June 1, 2011 the Ministry of Education confirmed approval of Year 4 and 5 site selections with school boards. The early submission date for Years 4 and 5 addresses the need of school boards to analyze and make application for capital requirements for these schools. Year 3 capital approvals were confirmed March 2, 2011.

A chart showing Years 1 to 5 Full Day Early Learning Kindergarten Program sites for the Hastings and Prince Edward District School Board was reviewed. It was noted that preparations are being undertaken to address programming, staffing, professional development, community communications and facility needs for Year 2 sites to ensure a successful September 2011 implementation. Planning for capital submissions is currently underway for Year 4 and 5 sites, which are due June 24, 2011 and October 28, 2011 respectively.

A question was raised regarding the success of Year 1 and it was confirmed that feedback from the community and parents feedback is very strong.

Clarification was sought regarding the funding provided by the Ministry and the Board having to absorb costs of oversubscribed programs. It was confirmed that if a school is oversubscribed and has to add additional staffing, the Board has to pay for the additional DECE staff and partially fund the additional teaching staff. Even though there is some financial impact on the Board, the feedback has been extremely positive and staff are predicting student achievement levels will be higher.

### **Frink Centre report and video**

Superintendent FitzGibbon introduced Ian Boyd, Curriculum Services Coordinator, Randy Votary, Curriculum Services Coordinator, Paul Taylor, Outdoor Education Liaison and Brad Olsen, Teacher at Centre Hastings Secondary School.

Paul Taylor presented the following highlights of the 2010-2011 year at the Frink Centre:

- Visitor numbers to the Frink centre continue to remain strong. As of May 31st of the 2010-2011 school year, 5853 visitors (240 classes) have attended programming at the Frink Centre from HPEDSB.
- Program enhancement included purchase of new snowshoe bindings, several class sets of rain jackets and bug jackets to accommodate all ages of students visiting the Frink Centre to ensure safety and comfort for students in all kinds of weather conditions, and to promote being active and learning in the outdoors.
- A grand opening was held on May 5th, 2011 for the completed Outdoor Education Pavilion. The pavilion was built by the Centre Hastings Secondary School Specialist High Skills Major Renovation and Restoration Class 2011 and was sponsored by John M. Parrott Foundation, Skills Canada Ontario/Lowe's Toolbox for Education, HPEDSB, ALCDSB, Tal Trees Inc, Quinte Bass Anglers, Jim and Nancy Moore and Quinte Conservation.
- The Lifelines class from Centennial Secondary School facilitated the 2011 tours for the Frink Centre's annual Sugarbush from March 21st – April 8th for the 62 classes from HPEDSB that visited the Centre to learn about maple syrup.
- Student placement opportunities for 2010-2011 at the Centre has brought in students from Loyalist College, Queen's University and Quinte Secondary School.

Many other highlights, including future plans for the Frink Centre, were contained in Report No. C-4.

A question was raised regarding curriculum connections. It was confirmed that activity guides are provided to each school that are grade specific and are directly linked to the curriculum.

Brad Olsen, Teacher from the Centre Hastings Secondary School Specialist High Skills Major Renovation and Restoration Class 2011, presented a video showing the construction phases of the new Outdoor Education Pavilion.

### **Correspondence – None**

The Program and Human Resources Committee moved into closed session at 7:17 p.m.



**Decision   X   Information**

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

**From:** Rob McGall, Director of Education and Secretary of the Board

**Re:** **AiM – Achievement in Motion for Student Success System Plan, 2011-2012**

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**Purpose**

To approve the Year 2 AiM – Achievement in Motion for Student Success System Plan for the 2011-2012 school year.

**Background**

The draft Year 2 System Plan was presented at the AiM System Meeting held on September 1, 2011 and has been made available to employee and community groups, federations, unions and trustees for review and feedback. The draft System Plan has also been posted on the web site. Feedback was collected and considered in making the final revisions to the draft plan.

**Current situation**

The attached System Plan was reviewed at the Operations and Finance Committee meeting on September 12, 2011 and is being presented to the Program and Human Resources Committee for approval.

**Appendix**

AiM – Achievement in Motion for Student Success System Plan, Year 2 - 2011-2012

**Recommendation**

Moved:  
Seconded:

**That the Program and Human Resources Committee recommend that Hastings and Prince Edward District School Board approve the Year 2, AiM – Achievement in Motion for Student Success System Plan, for the 2011–2012 school year, as contained in Program and Human Resources Committee Report No. B-1 dated September 19, 2011.**

Respectfully submitted,

**Rob McGall**  
**Director of Education and Secretary of the Board**

### SYSTEM GOAL - SUCCESS FOR EACH STUDENT

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student.

**SUCCESS FOR EACH STUDENT ACTION PLAN 1**      **RESPONSIBILITY:** We have a sense of duty to fulfill commitments. We take ownership for our own thoughts and actions. We are reliable and accountable in our words and actions.

Develop processes to create a culture of collective responsibility for high levels of student achievement for 21<sup>st</sup> Century learners who are resilient, critical-thinking global citizens and who can effectively communicate, collaborate and problem solve.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Complete monitoring the implementation of the January 2011 to December 2011 Board Improvement Plan for Student Achievement and School Improvement Plans for Student Achievement.	T. FitzGibbon C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv.	September to December 2011	Ministry of Ed. and Board	<ul style="list-style-type: none"> <li>Superintendent and assistant superintendent school visits to monitor implementation of strategies, artifacts of instructional development and evidence of student achievement.</li> <li>Professional development at principal meetings addresses specific elements of BIPSA/SIPSA implementation.</li> <li>Collaborative inquiry, job-embedded professional learning and networking initiatives address implementation of evidenced-based instructional strategies.</li> <li>Learning partners and coaches provide ongoing school-based support to clusters of elementary and/or secondary schools/teachers in the implementation of their SIPSA.</li> </ul>	Student achievement goals are achieved. <b>READING</b> <ul style="list-style-type: none"> <li>Primary: 51% to 58%</li> <li>Junior: 65% to 70%</li> <li>OSSLT Applied: 67% to 72%</li> </ul> <b>WRITING</b> <ul style="list-style-type: none"> <li>Primary: 56% to 63%</li> <li>Junior: 56% to 63%</li> <li>OSSLT Applied: 67% to 72%</li> </ul> <b>NUMERACY</b> <ul style="list-style-type: none"> <li>Primary: 59% to 65%</li> <li>Junior: 47% to 55%</li> <li>Grade 9 Academic: 81% to 84%</li> <li>Grade 9 Applied: 48% to 55%</li> </ul> <b>PATHWAYS</b> <ul style="list-style-type: none"> <li>8 credits by end of Gr. 9; Applied Math 74% to 78%</li> <li>Achieving Level 3 or 4 in all Applied subjects, 36% to 50%</li> </ul> <b>COMMUNITY, CULTURE &amp; CARING</b> <ul style="list-style-type: none"> <li>Baseline target date TBD, 2011 Learning Skills and Work Habits</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012



<p>2. Develop and implement the January to December 2012 Board Improvement Plan for Student Achievement that reflect the 21<sup>st</sup> Century learner and learning environment.</p>	<p>T. FitzGibbon C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv</p>	<p>September to December 2011 develop BIPSA  January to December 2012 implement BIPSA</p>	<p>Ministry of Ed. and Board</p>	<ul style="list-style-type: none"> <li>• Conduct a needs assessment analysis of various sets of data (EQAO, school-based student achievement, program, perceptual, demographic, etc.).</li> <li>• Analyze data from the 2010-2011 district reviews.</li> <li>• Conduct a system-level self-assessment using the School Effectiveness Framework with multiple departments and representative educators across both panels.</li> <li>• Based on data: develop BIPSA goals that are aligned K-12, identify student achievement targets that set high and attainable expectations for success, focus on high yield instructional practices that result in critical thinking skills and reflect 21<sup>st</sup> Century learning environments, and outline processes for monitoring the implementation and progress of the BIPSA at the school/classroom level.</li> <li>• Schools develop their SIPSAs in alignment with the BIPSA and according to school-based data and identified improvement needs through the school self-assessment process.</li> </ul>	<ul style="list-style-type: none"> <li>• System needs assessments, data from 2010-2011 district reviews and collaborative planning with educators across the system result in the development and implementation of the BIPSA.</li> <li>• School-based assessments, data from 2010-2011 district reviews and collaborative planning with school staff result in the development and implementation of the SIPSA.</li> </ul>
<p>3. Continue to build knowledge and develop effective implementation practices at the school and classroom level for Procedure 388: Growing Success Assessment, Evaluation and Reporting, Grades 1 to 12.</p>	<p>C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv.</p>	<p>September 2011 to June 2012</p>	<p>Ministry of Ed. and Board</p>	<ul style="list-style-type: none"> <li>• Revise the procedure based upon feedback and consultation with work groups and continue implementation.</li> <li>• Make revisions to the reporting templates, as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom instructional practices reflect assessment for, as and of learning.</li> <li>• Reporting templates reflect Ministry of Education and Board procedural requirements.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012



				<ul style="list-style-type: none"> <li>Provide continued professional development to principals and teachers, during administrator meetings, on PA Days and as part of school-based job-embedded initiatives and through the use of learning partners, coaches and the support of system personnel (i.e. coordinators).</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and reporting practices reflect procedure requirements.</li> </ul>
4. Continue to build knowledge and develop effective implementation practices at the school and classroom level for Full-day Kindergarten early learning sites and programs.	T. FitzGibbon Curriculum Serv. Information and Technology, Facility Services Special Ed. Serv.	September 2011 to June 2012	Ministry of Ed. and Board	<ul style="list-style-type: none"> <li>Establish staffing (teacher and designated early childhood educator) for all Year 1 and 2 sites.</li> </ul>	<ul style="list-style-type: none"> <li>Full-day Kindergarten classes are implemented in Year 1 sites and new programs in Year 2 sites (York River, two classes; Prince Charles (B), three classes).</li> </ul>
				<ul style="list-style-type: none"> <li>Provide programming resources and professional development to principals, teachers and DECEs to create play-based learning kindergarten environments.</li> <li>Address facility needs at Year 2 and 3 sites.</li> <li>Continue participation on the local early learning work group to address Year 3 to 5 site implementation and community partnerships (i.e. extended day).</li> </ul>	<ul style="list-style-type: none"> <li>Play-based learning programs are implemented in Year 1 and 2 sites, reflecting teacher-DECE collaborative planning and instruction.</li> </ul>
				<ul style="list-style-type: none"> <li>Continue communications with community partners and parents regarding play-based learning programs and survey for viability of extended day programs.</li> </ul>	<ul style="list-style-type: none"> <li>Parent survey determines viability of extended day programs.</li> </ul>
5. Conduct a French Immersion review to determine the viability of early immersion, Kindergarten to Grade 3.	T. FitzGibbon N. Vickers Curriculum Serv.	September to December 2011	Board	<ul style="list-style-type: none"> <li>Establish a French Immersion review team to consult with schools and the broader community, gather and analyze data, and provide recommendations to the senior team regarding viability of early immersion.</li> <li>Establish timelines for consultation, data review and delivery of a recommendation report by December 2011.</li> </ul>	<ul style="list-style-type: none"> <li>A French Immersion review and recommendation report is submitted to the senior team by December 2011.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012



6. Build knowledge and develop implementation of Applied Behaviour Analysis strategies at the school and classroom levels for students with Autism Spectrum Disorder (ASD).	J. Rogers C.DeMille	Ongoing	Ministry funding	<ul style="list-style-type: none"> <li>Project plan is developed.</li> <li>Professional development is provided for teachers and educational assistants.</li> </ul>	<ul style="list-style-type: none"> <li>Number of training sessions is tracked by month.</li> </ul>
				<ul style="list-style-type: none"> <li>Ongoing classroom support provided through Special Education Services.</li> </ul>	<ul style="list-style-type: none"> <li>Seamless transitions for students from Intensive Behaviour Intervention to Applied Behaviour Analysis are tracked by month.</li> <li>Overview of training and transitions is provided to Special Education Advisory Committee.</li> </ul>
				<ul style="list-style-type: none"> <li>Resources are developed and shared through the Resource Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Resources are posted on Resource Centre website as they become available.</li> <li>Ministry reports completed by June 2012.</li> </ul>
7. Conduct a review of identification processes and services provided by Special Education Services as outlined in the Special Education Plan for students who may be: <ul style="list-style-type: none"> <li>- Gifted</li> <li>- Blind and low vision</li> <li>- Deaf/deaf and hard-of-hearing</li> </ul>	J. Rogers C. DeMille	December 2011	Department budget	<ul style="list-style-type: none"> <li>Review current practices.</li> </ul>	<ul style="list-style-type: none"> <li>Current practices reviewed by October 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>Gather identification criteria, processes and services provided by other school boards.</li> </ul>	<ul style="list-style-type: none"> <li>Information is gathered by November 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>Create an identification and services flow chart.</li> <li>Consultation with key stakeholders (SES, SEAC).</li> </ul>	<ul style="list-style-type: none"> <li>Identification and services flow chart completed for consultation by January 2012.</li> </ul>
				<ul style="list-style-type: none"> <li>School administrators and ISRTs/SEHs are trained on the new identification process and any service refinements.</li> </ul>	<ul style="list-style-type: none"> <li>Training completed by February 2012</li> </ul>
8. Review Grade 9 Locally Developed English and Math Courses (with modifications) and develop Grade 10 Locally Developed English and Math Courses (with modifications).	J. Rogers C. DeMille	December 2011	Ministry funding	<ul style="list-style-type: none"> <li>Work group is established to develop Grade 10 courses.</li> </ul>	<ul style="list-style-type: none"> <li>Work group established by September 2011.</li> <li>Grade 10 Locally Developed English and Math (with modifications) completed by December 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>Host a meeting for teachers of Grade 9 Locally Developed English and Math to discuss and share best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher network meeting occurs by December 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>Revisions are made to locally developed Grade 9 program documents as required.</li> </ul>	<ul style="list-style-type: none"> <li>Revised documents (if necessary) are provided to system by January 2012.</li> </ul>



# *AiM—Achievement in Motion for Student Success* System Plan

## DRAFT Year 2, 2011-2012



SUCCESS FOR EACH STUDENT ACTION PLAN 2	<b>COOPERATION:</b> We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.				
Access and utilize facility, technological and knowledge based resources to support 21 <sup>st</sup> Century learning environments and learners.					
ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Develop an environmental policy and associated procedure that promote environmental education and responsible management.	T. FitzGibbon D. Tregenza N. Pfeiffer	By Nov. 30	Staff time	<ul style="list-style-type: none"> <li>A work group is created.</li> <li>Guiding principles are developed.</li> <li>Meetings are scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>A policy and procedures are developed and released.</li> </ul>
2. Identify future facility consolidation options for consideration by the Student Enrolment/School Capacity Committee.	R. McGall D. Rutherford S. Smith	Winter 2012		<ul style="list-style-type: none"> <li>Student Enrolment/School Capacity Committee meets and confirms the location of an accommodation review(s).</li> </ul>	<ul style="list-style-type: none"> <li>Accommodation review(s) begin.</li> </ul>
3. Select architect and designs for new schools in Stirling and Tweed.	D. Rutherford J. Rogers M. Savery-Whiteway D. Tregenza	September 2011 to June 2012	Capital funding	<ul style="list-style-type: none"> <li>Request for Proposals (RFP) for architect and project manager are developed.</li> </ul>	<ul style="list-style-type: none"> <li>Architect and project manager are selected by October 2011.</li> </ul>
			Staff time	<ul style="list-style-type: none"> <li>Design parameters are developed through consultation.</li> </ul>	<ul style="list-style-type: none"> <li>Designs are finalized by January 2012.</li> </ul>
				<ul style="list-style-type: none"> <li>Tender specifications are developed.</li> </ul>	<ul style="list-style-type: none"> <li>Tenders are issued by May 2012 and awarded by June 2012.</li> <li>Construction begins by July 2012.</li> </ul>
4. Develop a Full-day Kindergarten capital plan for Years 3, 4 and 5.	D. Rutherford D. Tregenza T. FitzGibbon	Year 3, 4 & 5	Staff time	<ul style="list-style-type: none"> <li>Funding is confirmed.</li> <li>Renovation plans and specifications are developed.</li> </ul>	<ul style="list-style-type: none"> <li>Projects are tendered as funding is confirmed.</li> </ul>
5. Review and analyze components of the budget in order to meet provincial funding constraints while supporting the AiM System Plan.	D. Rutherford M. Savery-Whiteway	September 2011 to June 2012	Staff time	<ul style="list-style-type: none"> <li>A multi-year funding projection is completed.</li> </ul>	<ul style="list-style-type: none"> <li>An expenditure reduction plan is created.</li> </ul>
6. Continue to develop and implement privacy and information management practices.	M. Norton S. Smith	September 2011 to June 2012	Release time for training	<ul style="list-style-type: none"> <li>Records and information management procedures and records retention schedules are developed.</li> </ul>	<ul style="list-style-type: none"> <li>A procedure is approved by Administrative Council and released by fall 2011.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

**DRAFT Year 2, 2011-2012**



				<ul style="list-style-type: none"> <li>• Employees are trained on records management procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Records management training for administrative users is completed by June 2012.</li> </ul>
<p>7. Build system knowledge through collaboration between Information and Technology Services and Facility Services to make improvements to the infrastructures that support administration, instruction and district operations.</p>	<p>M. Norton D. Tregenza</p> <p>Curriculum Services</p> <p>Facility Services</p> <p>Financial Services</p> <p>Information and Technology Services</p> <p>Human Resources Services</p> <p>Special Education Services</p>	<p>2011-12 school year</p>	<p>ITS budget</p>	<ul style="list-style-type: none"> <li>• A staff planning day to review resources and knowledge that may be shared between departments is scheduled for fall 2011.</li> <li>• A communication plan and report are created to identify required resources and proposed action including future projects.</li> <li>• The wide area network (WAN) is upgraded for an increase in Internet bandwidth with higher capacity to secondary schools and selected elementary schools by fall 2011.</li> </ul>	<ul style="list-style-type: none"> <li>• Report complete by December 2011 outlining proposed action plan and proposed projects.</li> <li>• Projects to be evaluated may include those listed in this Action Step along with:             <ul style="list-style-type: none"> <li>○ standardized system infrastructure documentation review of reduced energy consumption of IT equipment;</li> <li>○ installation of school energy use display monitors; and</li> <li>○ integration of building security with video surveillance systems.</li> </ul> </li> <li>• Users experience a noticeable increase in the speed of Internet browsing (qualitative measures).</li> <li>• Users are able to more reliably and more quickly access Web 2.0 tools and district resources, such as Maplewood, web resources and email (quantitative and qualitative measures).</li> </ul>
				<ul style="list-style-type: none"> <li>• All schools have Wi-Fi installed and accessible by June 2012.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff are accessing Internet based resources with their own equipment (quantitative measures).</li> <li>• There is an increase use of mobile devices as measured by the Wi-Fi reporting tools (quantitative measures).</li> <li>• Schools are making a cultural shift to allow mobile devices to be used in the classroom to support 21st Century learning, as measured by surveys and anecdotes by staff and students (qualitative measures).</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

**DRAFT Year 2, 2011-2012**



				<ul style="list-style-type: none"> <li>Elementary schools continue to have their video surveillance systems upgraded to the district standard by January 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students understand that the systems are in place as a safety measure and feel more secure as a result (qualitative measures).</li> <li>School administrators are able to use the system to reduce the number of negative incidents in the school as measured by the monthly incident report (quantitative measures).</li> </ul>
				<ul style="list-style-type: none"> <li>A new elementary evergreening plan is implemented by – January 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary schools receive new and reliably working mobile devices (qualitative and quantitative measures).</li> <li>Students and staff are using mobile devices and making the shift from the 20<sup>th</sup> Century lab approach to the more accessible and differentiated 21<sup>st</sup> Century approach (quantitative and qualitative measures).</li> <li>An increase in training for evergreened schools is provided by the System Educational Technology Supports (quantitative measures).</li> </ul>
				<ul style="list-style-type: none"> <li>Investigate and prioritize efficiencies within the existing enterprise resource planning systems (purchasing, finance, payroll and human resources).</li> </ul>	<ul style="list-style-type: none"> <li>Existing project plans are re-visited and updated by winter 2012 to accommodate changes in technology.</li> </ul>
<p>8. Conduct a pilot study of mobile device/ assistive technology (e.g., laptop) use in the classroom: - as a communication and learning tool;</p>	<p>J. Rogers C. DeMille C. Portt M. Norton</p>	<p>September 2011 – April 2012</p>	<p>Department budgets, as funding permits</p>	<ul style="list-style-type: none"> <li>Explore funding sources to obtain mobile devices for the pilot study (e.g., iPads, MP3 players, iPods, elementary and secondary Special Equipment Amount laptops).</li> </ul>	<ul style="list-style-type: none"> <li>Monitor individual student outcomes (increased use, increased social interaction, increased participation, and confidence in use).</li> <li>Monitor student access to the curriculum.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

DRAFT Year 2, 2011-2012



- to enhance technology use; and review for effectiveness; as funding permits.				<ul style="list-style-type: none"> <li>Establish pilot sites/field study candidates and research questions based on a collaborative inquiry process (as previously conducted through a Managing Information for Student Achievement (MISA) project with Special Education Services), and including the criteria established by the Instructional Technology Advisory Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot sites are selected through an application process.</li> <li>Pilot project/study data are compiled, analyzed and shared.</li> <li>Participants are surveyed to determine improvement in project objectives.</li> </ul>
				<ul style="list-style-type: none"> <li>Training provided to ISRTs, ISEHs and Curriculum Services, Special Education Services and Information &amp; Technology Services on the effective use of mobile devices.</li> </ul>	<ul style="list-style-type: none"> <li>Participants are using the devices and customizing them in ways that support their learning and student learning.</li> <li>Collect and analyze data.</li> <li>Plan for next steps.</li> </ul>

**SUCCESS FOR EACH STUDENT ACTION PLAN 3**      **INTEGRITY:** We do what is right for ourselves and others. We demonstrate values and ethics that are good for all. We speak directly, clearly and respectfully.

Establish processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive schools 21<sup>st</sup> Century schools.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Continue with the Working Together for Kid's Mental Health Demonstration Project.	J. Pohlman-Brogee C. Demille	Ongoing	Department budget	<ul style="list-style-type: none"> <li>Gather data regarding the use of assessment tools.</li> <li>Work with community and ministry partners to implement components of project (extend the use of screening tools for school staff to all schools in the district)</li> </ul>	<ul style="list-style-type: none"> <li>Pilot project results are compiled and shared with stakeholders.</li> </ul>
2. Increase awareness and understanding of Mental Health literacy, support and treatment.	J. Pohlman-Brogee C. Demille	Ongoing	Department budget	<ul style="list-style-type: none"> <li>Investigate and select or develop information materials regarding mental health literacy.</li> <li>Develop a project plan to provide information to various audiences (staff, students, parents/guardians and the community).</li> </ul>	<ul style="list-style-type: none"> <li>Information sessions are tracked within the district.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012



				<ul style="list-style-type: none"> <li>• Create a link on the board website that provides relevant mental health information and links to services.</li> <li>• Investigate shared training opportunities with community partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Website is developed and resources are posted.</li> </ul>
3. Develop project plan to implement the components of Year 4 Ministry Equity and Inclusive Education Framework.	C. Portt C. Goerke S. Smith	Ongoing	Department budget, as funding permits  Ministry of Ed. funding	<ul style="list-style-type: none"> <li>• Participate in activities supported by the Eastern Ontario Equity and Inclusive Education Network.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of information and training sessions are tracked.</li> </ul>
				<ul style="list-style-type: none"> <li>• Equity and Inclusive Education Advisory Committee meets twice.</li> <li>• Opportunities are identified for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Equity and Inclusive Education Advisory Committee meets fall and spring</li> </ul>
4. Complete the consultation for and finalize Procedure 393: Police Protocol.	M. Savery-Whiteway S. Steele	September 2011	Ministry of Education	<ul style="list-style-type: none"> <li>• Procedure 393: Police Protocol is developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure 393: Police Protocol is released and posted on the website.</li> </ul>
				<ul style="list-style-type: none"> <li>• School administrators are trained on the procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Training has occurred on specific dates.</li> </ul>
				<ul style="list-style-type: none"> <li>• Data is collected to address additional training needs for employees and community partners related to the Community Threat Assessment Protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• A survey is conducted with employees and community partners.</li> </ul>
5. Expand restorative practices awareness and training.	C. DeMille M. Savery-Whiteway S. Steele J. Pohlman-Brogee	2011-2012 school year	Department budget	<ul style="list-style-type: none"> <li>• Training for restorative circles is expanded to build community, foster relationships and enhance student well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices training dates are set.</li> <li>• Training is completed.</li> </ul>
		September to December for pilot project  Winter 2012 for data analysis	Student Success budget	<ul style="list-style-type: none"> <li>• A restorative practices pilot project is conducted to enhance self-regulation, and assist in creating respectful and inclusive learning and working environments through the philosophies of Restorative Practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Two schools are selected through an application process and receive intensive Restorative Practices direction and support.</li> <li>• Pilot is completed and data is analyzed.</li> </ul>
6. Develop procedures to support students with special education needs: - service dogs in schools; and	J. Rogers	September to December 2011	Staff time and department budget	<ul style="list-style-type: none"> <li>• Procedures are developed.</li> <li>• Tri-Board Student Transportation Services personnel are consulted regarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures are released and posted on the website.</li> </ul>



# *AiM—Achievement in Motion for Student Success* System Plan

**DRAFT Year 2, 2011-2012**



medical procedure (revised).				<ul style="list-style-type: none"> <li>School administrators and ISRTs/ISEHs are trained on the procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Training is completed by September 30, 2011.</li> <li>Other employees are trained as required.</li> </ul>
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### SYSTEM GOAL – EMPLOYEE EXCELLENCE

Hastings and Prince Edward District School Board is a system of character where every employee is valued, benefits from opportunities to learn and grow, and is engaged in, and contributes to, the success of each student.

**EMPLOYEE EXCELLENCE ACTION PLAN 1**      **RESPECT:** We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy, dignity and cooperation.

Focus and enhance the 21<sup>st</sup> Century leadership development plan with emphasis on building relationships and developing people.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Continue to refine the Board Leadership Development Strategy with goals and action steps focused on critical thinking, communication and collaboration.	M. Savery-Whiteway C. DeMille K. Fox S. Taylor	Review September 2011, December 2011 and March 2011	Ministry of Education	<ul style="list-style-type: none"> <li>Professional learning opportunities for new, experienced and aspiring staff focused on:               <ul style="list-style-type: none"> <li>Mentoring</li> <li>Succession planning</li> <li>Coaching</li> <li>Performance appraisals</li> <li>Professional development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Training opportunities are developed for all employee groups.</li> <li>Board Leadership Development Strategy is updated and communicated to employees and Ministry of Education.</li> </ul>
2. Support full system implementation of the support staff performance appraisal process.	K. Fox	Fall 2011	Department budget	<ul style="list-style-type: none"> <li>Pilot completed by June 2011.</li> <li>Full rollout in fall 2011.</li> </ul>	<ul style="list-style-type: none"> <li>In-service for site supervisors/principals is conducted.</li> <li>Implementation is completed.</li> </ul>
3. Develop the Senior Management Performance Appraisal tool and pilot project in alignment with Ministry of Education direction.	M. Savery-Whiteway	2011-2012 school year	Department budget	<ul style="list-style-type: none"> <li>Receipt of Ministry of Education guidelines.</li> <li>Development of a Board procedure.</li> <li>In-service offered to senior team.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Management Performance Appraisal process is developed and implemented.</li> </ul>
4. Establish a steering committee to investigate support staff mentoring and develop an action plan.	K. Fox	Winter 2012	Department budget	<ul style="list-style-type: none"> <li>Committee is established.</li> <li>Action plan is developed for senior team approval.</li> <li>Design pilot.</li> </ul>	<ul style="list-style-type: none"> <li>Committee meetings are scheduled.</li> <li>Action plan is developed.</li> </ul>
5. Update recruiting and hiring processes for academic and support staff to ensure alignment with recommendations from the 2010 Operational Review.	M. Savery-Whiteway K. Fox S. Taylor	Fall 2011	Department budget	<ul style="list-style-type: none"> <li>Research other school boards.</li> <li>Draft procedure developed and released by September 2011.</li> <li>Procedures are built into annual communications/orientations for employees applying to positions.</li> </ul>	<ul style="list-style-type: none"> <li>Procedures are approved and communicated to the system.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012

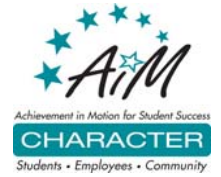


<p>6. Develop a process to collect data, review trends and identify needs for exit interviews in order to enhance and improve relationships with employees as per recommendation from the 2010 Operational Review.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>June 2012</p>	<p>Department budget</p>	<ul style="list-style-type: none"> <li>• Research other boards.</li> <li>• Develop guidelines in consultation with the senior team and others.</li> <li>• Develop and communicate a procedure.</li> <li>• Pilot project during the 2011-2012 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot project is completed.</li> <li>• Data is analyzed and an action plan is developed.</li> </ul>
<p>7. Review and expand supports related to employees who are declared redundant through ongoing revisions to procedures and in cooperation with employee groups. Align staffing levels to funding.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>June 2012</p>	<p>Department budget  Refer to Action Plan 2, Action Step 4</p>	<ul style="list-style-type: none"> <li>• Establish a work group to explore possible supports and best practices regarding communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Work group is established.</li> </ul>
<p>8. Identify issues and complete preparations related to renewal of employee agreements.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>2011-2012 school year</p>	<p>Staff time</p>	<ul style="list-style-type: none"> <li>• Begin preparation for 2012 negotiations/discussions/consultations for employee groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing preparation for 2012 negotiations/discussions/consultations for employee groups.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

## DRAFT Year 2, 2011-2012



**EMPLOYEE EXCELLENCE ACTION PLAN 2**      **CARING:** We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.  
**HUMOUR:** We celebrate the fun in life. We lighten the emotions of others by interacting in a joyful manner.

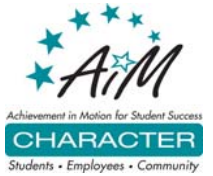
Promote wellness as a joint responsibility to enhance a caring, safe, healthy and inclusive workplace.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Collaborate with an external provider to design and facilitate a wellness and inclusivity survey of all employees.	D. Rutherford M. Savery-Whiteway A. Dagenais	By December 31, 2011	Wellness Committee budget	<ul style="list-style-type: none"> <li>• Survey questions are compiled.</li> <li>• A communication plan is developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey is conducted.</li> </ul>
2. Analyze survey results and develop recommendations.	D. Rutherford M. Savery-Whiteway A. Dagenais	Winter 2012	Staff time	<ul style="list-style-type: none"> <li>• Results are tabulated and recommendations developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Future wellness initiatives are identified.</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

DRAFT Year 2, 2011-2012



## SYSTEM GOAL – COMMUNITY CONNECTIONS

Hastings and Prince Edward District School 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.

<b>COMMUNITY CONNECTIONS ACTION PLAN 1</b>	<p><b>CARING:</b> We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.</p> <p><b>COOPERATION:</b> We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.</p> <p><b>RESPECT:</b> We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.</p>
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Collaborate with parents/guardians and the community to help students become 21<sup>st</sup> Century learners, and develop into skilled, knowledgeable, caring citizens who contribute to society both locally and globally.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Cultivate community relationships that support public education in the development of 21 <sup>st</sup> Century learners who will become global citizens of the future.	R. McGall J. Rogers M.deSnoo K. Donnell P. Fong C. Goerke N. Pfeiffer S. Smith	Fall 2011	Department budget	<ul style="list-style-type: none"> <li>A list of existing community partnerships, including legislated committees is compiled as a benchmark. Refer to Community Key publication as a starting point.</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive list is ready for review by Administrative Council by November 2011. The list is posted on the HPE and school websites. The data is incorporated into key messages (refer to Action Plan 2).</li> </ul>
				<ul style="list-style-type: none"> <li>A School District Survey for external and internal audiences is developed, and focus group sessions scheduled to seek input on future board direction.</li> </ul>	<ul style="list-style-type: none"> <li>School District Survey is conducted between September 1 and October 28, 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>Results are analyzed to determine target areas to build upon within Community Connections (i.e. how are we doing as a facility provider, ISP, HPELF, community partner?)</li> </ul>	<ul style="list-style-type: none"> <li>Results compiled and analyzed by early December and initial release at December AiM Update Meeting.</li> <li>Results are made public by spring 2012.</li> </ul>
				<ul style="list-style-type: none"> <li>The number of times employees are involved in community meetings and speaking engagements are tracked and included in corporate messaging.</li> </ul>	<ul style="list-style-type: none"> <li>A baseline number is established and analyzed to determine the degree to which HPEDSB employees are involved with the community.</li> <li>The data is incorporated into key messages</li> </ul>



# AiM—Achievement in Motion for Student Success System Plan

**DRAFT Year 2, 2011-2012**



					(refer to Action Plan 2).
				<ul style="list-style-type: none"> <li>Multi-ministry provincial strategy about children’s mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Indication of partnerships.</li> </ul>
	J. Rogers M. Prendergast			<ul style="list-style-type: none"> <li>The Crown Ward Education Championship Team prepares a document to increase the educational opportunities for students in care of the CAS.</li> </ul>	<ul style="list-style-type: none"> <li>Document is finalized and released by fall 2011.</li> </ul>
				<ul style="list-style-type: none"> <li>The Integration with Education Committee (IWE) prepares a document about Grade 8 to 9 transitions for at-risk students through IWE.</li> </ul>	<ul style="list-style-type: none"> <li>Document is finalized and released by fall 2011.</li> </ul>
2. Enhance community access to board facilities to strengthen relationships, break down barriers and enhance the school board value to communities.	S. Smith	Winter 2012	Department budget	<ul style="list-style-type: none"> <li>Evaluate community use of schools by internal and external audiences through surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Surveys are conducted by December 2011.</li> <li>Results compiled and analyzed by February 2012.</li> <li>Results are made public by spring 2012.</li> </ul>
				<ul style="list-style-type: none"> <li>Opportunities for shared use of space are reviewed on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Services and supports available to students are improved. Relationships between the board, community partners and the public are enhanced as evidenced by an increase in the number of service partnerships.</li> </ul>



# *AiM—Achievement in Motion for Student Success* System Plan

## DRAFT Year 2, 2011-2012



**COMMUNITY CONNECTIONS ACTION PLAN 2**

**COOPERATION:** We work as a team for a common good. we value the opinions of others and show a willingness to work together towards a common goal.  
**HONESTY:** We choose to live truthfully. We communicate and act in a sincere and respectful way.  
**TRUSTWORTHINESS:** We can all be counted on to do what is right. We instill confidence in one another through our actions.

Promote Hastings and Prince Edward District School Board as the 21<sup>st</sup> Century school system of choice in the communities we serve.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Develop key messages using consistent language to be shared internally and externally.	M.deSnoo K. Donnell C. Goerke S. Smith	Fall 2011	Department budget	<ul style="list-style-type: none"> <li>Programs and services and other factors that distinguish HPEDSB from other school systems are determined.</li> <li>Messaging for specific target audiences, such as employees, students and/or the community, is identified and promoted through various communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>A report, with recommendations on next steps, is provided to Administrative Council by October 2012.</li> <li>Messaging is developed by November 2012, with evidence of it being used with Student Senate, AiM Update Meetings, Administrator Meetings, department and community partner meetings, and in requests for proposals and tenders.</li> <li>Employees and students demonstrate being role models/ambassadors for HPEDSB.</li> <li>Employees role model for each other as ambassadors by speaking up/standing up to co-workers who do not speak positively about HPEDSB.</li> </ul>



**To:** The Chair and Members of the Program and Human Resources Committee  
**From:** Trish FitzGibbon, Superintendent of Education – Curriculum Services  
**Re:** **Textbook/Novel Approval**

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**Purpose**

To seek approval for textbooks/novels not listed in the Ministry Curriculum Centre Learning Resources website which lists textbooks/novels approved for use in schools by the Minister of Education.

**Background**

The Ministry Curriculum Centre Learning Resources website lists textbooks/novels approved for use in schools by the Minister of Education under the Education Act.

**Current situation**

The title (attached as Appendix “A”) has been reviewed by the school principal, curriculum services staff or superintendent and trustees on the Program & Human Resources Committee.

**Appendices**

Appendix A – Title Submitted for Board Approval

**Recommendation**

Moved:  
Seconded:

**That the Program and Human Resources Committee recommend that the Hastings and Prince Edward District School Board approve the list for use in schools as described in Appendix “A” as contained in the Program and Human Resources Committee public session report no. B-2 dated September 19, 2011.**

Respectfully submitted,

**Trish Fitzgibbon  
Superintendent of Education – Curriculum Services**





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

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

**From:** Rob McGall, Director of Education  
Maribeth deSnoo, Executive Director, The Hastings and Prince Edward Learning Foundation

**Re:** **The Hastings and Prince Edward Learning Foundation Update**

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### **Purpose**

To provide an update on the activities of The Hastings and Prince Edward Learning Foundation.

### **Background**

The Hastings and Prince Edward Learning Foundation raises funds to provide all students of the Hastings and Prince Edward District School Board with expanded opportunities for success.

The Hastings and Prince Edward Learning Foundation accomplishes its mission by working with volunteers, teachers, principals, school staff and donors to provide philanthropic support for an entire spectrum of enhanced learning opportunities for students.

### **Current situation**

As of August 31<sup>st</sup>, the unaudited financial statement for The Foundation shows:

Revenue (funds raised/managed) of \$1,270,192.72

Expenses (primarily Donations in support of students) of \$1,005,421.54

“Food for Learning” student nutrition program statistics for the 2010/11 school year are as follows: 11,624 (10,498 in 2009/10) students were served 691,588 (577,572 in 2009/10) meals by 979 (907 in 2009/10) volunteers that donated 23,365 (24,277 in 2009/10) hours of their time.

Last year we awarded 30 Project Enhancement Fund grants to HPEDSB schools. This included one grant of \$5000 to Prince Edward Collegiate for the WAIT: What am I Thinking Symposium which addressed issues of domestic violence. For the 2011/12 school year the following grants will be awarded: Two at the \$5000 level, four awards of \$2500, and finally, ten grants at the \$1000 award level.

Last school year, 208 Student Emergency Fund grants were approved to support students in crisis (155 requests were received last school year). This number includes 51 Len & Olive Black Memorial Fund requests.

The Len and Olive Black Memorial Fund is a separate category of the Student Emergency Fund for the specific purpose of supporting students facing financial hardship and who:

- 1) would like to enroll in HPEDSB courses requiring specific materials/items to participate (i.e. welding glasses for tech courses, character shoes for music theatre courses shorts and shoes for gym classes, an art kit for art classes, etc)
- 2) would like to pursue post secondary education and need assistance with the application fee

New for the 2011/12 school year is a donation in support of the Student Emergency Fund, from the Forzani Group, through Sport Chek stores. We are the first ‘Learning Foundation’ with which the ‘Power of Sport 4 Kids’ program will coordinate ‘quiet’ support for students. This donation will provide: 1) hockey equipment to as many as 35 of our students wanting to participate in school programs, or on their school



hockey team ( the equipment will become the property of the school). 2) up to \$2,500 of athletic footwear (with a focus on football cleats and basketball shoes) for our students.

Consideration is also being given to the organization of a 'Prom Project' event. 'Prom Project would be a special, one day event that would align with the purpose of the Student Emergency Fund.

The goal of 'Prom Project' would be to provide elementary and secondary students, who otherwise couldn't afford, and wouldn't attend their graduation or prom event, with formal wear.

We want all Hastings and Prince Edward District School Board students to feel confident, stylish and proud as they take part in their milestone event.

A Committee has been formed and will be meeting in mid September, to further discuss the organization of this event.

We continue our partnership with HPEDSB to promote the education and development of students through three Kirk Program opportunities: Café, Catering, and Laminating. We have the role of the business partner while Special Education Services provides the students' programs. Last school year, 719 invoices were issued through our offices on behalf of the Kirk Businesses and net revenue as of August 31<sup>st</sup> shows as \$40,981.17

We continue to provide monetary support for activities that encourage and promote the development of students' technological, science, and leadership skills through the Science and Technology Enhancement Fund. This includes the Quinte Regional Science and Technology Fair and the Resource Management programs at North Hastings High School.

As the Lead Agency for the Ministry of Children and Youth Services in South East Ontario, we remain responsible for the administration and fundraising for Student Nutrition Programs in six counties. Last year we managed 623 (620-2009/10) programs that provided 2,808,404 meals (2,393,763- 2009/10) to 45,658 (40,126-2009/10) students in South East Ontario.

Finally, staff of The Learning Foundation continued in their consultative role, to school staff and administrators. Guidance on philanthropic initiatives and due diligence on 'Flow Through' funds raised has further been enhanced by the development of a Fundraising Agreement and Application. At this time there are a significant number of active fundraising projects, ranging in projected cost from \$7,000 to \$500,000.

#### **Appendices**

Fundraising Agreement and Application

Respectfully submitted,

**Rob McGall**  
**Director of Education**

**Maribeth deSnoo**  
**Executive Director**  
**The Hastings and Prince Edward Learning Foundation**



## The Hastings and Prince Edward Learning Foundation

**FOR SCHOOLS,  
STUDENT GOVERNMENTS  
AND THIRD PARTY FUNDRAISERS  
WHEN CHARITABLE RECEIPTS  
ARE REQUESTED**

**LEARNING FOUNDATION  
FUNDRAISING AGREEMENT  
AND  
FUNDRAISING APPLICATION**

**TO BE USED IN CONJUNCTION WITH ALL  
HASTINGS AND PRINCE EDWARD DISTRICT  
SCHOOL BOARD POLICIES AND PROCEDURES**

## The Hastings and Prince Edward Learning Foundation Fundraising Agreement

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Thank you for your interest in supporting Hasting and Prince Edward District School Board students. We want your fundraising activity to be successful and we will do what we can to help you, including:

- Offer advice on your fundraising plan
- Provide a letter of authorization to validate the authenticity of the event
- Assist you in designating your contribution to a specific area
- Provide tax receipts to donors (minimum \$10.00 donation)

(Please record donations on a Hastings and Prince Edward Learning Foundation (HPELF) donation/pledge form.)

### Guidelines

1. The completed application signed by the principals of the fundraising organization must be submitted to the HPELF no less than one month prior to the proposed commencement of the fundraising activity. Foundation approval will be granted on a per program/project/event basis. Each program/project/event must be approved for each year that it continues.
2. The Foundation may deny any application for any fundraising activity that does not comply with the policies, procedures, goals and objectives of the Foundation and the HBEDSB (Board).
3. The Foundation must give its permission in writing for the use of the Foundation's name, logo or any other identifying symbol to be used in conjunction with the program/project/event. Once approval has been given in writing, the Foundation will provide a copy of its logo via E-mail. The Foundation must approve in advance all advertising, marketing and/or publicity that is intended for distribution to the general public. Copies of any external public promotional materials must be submitted to [mdesnoo@hpedsb.on.ca](mailto:mdesnoo@hpedsb.on.ca) or faxed to 613-968-1038 Attn: Maribeth deSnoo prior to publication.
4. Any promotional material or publicity shall not imply or suggest that the program/project/event is sponsored or co-sponsored by the Foundation. The event name must be followed by "in support of" or "proceeds to" or similar wording approved by the Foundation followed by the program/project/event name.
5. The public should be informed as to how the Foundation and the Board will benefit from the program/project/event. If the Foundation will not receive all of the proceeds, the exact percentage of benefits to be received by the Foundation should be stated clearly on all related publicity and promotional material.
6. The Foundation must be informed if another organization will benefit financially from the program/project/event. Only non-profit organizations may receive a licence to conduct a raffle and licences are required for all raffles. As such, any person or organization that is not authorized by the Foundation cannot conduct a raffle on behalf of the Foundation.
7. Neither the Foundation nor the Board or any of its officers, employees or trustees of the Foundation or the Board are responsible for any injury, loss or damage sustained by any volunteer or participant in the program/project/event.
8. The organizers of the program/project/event agree, in consideration of receiving the Foundation's assistance and authorization to use the Foundation's logo, to indemnify and save harmless the Foundation and the Board and their Trustees, officers, directors and employees from any and all claims, loss, or damages that may arise from or as a result of the program/project/event.
9. The organizers of the program/project/event are solely responsible for the planning, promotion and management of the program/project/event. This may include soliciting prizes, organizing publicity and providing goods and services. The Foundation may provide guidance and support when needed.
10. The organizers must ensure that none of their officers, employees, agents, partners, volunteers, contractors or associates represent or hold themselves out as having any authority to act on behalf of the Foundation or the Board. In the event such a representation is made, the organizers agree to indemnify and save harmless the Foundation and the Board and their respective officers, directors, employees and trustees from any loss, claim or damages that may be incurred by the Foundation or the Board arising from or as a result of the representation.
11. All income and expenditure reports for the program/project/event shall be submitted along with a cheque or money order within 28 days of the completion of the program/project/event.
12. All funds raised in the program/project/event shall be spent within twelve (12) months of the completion of the program/project/event.
13. The Foundation reserves the right to withdraw its approval and support for the program/project/event at any time if, in the Foundation's sole opinion, the program/project/event does not comply with any of the policies, procedures, goals or objectives of the Foundation or the Board.

## **Donation Receipting**

### **Financial Donations**

The Hastings and Prince Edward Learning Foundation will issue donation receipts for income tax purposes for any cash, cheque or credit card donation of \$10 or more unless otherwise discussed and agreed upon. If an individual has made a donation, the receipt will be issued in the name of that individual at their home address. If a corporation has made the donation, and if a tax receipt is requested, the receipt will be issued in the company name at their corporate address. An individual or corporation cannot receive a donation receipt for money that was not donated by them (i.e. and individual cannot be designated to receive the donation receipt for monies raised through a casual day event).

Tax receipts cannot be provided if the donor received a benefit in return for the donation, eg. An opportunity to win a prize, or a benefit included in the price of admission such as dinner or golf. In the later example, receipts could be provided for any amount that is over and above the fair market value of the benefits received assuming the value of the benefits does not exceed 80% of the price of admission.

Any individual or business donors requiring tax receipts should have their donor details and donation amount included on The Learning Foundation donor form.

### **In Kind Donations** (i.e. prizes, products, equipment)

A tax receipt can be issued for donations of in-kind equal to the fair market value of the property donated. To process in-kind donations The Hastings and Prince Edward Learning Foundation needs a written invoice or other supporting documents that could ascertain the fair market value of the in-kind donation. Gift Certificates and services are not eligible for tax receipts.

### **Sponsors**

Corporations or businesses that agree to sponsor a program/project/event will receive an invoice or Thank you letter from The Hastings and Prince Edward Learning Foundation enabling them to claim back the full amount of their sponsorship as a marketing expense.



## FUNDRAISING AGREEMENT

I .....  
(Chair/coordinator of the project/program/event fundraiser)  
accept the terms and conditions of the Fundraising Agreement set out in the Fundraising Guidelines.

and:

- 1) agree to conduct my program/project/event accordingly.
- 2) To save and hold harmless the HPELF and all entities from any and all liability.

Signed ..... Date .....

Thank you for your support. Please complete and return this Fundraising Agreement together with the attached Fundraising Application form to:

Maribeth deSnoo  
Executive Director  
The Hastings and Prince Edward Learning Foundation  
156 Ann Street  
Belleville, Ontario  
K8N 1N9  
Phone: 613-966-1170 ext. 2205  
Fax: 613-968-1038

Also refer to Hastings and Prince Edward District School Board Policies and Procedures ([hpedsb.on.ca/policiesprocedures](http://hpedsb.on.ca/policiesprocedures)) including but not limited to:  
560 – Use of Electrical Equipment and Vending Machines in Board Buildings  
556 – School Yard Improvement Areas and Playground Equipment



## **FUNDRAISING APPLICATION FORM**

The Hastings and Prince Edward Learning Foundation is grateful for the support of generous people and businesses. To enable The Hastings and Prince Edward Learning Foundation to keep in touch with its supporters and to comply with its legal obligations, The Hastings and Prince Edward Learning Foundation keeps a register of fundraising events in support of The Hastings and Prince Edward Learning Foundation, and the Hastings and Prince Edward District School Board's programs/projects/events. Once this fundraising plan has been approved, a signed copy of the attached agreement form will be forwarded to the applicant.

Please indicate if this is in support of a:

YES NO school based (student/school council) fundraising for a redevelopment project (i.e. track, playground)

YES NO school based fundraising special event (i.e. fun fair, auction etc.)

YES NO a third party fundraiser ( A third party fundraiser can be defined as any fundraising initiative brought forward by an individual(s), community groups, service club, or business external to the Hastings and Prince Edward District School Board and The Hastings and Prince Edward Learning Foundation who wish to raise money through a planned activity that is designed, managed and financially resourced by external participants.)

Will tax receipts be required? YES NO MAYBE/UNSURE  
(Please contact Maribeth deSnoo @613-966-1170 x2205)

Will other charitable organizations benefit from this program/project/event? YES NO

### **1. Program/Project/Event Information:**

Name of individual/group/organization: \_\_\_\_\_

#### **Contact Information:**

Contact person: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Website: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Work #: \_\_\_\_\_ Cell#: \_\_\_\_\_ Home #: \_\_\_\_\_

### **2. Event Information:**

Program/Project/Event Name: \_\_\_\_\_

Program/Project/Event Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Date & Time of Event: \_\_\_\_\_ Number of guests/attendees: \_\_\_\_\_  
Day/Month/Year

Proposed fundraising timeframe if an ongoing project: \_\_\_\_\_

Location and Address: \_\_\_\_\_

Target Market (general public, customers, family/friends):  
\_\_\_\_\_

Is this the first year for your program/project event?      YES              NO

If no, please specify in what years previous funds were raised. \_\_\_\_\_

Will proceeds from your event be donated exclusively

a) YES    NO    through The Hastings and Prince Edward Learning Foundation to benefit  
\_\_\_\_\_program  
(i.e. school or playground, track, etc.)

b) YES    NO    to The Hastings and prince Edward Learning Foundation \_\_\_\_\_  
fund.  
(i.e. Student Emergency Fund, Food For Learning, Science Fair, etc.)

How will the program/project/event be publicized?  
\_\_\_\_\_

How will funds be raised? (*check all that are applicable*)

\_\_\_\_\_ Cash Donations              \_\_\_\_\_ Event Sponsorship              \_\_\_\_\_ Live/Silent Auction  
\_\_\_\_\_ Merchandise Sales              \_\_\_\_\_ Pledges              \_\_\_\_\_ Raffle  
\_\_\_\_\_ Ticket Sales              \_\_\_\_\_ Other Sources of Revenue \_\_\_\_\_

How will the proceeds be sent to The Hastings and Prince Edward Learning Foundation?

\_\_\_\_\_ Cash              \_\_\_\_\_ Individual Cheques              \_\_\_\_\_ School Cheques (third party)  
\_\_\_\_\_ Visa/Mastercard              \_\_\_\_\_ Organization Cheque

**1. Program/Project/Event Details:**

**Total Projected budget: \$ \_\_\_\_\_**

**Financial Fundraising Information:**

**Total projected gross revenue (before expenses) \$ \_\_\_\_\_**

**Total projected Expenses: & \_\_\_\_\_ Insurance: \$ \_\_\_\_\_**

Printing: \$ \_\_\_\_\_ Licenses: \$ \_\_\_\_\_

Rentals: \$ \_\_\_\_\_ Prizes: \$ \_\_\_\_\_

Other: (please list): \_\_\_\_\_

Estimated Date of Donation to the Hastings and Prince Edward Learning Foundation: \_\_\_\_\_

2. **Grant applications:** (please list eg. Hydro One, Stark Family Fund, etc.)

Amount to be requested.

\$ _____	_____
\$ _____	_____
\$ _____	_____
\$ _____	_____
\$ _____	_____

**All grant funds received must be spent within the year.**

\_\_\_\_\_  
*Chair/Coordinator Signature*

\_\_\_\_\_  
*HPELF Signature*

\_\_\_\_\_  
*Date*

## **Income and Expenditure Report** (to be completed at the end of the campaign/project/event)

### 1. **Event Information:**

Program/Project/Event Name: \_\_\_\_\_

### 2. **Program/Project/Event Information:**

Name of individual/group/organization: \_\_\_\_\_

#### **Contact Information:**

Contact person: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Website: \_\_\_\_\_

Company: \_\_\_\_\_

Address: \_\_\_\_\_

Work #: \_\_\_\_\_ Cell#: \_\_\_\_\_ Home #: \_\_\_\_\_

Date of Project/Program/Event: \_\_\_\_\_

How were funds raised? (*check all that are applicable*)

_____ Cash Donations	_____ Event Sponsorship	_____ Live/Silent Auction
_____ Merchandise Sales	_____ Pledges	_____ Raffle
_____ Ticket Sales	_____ Other Sources of Revenue	_____

Have funds for individuals/organizations/businesses requiring charitable receipts been forwarded to The Learning Foundation: Yes No

How were the proceeds sent to The Learning Foundation?

_____ Cash	_____ Individual Cheques	_____ School Cheques (third party)
_____ Visa/Mastercard	_____ Organization Cheque	

**Total Projected budget:** \$ \_\_\_\_\_

**Total Projected gross revenue:** \$ \_\_\_\_\_

**Total Projected expenses:** \$ \_\_\_\_\_

**Actual Financial Fundraising Information:**

Gross revenue (before expenses) \$ \_\_\_\_\_

Expenses: \$ \_\_\_\_\_

Insurance: \$ \_\_\_\_\_

Printing: \$ \_\_\_\_\_

Licenses: \$ \_\_\_\_\_

Rentals: \$ \_\_\_\_\_

Prizes: \$ \_\_\_\_\_

Other Expenses Incurred, please list and the expense amounts:

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

\* (Individual expenses should equal your total expenses)

Grant applications submitted and funds received: (please list eg. Hydro One, Stark Family Fund, etc.)

Amount Received	Donor
\$ _____	_____
\$ _____	_____
\$ _____	_____
\$ _____	_____
\$ _____	_____

\* (All funds raised must be spent within the year.)

\_\_\_\_\_  
Chair/Coordinator Signature

\_\_\_\_\_  
HPELF Signature

Date Submitted: \_\_\_\_\_

Date Received: \_\_\_\_\_

Date Reviewed: \_\_\_\_\_



## THE HASTINGS AND PRINCE EDWARD LEARNING FOUNDATION DONOR TRACKING FORM

This form belongs to: \_\_\_\_\_

Name of Donor	Phone #	Mailing Address With Postal Code	Donation Amount	Receipt Required
John Smith	613-555-1234	123 Any Street Belleville, Ontario K8N 1N9	\$ 20.00 <input checked="" type="checkbox"/> cash <input type="checkbox"/> cheque	✓
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
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			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	
			\$ <input type="checkbox"/> cash <input type="checkbox"/> cheque	

A charitable tax receipt will be provided for donations of \$10 or more if requested.  
 Please make cheques payable to **The Hastings and Prince Edward Learning Foundation** with a notation at the bottom of the cheque, noting the program you are supporting.

If you wish to donate by credit card, you may do so by calling :  
**The Hastings and Prince Edward Learning Foundation** at 613-966-1170 x2205  
 Please indicate the program which you are supporting.

**THANK YOU FOR YOUR DONATION!**





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

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

**From:** Mandy Savery-Whiteway, Superintendent of Education, Human Resources Support Services

**Re: Police Protocol update**

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### **Purpose**

In the AiM system plan, under the goal of Success for Each Student, Action Plan 3, states that Hastings and Prince Edward District School Board will establish processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive schools 21st Century schools. This report provides information on new Ministry requirements with regard to Police Protocols between school boards and local police services.

### **Background**

In January, 2011, a training session was held in Toronto at the Police Training Facility for boards of education and local police services. Based on Bill 157, Keeping our Kids Safe at School, there are now 22 required elements that must be incorporated into Police Protocols. The required elements include consideration of students with special needs, appropriate emergency response procedures and threat risk assessment processes. All 22 elements are available for review at:

<http://www.edu.gov.on.ca/eng/document/brochure/protocol/locprote.pdf>

Compliant Police Protocols must be in place by September 2011 and training must be provided to administrators.

A DRAFT Police Protocol was developed in collaboration with a workgroup of administrators, K-12: Lynn Andrews, Carla Ross, Tonia Shelmerdine, Lisa Vincent and Earle Wright. Consultations and meetings with all local police services took place throughout the months of May and June. The DRAFT document was also reviewed by senior administration, Special Education Services, The Special Education Advisory Committee, the Children's Aid Society and the Safe Schools Advisory Committee. The document was finalized by August, 2011.

### **Current situation**

The Police Protocol has been distributed to local police services. The document will be distributed to all administrators in the system as well as to community partners. Training will be provided to administrators in September and October through administrator meetings.

### **Appendices**

Draft Procedure 393: Police Protocol

Respectfully submitted,

**Mandy Savery-Whiteway  
Superintendent of Education  
Human Resources Support Services**



**PROCEDURE 393**

<b>Adopted</b>	February 25, 2001
<b>Last Revised</b>	Draft March 17, 2011
<b>Review Date</b>	

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**DRAFT**  
**POLICE PROTOCOL (updated August 29/11)**

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**INTRODUCTION**

The Achievement in Motion for Student Success System Plan specifies that Hastings and Prince Edward District School Board will establish processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive schools. It is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and police services establish and follow a protocol for the investigation of school-related occurrences.

The objective of this procedure is:

- to ensure a coordinated approach between school boards and police services;
- to promote dialogue and the establishment of effective relationships between schools and police based on cooperation and shared understandings;
- to address unique factors and/or considerations that may affect individual jurisdictions, and negotiate service-delivery arrangements accordingly.

This procedure outlines the common principles, the varied resources and, certain obligations and procedures that are required by provincial and federal legislation (e.g., the *Education Act*, the *Child and Family Services Act*, the *Criminal Code of Canada*, the *Youth Criminal Justice Act*, the *Canadian Charter of Rights and Freedoms*, and the *Ontario Human Rights Code*) and by case law.

It is important for schools and police to respect the human rights of students under the *Ontario Human Rights Code* (the *Code*) in the context of this document. For more information, see [www.ohrc.on.ca](http://www.ohrc.on.ca). Hastings and Prince Edward District School Board's Growing with Character initiative is fundamental to building character and developing positive, productive relationships in the board and throughout the community. In addition, the Ministry of Education document, *Growing Success, Assessment, Evaluation, And Reporting in Ontario Schools*, states that the development of learning skills and work habits is an integral part of a student's learning

***Glossary of Terms:*** *A Glossary of Terms is provided in Appendix A of this procedure. An italicized word followed by an asterisk or phrase, at its first use, indicates that a definition is provided in the glossary.*

**PURPOSE**

Ontarians believe that schools must be safe, inclusive, and equitable places for learning and teaching. A safe, inclusive, and equitable school environment fosters and supports learning and the ongoing development of respect, responsibility, civility, and other positive behaviours and characteristics.

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At the root of effective school-police partnerships is a common understanding of each partner's roles and responsibilities, as well as agreed-upon procedures and clearly delineated decision-making authority. Providing the best possible education for students in a safe school community is a shared responsibility, which requires a commitment to collaboration, cooperation, and effective communication. Making schools safer requires a comprehensive strategy that includes the following elements:

- opportunities for staff to acquire the knowledge, skills, and attitudes necessary to maintain a school environment in which conflict and differences can be addressed in a manner characterized by respect and civility;
- implementation of strategies for the prevention of violent and/or antisocial behaviour, and use of intervention and supports for those who are at risk of, or have already engaged in, violent or antisocial behaviour;
- an understanding of, and commitment to, human rights principles; and
- an effective and timely response to incidents when they occur – one that respects the rights of victims and witnesses, as well as those of the alleged perpetrators.

Police play a vital role in supporting and enhancing the efforts of schools and their communities to be safe places in which to learn and to work. In addition to responding to and investigating school-related incidents, police are essential partners in the prevention of crime and violence.

It is the policy direction of the Ministry of Education and the Ministry of Community Safety and Correctional Services that school boards and police services work together to develop police/school board protocols so that both partners have a clear understanding of the respective roles, procedures, and decision-making authority of both police and school personnel as they relate to school safety.

The Ministry of Community Safety and Correctional Services guideline LE-044 on Youth Crime indicates that every police service's procedures on the investigation of offences committed by young persons should include the steps to be taken by officers, in accordance with the local police/school board protocol, when responding to school-related occurrences. The guideline also states that every chief of police, and the Commissioner of the Ontario Provincial Police (OPP), should work, where possible, with local school boards to develop programs for safe schools. Every chief of police and the OPP Commissioner should consider the need for a multi-agency strategy to prevent or counter the activities of youth gangs in the community, including working, where possible, with school boards, municipalities, youth and other community organizations, business, and the Crown.

In the development of this police/school board protocol, the school board and police services have considered all relevant legislation and policies, including, but not limited to, the:

- Bill 157 – Keeping Our Kids Safe at School Act,
- *Canadian Charter of Rights and Freedoms*,
- *Child and Family Services Act*,
- *Criminal Code of Canada*,
- *Education Act*,
- Equity and Inclusive Education Policy,
- *Freedom of Information and Protection of Privacy Act* (FIPPA),
- Ministry of Community Safety and Correctional Services' Guideline
- *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA),
- *Ontario Human Rights Code*,
- *Personal Health Information Protection Act, 2004*,
- *Police Services Act Provincial Offences Act* (specifically Part VI, "Young Offenders"), and
- *Youth Criminal Justice Act*,

- [Procedure 153: Emergency Response](#)
- [Procedure 325: Reporting Child Abuse](#)
- [Procedure 170: Communications and Media Relations](#)
- [Procedure 385: Community Threat Assessment Protocol](#)

## SIGNATORIES TO THE PROTOCOL

The Hastings and Prince Edward District School Board and this protocol is an agreement between: Belleville City Police Services; Quinte West Police Services; Ontario Provincial Police – Central Hastings Detachment; Ontario Provincial Police – Napanee Detachment; Ontario Provincial Police – Bancroft Detachment; Ontario Provincial Police – Prince Edward County Detachment; Stirling-Rawdon Police Services; and Trenton Military Police Services.

### 1. STATEMENT OF PRINCIPLES

The guiding principles upon which the terms of this agreement are based and which are relevant to the jurisdiction, include:

- the need to have a clear understanding of police and school responsibilities;
- the need to promote respect and civility in the school environment;
- the need to respect the fundamental rights of students, teachers, and staff pertaining to disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the *Ontario Human Rights Code*; and
- the need to support both rights and responsibilities of victims, witnesses and alleged perpetrators.

### 2. INTRODUCTION

- 2.1 Hastings and Prince Edward District School Board, in collaboration with Belleville Police Services, Napanee OPP, Prince Edward OPP, Central Hastings OPP, Quinte West OPP, Stirling-Rawdon Police Service, Bancroft OPP and Trenton Military Police Service believe that students, staff and members of the school community have the right to learn and work in caring, safe, respectful, inclusive and equitable learning and working environment.
- 2.2 To that end, this procedure outlines how Hastings and Prince Edward District School Board and local police services will co-operate with each other in their dealings with students and police-related investigations. Further, this procedure outlines the respective roles and responsibilities of the school board and the police for maintaining safe environments in schools, responding to incidents, and maintaining open lines of communication. The purpose of this procedure is to:
- assist in the greater safety and protection of students, teachers, principals, staff, and volunteers in schools;
  - encourage collaborative, consultative, ongoing, adaptive, and responsive partnerships between police and the school community to maintain a safe school environment;
  - facilitate appropriate sharing and disclosure of information in accordance with privacy laws, including FIPPA and MFIPPA;
  - ensure that the obligations and requirements of both the education and police systems are met;
  - ensure an equitable and consistent approach across the school board's jurisdictions in the way local police services and Hastings and Prince Edward District School Board's schools respond to a school-based occurrence.

### 3. ROLE AND MANDATE OF POLICE SERVICES

***In cases of exigent circumstances\*, the police will assume primary responsibility as may be necessary to ensure school safety.***

The role of the police services within the Hastings and Prince Edward District School Board is to:

- engage and work proactively in partnership with school officials to ensure the effectiveness of this protocol;
- protect public safety and prevent crime;
- enforce the *Youth Criminal Justice Act*, the *Criminal Code of Canada*, and other federal, provincial, and municipal legislation and related regulations;
- uphold the duties legislated under section 42 of the *Police Services Act*;
- assist victims of crime;
- conduct police and criminal investigations;
- assist in the development of young people's understanding of good citizenship;
- promote and foster the prevention and reduction of crime, both against and committed by young people;
- provide information on community safety issues;
- divert young people away from crime and antisocial behaviour; and
- work in partnership with other government and community-based organizations to support positive youth development.

### 4. ROLE AND MANDATE OF SCHOOL BOARDS

4.1 ***In cases of exigent circumstances, the police will assume primary responsibility as may be necessary to ensure school safety.***

4.2 The principal will have a role consistent with his or her statutory responsibility for the health and welfare of students and to maintain discipline in the school.

4.3 The role of principals, teachers, and school staff in the Hastings and Prince Edward District School Board related to caring, safe, respectful, inclusive and equitable learning environments is to:

- clearly explain Procedure 145: Code of Conduct, to the school community, and the potential reach of school discipline with respect to behaviours taking place outside of school that have a *negative impact on school climate\**;
- engage and work proactively in partnership with police officials to ensure the effectiveness of this protocol;
- comply with the requirements related to the duties of principals and teachers under the *Education Act* and regulations;
- consider the roles and responsibilities of the principal in conducting investigations of incidents for which *suspension\** or *expulsion\** under the *Education Act*, including the responsibility to take *mitigating and other factors\** into account, as set out in Ontario Regulation 472/07;
- comply with the requirements legislated under the *Child and Family Services Act* (e.g., "duty to report");
- respect and communicate Procedure 145: Code of Conduct, as required by the *Education Act* (s. 302);

- ensure that resources (e.g., Bullying Prevention and Intervention Resource Guide, Code of Conduct, Community Threat Assessment Protocol, Progressive Discipline and Promoting Positive Student Behaviour Resource Guide, Caring and Safe School's document, Positive Climate Chart and School Climate Survey) are accessible to assist school staff in promoting a positive school culture with students and parents;
- develop policies on how to respond to crises, including the development of a communication plan;
- ensure that appropriate prevention and intervention strategies are available;
- provide staff with opportunities to acquire the skills necessary to promote caring, safe, respectful, inclusive and equitable learning environments; and
- solicit input in the review of this protocol from stakeholders including but not limited to students, staff, parents, community agencies and partners.

## 5. REQUIRING POLICE RESPONSE

The following situations require mandatory reporting to police. For students under the age of 12, refer to Section 15. Note that mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police **must** be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

### 5.1 Mandatory notification of police

The police **must** be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- *sexual assault\**;
- *robbery\**;
- *criminal harassment\**;
- *relationship-based violence\**;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- *trafficking\** in weapons or in illegal drugs;
- possessing an illegal drug;
- *hate and/or bias-motivated occurrences\**;
- *gang-related occurrences\**; and
- *extortion\**.

### 5.2 Discretionary notification of police

Principals **may** notify police of the following types of incidents:

- being under the influence of alcohol or illegal drugs;
- incidents of bullying;
- incidents of vandalism;
- giving alcohol to a minor;
- physical altercations
- theft;
- *threats\** of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on; and
- trespassing incidents.

Principals should consider *mitigating and other factors\** when deciding whether to call the police in these discretionary situations.

(For students with special education needs, school boards should identify circumstances where a police response is neither necessary nor appropriate. *Refer to Section 14 below for further information on dealing with students with special education needs.*)

It is expected that all other school-related occurrences not specified in the protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion.

## 6. INFORMATION SHARING AND DISCLOSURE

6.1 A number of different statutes deal with information sharing and disclosure. These include federal legislation (the *Criminal Code of Canada*, the *Youth Criminal Justice Act*) and provincial legislation (the *Municipal Freedom of Information and Protection of Privacy Act*, the *Education Act*, and the *Child and Family Services Act*). In situations where federal and provincial laws are in conflict with each other, the federal law takes precedence.

### a) *Criminal Code of Canada*

The police can access a student's Ontario Student Record (OSR) and other student records, by warrant or subpoena, or with the written consent of a parent or of the student, if the student is 18 years of age or older. ***In exigent circumstances, the police can access the student's OSR without a warrant, under section 487.1.1 under the Criminal Code.***

#### **Release of school information by warrant or subpoena**

In criminal matters, if a school principal is served with a warrant requesting an Ontario Student Record or other records, the principal is obliged to comply with the warrant and will provide a copy of the OSR contents and other records as specified. The principal will contact the school superintendent for legal advice before releasing information. This should be done immediately upon receiving the warrant.

If a principal is personally served with a subpoena requiring his/her testimony in a criminal case, he/she is obliged to comply with the subpoena, attend court, and produce any records or documents, including the original Ontario Student Record file to court as specified in the subpoena.

In the event that a record or document is ordered by the court to be entered into evidence, **the principal should bring the original records or documents, plus three copies**, so the school board can request to retain the originals and provide copies to the court.

### b) **Other release of school information to police**

In the absence of a warrant or court order, principals should seek direction from the appropriate superintendent before releasing any information.

If the police are conducting an investigation for the purpose of law enforcement proceedings, the school principal shall, upon the request of police and pursuant to section 32(g) of the *Municipal Freedom of Information and Protection of Privacy Act*, release general information to the police officer including, but not limited to the following:

- I. name, address and phone number of the student or staff member;
- II. name, address and phone numbers of the parent or guardian of the student.

***In exigent circumstances, the police can access a student's Ontario Student Record file without a warrant, under section 487.1.1 of the Criminal Code.***

**c) Youth Criminal Justice Act (YCJA)**

The YCJA sets out the procedural requirements for dealing with young person's charged with offences. (Refer to Part 6 (ss. 110 to 129) of the YCJA, "Publication, Records and Information".)

There may be occasions when it is necessary for police to share confidential information with school officials. Section 119 of the YCJA provides the circumstances under which confidential information may be shared.

The following subsections of Part 6 are of particular relevance for police/school board protocols:

- subsection 110(1), which states that no person shall publish the name of the young person or any information that would identify the young person as a young person dealt with under the YCJA;
- subsection 111(1), which states that "no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person";
- subsection 118, which states that no person shall be given access to a record and no information in the record shall be given to any person, where to do so would identify the young person as being dealt with under the YCJA;
- subsection 125(1), which states that "[a] peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence";
- subsection 125(6), which permits a provincial director, youth worker, peace officer, or any other person engaged in the provision of services to young person's to disclose to a representative of a school board or school any information kept in a record under sections 114 to 116 of the YCJA if the disclosure is necessary:
  - to ensure compliance with an order made by the youth justice court for a young person released from custody to attend school;
  - to ensure the safety of staff, students, or other persons; or
  - to facilitate the rehabilitation of the young person.

**d) Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)**

This legislation regulates the collection and disclosure of personal information that is not related to the YCJA. As part of the local protocol, police services and school boards should develop a policy for the disclosure of personal information in situations under subsection 32(g) of the MFIPPA (i.e., "to aid an investigation undertaken with a view to a law enforcement proceeding ..."). Further information regarding the release of students' personal information can be found in the Office of the Information and Privacy Commissioner's *Guide to Ontario Legislation Covering the Release of Students' Personal Information*, at [www.ipc.on.ca/english/Resources/Discussion-Papers/Discussion-Papers-Summary/?id=495](http://www.ipc.on.ca/english/Resources/Discussion-Papers/Discussion-Papers-Summary/?id=495)

**e) Child and Family Services Act (CFSA)**

The *Child and Family Services Act* mandates that anyone who has reasonable grounds to suspect that a child is or likely will be a child in need of protection must report these suspicions to the Children's Aid Society. Section 72(1) - "Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect (a need for protection), the person shall forthwith report the suspicion and the information on which it is based to a society". All school and board personnel

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will follow the requirements as outlined in Procedure 325, Reporting Child Abuse. [Procedure 325: Reporting Child Abuse](#)

#### **f) Community Threat Assessment Protocol**

Hastings and Prince Edward District School Board will respond to all student behaviours which pose a potential risk to other students, staff and members of the community. It is hoped that early intervention measures by the school board and community team members will prevent school violence.

The effective implementation of the protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students who pose a risk for violence towards self and/or others will ensure that supportive and preventive plans are put in place.

The strength of this school board/community partnership lies in the multidisciplinary composition of the response team. Without delay the response team will share and review student information and the details of the threatening situation or evidence in order to collaborate effectively and make use of a broad range of expertise.

This collaborative process will respect the individual's rights to privacy and the safety of all.

The *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) as well as the *Personal Health Information Protection Act* (PHIPA) both provide exceptions for the release of information where there are imminent risks to health and safety. MFIPPA states "compelling circumstances affecting the health and safety of an individual..." (Part II, 32(h), MFIPPA).

Section 125(6), the *Youth Criminal Justice Act* (YCJA) enables information in a *Youth Criminal Justice Act* record to be shared, within the access period, with any professional or other person engaged in the supervision or care of a young person – including the representative of any school board, or school or any other educational or training institution only in limited circumstances. **Information may be shared to ensure the safety of staff, students or others, to facilitate rehabilitation of the young person or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.**

#### **6.2 Bomb Threats**

The principal or designate will:

- a)** Instruct anyone receiving a bomb threat to record the exact statement on the bomb threat report form. Terminology and expressions, whether the caller is male or female are all significant points to note. Be calm, be courteous, listen, and do not interrupt. Obtain as much information as you can. If possible, have someone monitor the call.

**b) IMPORTANT QUESTIONS TO ASK:**

- 1) When is bomb going to explode?
  - 2) Where is it right now?
  - 3) What does it look like?
  - 4) What kind of bomb is it?
  - 5) What will make it explode?
  - 6) Did you place the bomb?
  - 7) Why did you put it in the building?
  - 8) What is your name?
  - 9) What is your address?
- c) Trace call when caller hangs up: Implement 'call trace' by immediately dialing \*957 on the same line that call came in on.
  - d) Call 911 immediately.
  - e) Suspend use of all cell phones and 2-way radios immediately (potential for detonating some explosive devices).
  - f) The Director's Office is to be notified immediately. The school superintendent will notify Facility Services.
  - g) The principal will initiate a quiet search using resources as described in the school Emergency Procedures Plan; or, in some cases, the unusual nature of the call or threat may lead to immediate evacuation.
  - h) The principal will decide, in consultation with the police, whether or not to evacuate. In some situations, the Police may order an evacuation.
  - i) Guidelines for communication, evacuation, and non-evacuation should be found in the school copy of Procedure 153: Emergency Response.

**DESCRIBE CALLER'S VOICE:**

Calm	Nasal	Loud	Clearing throat	Whispering
Angry	Stutter	Laughter	Deep breathing	Soft
Excited	Lisp	Crying	Cracking voice	Ragged
Slow	Raspy	Normal	Disguised	Slurred
Rapid	Deep	Distinct	Familiar	Accent

1. *If voice is familiar, who did it sound like?* \_\_\_\_\_

2. *Exact wording of threat:* \_\_\_\_\_

**BACKGROUND SOUNDS:**

Street	Animals
P.A. System	Static
Voices	Music
Motors	House noise
Local	Office Noise
Booth	Long Distance
Train	Party sounds

**THREAT LANGUAGE:**

Well spoken (educated)
Foul
Irrational
Taped
Incoherent
Message read by threat maker

Time: \_\_\_\_\_ Date: \_\_\_\_\_ Sex of caller: \_\_\_\_\_

Accent: \_\_\_\_\_ Age: \_\_\_\_\_ Length of call: \_\_\_\_\_

Number at which call received: \_\_\_\_\_

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## 7. SCHOOL PROCEDURES FOR REPORTING TO POLICE

- 7.1 In emergency circumstances, reporting to police shall be done through 9-1-1.
- 7.2 In non-emergency situations that require police involvement, school staff should report the matter to the school principal or designate, who will initiate police contact with the police service in their area of the board.
- 7.3 When notifying the police of an incident, the caller should be prepared to provide the following information. Additional details may also be required:
- the caller's name and birth date, the school name and full address;
  - a description of the situation;
  - whether anyone is injured and the severity of the injuries; and
  - a safe route to the building and a safe entrance for police, where police will be met by the principal or designate (if it is safe to do so).
- 7.4 Refer to Appendix B regarding school lockdown procedures Procedure 153: Lockdown, Secure and Hold and Shelter in Place. [Procedure 153: Emergency Response](#)
- 7.5 Reporting procedures must comply with the "duty to report" provisions under the *Child and Family Services Act* by board and police personnel (Procedure 325). [Procedure 325: Reporting Child Abuse](#)

## 8. INITIAL POLICE CONTACT

- 8.1 ***Under exigent circumstances, or if the principal is being investigated, the officer is not required to follow the procedures set out below.***
- 8.2 The police officer who responds to a report of a school-related incident is responsible for obtaining and thoroughly documenting information on the incident. The officer is normally required to take the following steps:
- report to the principal, providing proper identification;
  - explain the purpose of the visit, and plan with the principal on how to proceed;
  - consider alternatives that limit the disruption to the school day;
  - obtain information from the principal about the student (e.g., regarding accommodation needs or barriers to communication) before making contact with the student; and
  - contact, or make arrangements with the principal to contact, parents of students under the age of 18 (see Section 12(a) below).
- 8.3 From time to time, it may become necessary and/or unavoidable to interview or apprehend a staff member on school property. If this occurs it is the intent of the Board to proceed as sensitively and unobtrusively as possible while co-operating with the police. The police may not always be able to discuss or disclose circumstances involving the investigation (including apprehension). *Where feasible, the police should attempt to contact the Director's Office prior to arriving at the school. school administration will contact the Director's Office at 613.966.1170 extension 2257, as soon as possible.*

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## 9. SCHOOL AND POLICE INVESTIGATION OF INCIDENTS

In the event that school administration are taking a statement while conducting an internal investigation and determine that a potential criminal offence has been committed (see mandatory list in section 7.1). The principal will cease the investigation and will contact police.

If it is necessary for the police to interview or apprehend a staff member on school property see Section 9.3.

While it is important that the principal not do anything to prejudice the police investigation, it is also important that the police recognize and respect the principal's obligations under the *Education Act*. Under the Act, a school board's decision regarding expulsion of a student must be made within 20 school days from the date when the student was suspended. When possible, the police will share information with the principal that may be relevant to that decision.

Police investigations should be undertaken in accordance with the local police service's criminal investigation management plan and, where required, with the *Ontario Major Case Management Manual*.

The principal will inform police of any logistical information about the school (e.g., the hours of the school day and class rotation schedules) that may be relevant to the investigation process.

Police services will endeavour to work within these logistical considerations in order to minimize the disruption to the school.

### a) Legal rights

In the investigation of school-related incidents where a young person is a suspect, particular attention should be given by the principal and police to procedures that are consistent with the following provisions:

- parental notification upon arrest (s. 26, *Youth Criminal Justice Act*);
- right to counsel (s. 25, *Youth Criminal Justice Act*);
- right not to make a statement (s. 146, *Youth Criminal Justice Act*);
- and protection of privacy (s. 110, *Youth Criminal Justice Act*).

### b) Search and seizure

The *Canadian Charter of Rights and Freedoms* (Section 8) states that "Everyone has the right to be secure against unreasonable search and seizure".

The Supreme Court of Canada in *R. v. M.R.M.* (1998) and the Ontario Court of Appeal in *R. v. J.M.G.* (1986) have stated that a Principal, who has reasonable grounds to do so, may conduct a search of a student or his/her possessions in carrying out his or her duties to maintain order and discipline in the school.

It is the responsibility of the principal or vice-principal to advise the students at the beginning of the school year that desks and lockers are school property and there is no expectation of privacy on the part of the students; therefore, a search of such property is permissible by the school administrator. In this case, the principal or the vice-principal is acting under the authority of the *Education Act* to maintain proper order and discipline in the school, and not as an agent of the Police

Where investigations involve search and seizure, the police and the principal should pay particular attention to the following procedures and responsibilities:

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- procedures to be followed in personal and premise searches, in accordance with the Ministry of Community Safety and Correctional Services' Guidelines LE-011 on search of premises, and LE-012 on search of persons, and relevant federal legislation;
  - roles and responsibilities of police and school personnel in conducting searches of persons or property;
  - the police will notify the principal before conducting searches on school premises. **(Under some exigent circumstances, police may execute a search without a warrant and without notice to the principal.)**

### c) Detainment and arrest

Where investigations result in detainment and/or arrest, the police and the principal should pay particular attention to the following procedures and responsibilities:

- procedures to be followed in the detainment and/or arrest of suspects, in accordance with the Ministry of Community Safety and Correctional Services' Guideline LE-005 on arrest and the *Youth Criminal Justice Act*;
- roles and responsibilities of police and school personnel in the event of a suspect being arrested or detained on school property;
- legal grounds for police to demand entry (e.g., for weapon and drug searches, to arrest a person wanted for an indictable offence, or to save lives); and
- requirements to be followed under the *Youth Criminal Justice Act* when a young person is arrested and detained, including who is responsible for discharging specific obligations (e.g., the notification of parents under s. 26 of the Act). See section 12(a), "Notification of Parents".

### Under direction from the police

There may be times when the police will direct the principal not to contact the parents of a charged or arrested student, for example:

1. the parents are the suspects of a crime about which the student is being interviewed;
2. contacting the parents could interfere with the police investigation.

### d) Supports for victims

It is important that police and the principal be aware of the following procedures and responsibilities with respect to providing support for victims:

- procedures consistent with the Ministry of Community Safety and Correctional Services' Guideline VA-001 on victims' assistance;
- roles and responsibilities of police and school personnel, such as:
  - the obligation that the principal inform the parents of victims who have been harmed as a result of an activity for which suspension or expulsion must be considered unless, in the principal's opinion, doing so would put the victim at risk of harm from the parents (*Education Act*, s. 300.3(1) and O.Reg. 472/07); and
  - the requirement that all board employees who work directly with students are expected to support all students, including those who disclose or report such incidents, by providing them with contact information about professional supports (e.g., Child and Youth Counsellors, public health units, community agencies, Help Phone lines);
  - the development of a Victim Support Plan (refer to [Form 378-0 – Victim Support Plan](#)).
- notice to victims of the services available to them and other considerations, such as:
  - police services for victims;
  - student support services;
  - services offered by other municipal, community, and social service agencies, including legal services;
  - access to information; and
  - confidentiality of victim and witness identity (s. 111, *Youth Criminal Justice Act*);

- procedures for information sharing and community referrals.

## 10. POLICE INTERVIEWS OF STUDENTS

10.1 General procedures, requirements, and considerations related to police interviews of students include the following:

- the need for the principal to make reasonable efforts to contact parents as soon as possible before the interview (see also Section 12(a), “Notification of Parents”, below);
- the completion of form F325-2 [Police Visits to Schools](#), (refer to Page 9 of 11);
- the requirement that a parent/legal guardian, third-party adult, or the principal, if no alternative is available, be present when students under the age of 18 are being interviewed at school;
- the requirement, in cases where a student aged 12 to 17 waives the right to have an adult present at the interview, that the police and the principal consider the most appropriate location for conducting the interview and take steps to ensure that the student’s rights and privacy are respected during the interview;
- factors to consider in determining the most appropriate time and place to conduct a student interview;
- consideration regarding accommodation of supports needed for students with special education needs; ie; interpreter, time to respond, visuals;
- the responsibility of police to conduct interviews related to criminal investigations of incidents that involve students as alleged perpetrators, victims, or witnesses;
- procedures for including the local children’s aid society (CAS) in a joint interview if the child is suspected to be in need of protection;
- roles and responsibilities of police in interviewing students, as set out in the local police service’s procedures for interviewing witnesses, victims, and suspects;
- the need for school personnel to assist police in making the required preparations (e.g., securing a quiet room and establishing a time for the interview);
- the need for police to consult with the principal to consider alternatives for conducting interviews at a location other than the school; and
- the need for police to act in a manner that respects the dignity of the student and minimizes disruption to the school when it is necessary to interview, search, or arrest a student at school during school hours.
- once parent permission is granted the principal shall provide the police with access to the student. A private room will be made available for such interviews to ensure confidentiality for students and parents
- if the parent refuses to grant permission for the student to be interviewed by the police at the school, the principal will request that the police conduct their interview off school property
- if the parent of the student under 18 years of age do not wish to attend the school, or the school is unable to contact the parent within a reasonable amount of time, the principal shall be present during any interview of the student held at the school provided the student agrees to their attendance
- if a student expresses his/her right not to have the principal present, the police will be requested to conduct their investigation off school property. The principal and the police will document the details.

### a) Notification of parents

***Except in exigent circumstances***, it is the principal’s responsibility to contact parents of:

- victims who have been harmed as the result of an activity for which suspension or expulsion must be considered, unless, in the principal’s opinion, notification of the

parents would put the student at risk of being harmed by the parents. If that is the case, the parents must not be contacted (*Education Act*, s. 300.3(3));

- students receiving a suspension (*Education Act*, s. 311);
- all other students being interviewed by police during an investigation, except:
  - if the principal is otherwise directed by police because of exigent circumstances or where the police believe the parent may be implicated;
  - if the student is 18 years of age or older (unless the student consents to or requests such contact or is incapable of providing consent); or
  - if the student is 16 or 17 years of age and has withdrawn from parental control (unless the student consents to or requests such contact or is incapable of providing consent).

If CAS is involved, school and police officials should discuss and come to agreement with the CAS regarding the timing, procedure as well as the party responsible for notifying the parents.

If a student is detained or arrested, the police will notify his or her parents unless the student is 18 years of age or older. The parents **should not** be contacted if the police determine that doing so may endanger the safety of the student or another person or the integrity of an investigation. In such cases, the student will be advised that he or she may contact another adult person.

#### **b) Preparation for interviews**

Procedures and considerations related to preparing for interviews include the following:

- determining whether circumstances allow for the interview to be conducted at the student's home or another location rather than at school, in view of the stigma and the potential impact on the student;
- evaluating the need for specialized resources where a student is known to have mental health needs or special education needs (see Section 14 below);
- determining the methodology of the interview;
- deciding which officer will take the lead in conducting the interview, if more than one officer is interviewing;
- arranging for the audio/videotaping of interviews and statements, and meeting the requirement for police to inform the interviewee that the conversation is being recorded; and
- determining the need for an interpreter (e.g., a language interpreter, an interpreter for a student who is deaf or hard of hearing) and/or for information to be provided in an alternative format (e.g., Braille for a student who is blind or has low vision).

#### **c) Conduct of interviews**

Procedures and considerations related to conducting interviews include the following:

- the need for police officers to employ appropriate techniques when interviewing children and young persons;
- the requirement that police follow the *Guide to Officers for Section 146 Youth Criminal Justice Act Statements* (see Appendix C);
- the requirement that police provide, upon arrest or detention, a legal caution and notification of the right to counsel where there are reasonable grounds to believe that the student being interviewed has been involved in the commission of a criminal offence;
- taking into account legal considerations respecting the admissibility of statements made to persons in authority (s. 146(2) of the *Youth Criminal Justice Act*);
- involving the local children's aid society in the interview process, which is recommended when an interview involves a child who may be in need of protection; and

- the requirement that an adult be present throughout the interview, except when the student can waive and has waived the right to have an adult present. Best efforts must be made to have the student's parent(s) or another adult of the student's choice present. In circumstances when this cannot be done, the principal must attend the interview.

## 11. REPORTING OF CHILDREN SUSPECTED TO BE IN NEED OF PROTECTION

### Procedure 325: Duty to report

- 12.1 In situations where a teacher, school administrator or any other district staff member has reasonable grounds to suspect that a child may be in need of protection, that person shall immediately report the suspicion and the information on which it is based to a children's aid society (CAS).
- 12.2 A staff member does not need to be sure that a child is or may be in need of protection to make a report to the CAS.
- 12.3 The staff member must make the report directly to a children's aid society, and must not rely on anyone else to report on his or her behalf. The duty to report cannot be delegated to or assumed by anyone else, including a principal or vice-principal, professional support staff member or senior administrator. The individual may request the presence of a support person while making a report to the CAS.
- 12.4 The *Child and Family Services Act* recognizes that persons working closely with children have a special awareness of the signs of child abuse and neglect and a particular responsibility to report their suspicions. Because of this, the *Act* makes it an offence for those who perform professional duties with respect to children to fail to report. If a teacher, principal or other board personnel fails to report information about the abuse or neglect of a child, where the information on which that suspicion is based was obtained in the course of professional duties, he or she is liable on conviction to a fine of up to \$1000.
- 12.5 The duty to report child abuse or neglect overrides obligations under other legislation. A person with professional duties must report that a child is or may be in need of protection even when the information is considered to be confidential. A person who is a member of the Ontario College of Teachers must report on suspected sexual abuse of a student by another member of the College. There is no need to provide the other member of the College with a copy of this adverse report or any information about the report, as is usually required under the *Regulation Made Under the Teaching: Profession Act*, subsection 18 (1).
- 12.6 No action for making a report about suspected child abuse or neglect shall be instituted against the person making the report, unless the person acted maliciously or without reasonable grounds for the suspicion.
- 12.7 The duty to report is an ongoing obligation. If a person has made a report about a child to a children's aid society and has additional reasonable grounds to suspect that the child is or may be in need of protection, that person must make a further report to the CAS.
- 12.8 The legal duty to report suspected abuse to the CAS under the *Child and Family Services Act* applies when alleged victims are under the age of 16 or were under the age of 16 when the alleged abuse occurred.

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### 13. STAFF MEMBERS DO NOT INVESTIGATE

- 13.1 School personnel must not probe for evidence or conduct an investigation regarding the suspicion or disclosure about child abuse. Staff members may question the student only to clarify the nature of the complaint. With younger children who have disclosed abuse, it is especially important to draw them out gently or they may refuse to speak about the issue to the CAS workers or anyone who could help.
- 13.2 It is not the staff member's responsibility to prove the validity of a suspicion or a disclosure. School personnel must avoid interfering with the investigative process. The social workers at the children's aid society will evaluate each situation individually to determine if a child is in need of protection, and if so, how to best protect the child.

For additional information, refer to the document *Reporting Child Abuse and Neglect*, developed by the Ministry of Children and Youth Services, which is available at [www.children.gov.on.ca/htdocs/English/topics/childremsaid/reportingabuse/index.aspx](http://www.children.gov.on.ca/htdocs/English/topics/childremsaid/reportingabuse/index.aspx).

### 14. INVESTIGATIONS INVOLVING STUDENTS WITH SPECIAL EDUCATION NEEDS

- 14.1 School administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment. They are obliged to report incidents to police as outlined in Section 6 of this document. However, in investigations that involve a student known to have special education needs, additional considerations must be taken into account by school personnel and police.
- 14.2 Additional considerations to be taken into account when an investigation involves a student (or students) known to have special education needs, who may be identified as having an exceptionality in any of the following categories: behaviour, communication, intellectual, physical, or multiple. Such considerations include:
- the responsibility of the school to communicate to the police that a student is known to have special education needs or communication difficulties;
  - the requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation;
  - the need to ensure that the student's parent is contacted as soon as possible, **except in exigent circumstances** or where the police believe the parent may be implicated in the incident.
- 14.3 In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student, such as an interpreter, hearing aids, visual communication system, additional time to respond, assistance to understand and/or communicate. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

### 15. OCCURRENCES INVOLVING STUDENTS UNDER AGE 12

- 15.1 In cases where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined in Section 7 (above) for reporting incidents to the police. Children under 12 cannot be charged with an offence under the Criminal Code of Canada, *Youth Criminal Justice Act*, or the *Provincial Offences Act*, but

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police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support.

15.2 The principal is required to conduct an investigation of an incident for the purpose of school discipline – for example, where a recommendation for suspension or expulsion may be required – regardless of the age of the students involved. When responding to occurrences involving students under the age of 12, principals must consider :

- the requirement to notify the child's parent as soon as possible, **except in exigent circumstances** or where the police believe the parent may be implicated in the incident;
- the authority police have to take reports, make referrals to additional services (e.g., health/counselling), and conduct interviews;
- the circumstances under which there is a duty to report children suspected to be in need of protection to the local children's aid society: *Required Elements for a Local Police/School Board Protocol 19 under subsection 72(1) of the Child and Family Services Act* (e.g., when there is evidence of abuse or neglect, or the risk thereof; when the child has committed serious acts and the child's parents are not accessing appropriate treatment); and
- the requirement to provide accommodations and/or supports for students with special education needs, as outlined in their IEPs.

The role of the child protection agency when responding to violent incidents involving children up to the age of 12 is mandated by *The Child and Family Services Act* (See Section 37, Subsection (2)(j)(k)). Children who injure or threaten to injure others may have to be reported to the Children's Aid Society/Family and Children's Services and the child may subsequently be determined as a child in need of protection under *The Child and Family Services Act*.

The Children's Aid Society/Family and Children's Services play an important role in violence prevention and intervention. They are able to:

- consult with staff on behalf of children who display violent behaviour or serious misconduct;
- meet with police and educators to assist children under twelve who exhibit violent behaviours;
- intervene with families when children exhibit violent, disruptive behaviour at school and in the community and in particular where the parent is unwilling or unable to support the child;
- develop a service plan including commitments (e.g., Community Threat Assessment Protocol) from other community resources to assist in meeting the needs of the child and his/her family;
- work with other community resources for support of the child and family;

## 16. SCHOOL BOARD COMMUNICATION STRATEGY

Hastings and Prince Edward District School Board is committed to fostering positive relationships and effective communication within the education system and with the community at large. The director of education is responsible for maintaining effective and consistent channels of communication with all stakeholders in the district.

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## PRIMARY SPOKESPERSONS

- 16.1 The director of education, as the chief executive officer of Hastings and Prince Edward District School Board, or designate, is the district's primary spokesperson in all situations where a comment or response from the administrative perspective is required.
- 16.2 In each school building, the principal is the primary spokesperson, unless the situation merits system representation.

## 17. COMMUNICATIONS PROCEDURES

- 17.1 All communications between the education system and the community shall endeavour to be accurate, clear, concise and timely to ensure that all stakeholders have access to relevant information as promptly as possible.
- 17.2 Release of any information shall comply with current legislation.
- 17.3 All communication shall identify the source and the date of release.
- 17.4 The district and each school shall provide to its respective community, on a regular basis, information that reflects the integration of home, school and community to improve educational opportunities.
- 17.5 The district and each school shall provide to stakeholders information that reflects current trends in education.
- 17.6 The district and each school shall provide to stakeholders information that is necessary to build a sense of pride in the success of program and projects established by the school or the system.
- 17.7 Communications shall support district goals as described in the Achievement in Motion for Student Success System Plan and the responsibilities as set out in existing legislation and contracts.
- 17.8 The staff is encouraged to communicate on a regular basis with students, other staff members and parents regarding plans, programs and projects. Communication regarding the progress of students shall conform to district and Ministry of Education standards.
- 17.9 Stakeholders in the school community are encouraged to become involved and support school programs and students in a variety of appropriate ways.

Hastings and Prince Edward District School Board will promote knowledge and understanding of the contents of this procedure as well as consistency in its application. Key targets of the communication strategy are students and their families who need to be aware of the range of situations in which police may be called (including any criminal activity involving students that takes place away from school, if that activity has a negative impact on school climate).

***In exigent circumstances, the police services will take the lead in communications in cooperation with the Director's Office.***

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## 18. PROTOCOL REVIEW PROCESS

- 18.1 A review of the local protocol shall be conducted every two years, or sooner if required. The review is conducted by the local police services and the school board, through but not limited to: the Safe Schools Advisory Committee, the Police Protocol Administrator Work Group, Special Education Services, Special Education Advisory Committee (SEAC), Parent Involvement Committee, Hastings Children's Aid Society and community partners.

## 19. SCHOOL/POLICE ROLE IN VIOLENCE PREVENTION

- 19.1 Hastings and Prince Edward District School Board and the local police support a coordinated and multifaceted approach on the part of the school board and police in an effort to promote positive behaviour and prevent school violence. The Board and school Codes of Conduct and Procedure 378: Student Discipline Bullying Prevention and Intervention, identify supports with respect to implementing violence-prevention and Growing with Character in schools. School response officers play a significant and valued role in supporting collaborative and preventative strategies with respect to safety in HPEDSB schools.
- 19.2 School boards and principals should develop, promote, and maintain strong partnerships with police and seek to benefit from their support in the implementation of the school's violence-prevention policies, particularly where those policies pertain to addressing the risk factors associated with antisocial, gang-related, or criminal behaviour. In a closely cooperative relationship, police may also offer support in a consulting role, to assist school personnel in determining appropriate action when dealing with violent behaviour and to explain the procedures for police investigations.
- 19.3 Police work in partnership with schools and other community agencies to administer crime-prevention programs that focus on areas such as peer mediation, conflict resolution, referral to appropriate community resources (e.g., those providing counselling or mentoring services, drug awareness and education programs, or support for seeking employment or housing), and Crime Stoppers.
- 19.4 Working from a crime-prevention perspective, police can play an important role in the school community, which presents extensive opportunities for employing the strategy of "crime prevention through social development" (CPSD). CPSD involves preventing and reducing crime by identifying and addressing the risk factors associated with crime and victimization. Police use proactive measures that focus on the factors that precipitate the onset of criminal and antisocial behaviour.
- 19.5 CPSD recognizes that the intersection of multiple and complex social, economic, health, and environmental factors may lead to criminality. CPSD involves long-term, sustainable, multi-agency, integrated actions that deal with the risk factors (e.g., mental health issues, certain types of behavioural issues, involvement in the criminal justice system, victimization/abuse) that can start a young person on the path to crime, and build protective factors (e.g., strong adult role models, enhanced self-esteem, effective personal coping skills and strategies) that may mitigate those risks.
- 19.6 Strategies that schools can use to help prevent violence include Procedure 378: Student Discipline, Bullying Prevention and Intervention, [Procedure 378: Student Discipline, Bullying Prevention and Intervention](#)

- helping students develop social skills, self-regulation, responsibility and conflict-resolution skills;
- administering and analysing school climate surveys with Safe Schools Teams and using data to identify and address needs
- using Threat/Risk Assessment strategies;
- implementing Restorative Practices;
- proactively identifying students at risk and giving them extra support;
- using progressive discipline to teach and encourage appropriate behaviour in the school;
- viewing each student as an integral and contributing member of the school community;
- demonstrating, by example and leadership, and promoting equitable and inclusive processes that students' human rights are to be respected; and
- encouraging students to return to the school community after involvement with the criminal justice system, and supporting them in the process (Child and Youth Counsellor's, Expulsion Program, Alternative Suspension programs).

19.7 Strategies that police can use to help prevent violence in schools include:

- developing positive partnerships with all members of the school community, including parents;
- being visible within the school community;
- being a positive adult role model for students;
- establishing positive relationships with children and youth;
- making referrals based on the best interest of the students;
- helping deliver educational sessions on crime and criminal justice issues;
- being part of an integrated, multi-agency team that can respond to children and youth at risk of conflict with the law;
- facilitating communication and cooperation with school officials, Youth Justice Probation Services, other police officers, courts, and other social services; and
- supporting students as they return to the school community after involvement with the criminal justice system.

19.8 The local police/school board protocol is one component of a broader partnership between schools and other essential community partners, including mental health providers, health care professionals, and children's aid societies that is dedicated to violence prevention in Ontario schools.

## 20. PHYSICAL SAFETY ISSUES

20.1 The school board may consult with police about possible alterations to the physical space of its schools (e.g., lighting, building design, landscaping) in order to enhance the safety of students, staff, and teachers, and where such support is available, provide relevant details in the protocol.

20.2 When requested, police services may work in cooperation with local schools to assess the physical safety of the school premises, including the building and outdoor areas. In all cases, final decisions about alterations rest with the school board, including the responsibility to carry out any desired work.

## 21. RISK-ASSESSMENT SERVICES

- 21.1 Incidents of violence in schools are often preventable through early intervention in response to threatening behaviour, or non-threatening but worrisome behaviour. Taking steps to identify at-risk students through early and ongoing assessment and intervention strategies may reduce the need for disciplinary action and police interventions. A multi-agency approach to threat/risk assessment can be a highly effective means of preventing and managing situations that could otherwise negatively affect the safety of students and/or school staff.
- 21.2 Hastings Prince Edward District School Board and its community partners have developed the Community Threat Assessment Protocol to address threat making and worrisome behaviour which allows for the sharing of information and makes a collective and timely response possible.
- 21.3 In addition, local police services, have access to Threat Assessment Units that may be considered as an additional support. Boards may contact their local police services, who may assist in obtaining the required services.

## 22. EMERGENCY PLANNING AND THREATS TO SCHOOL SAFETY

- 22.1 Procedure 153: Emergency Response, includes *Shelter in Place, Secure and Hold and Lockdown\** procedures in keeping with school board and ministry policies. This procedure is available at: [Procedure 153: Emergency Response](#)
- 22.2 The Emergency Response Plan is shared with police services.
- 22.3 The *Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario*, issued in June 2009 by the Ministry of Education and the Ministry of Community Safety and Correctional Services and included in this document as Appendix B, specifies two mandatory components, as follows:
- All publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.
  - A minimum of two lockdown drills must occur each school year.

## 23. TRAINING

- 23.1 School board and police services will collaborate to provide joint training on the local police/school board protocol to their respective staff on an annual basis.
- 23.2 To improve collaboration between local police services and schools:
- training will be based upon effective/leading practices; and
  - where possible, the training will be delivered by police and school board personnel.

**Legal References:**

- *Youth Criminal Justice Act*,
- *Criminal Code*,
- *Police Services Act*,
- *Canadian Charter of Rights and Freedoms*,
- *Ontario Human Rights Code*,
- *Provincial Offences Act* (specifically Part VI, “Young Offenders”),
- *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA),
- *Ministry of Community Safety and Correctional Services Guidelines P. 10*
- *Freedom of Information and Protection of Privacy Act* (FIPPA),
- *Child and Family Services Act*,
- *Personal Health Information Protection Act, 2004*,
- *Education Act*, and
- *Equity and Inclusive Education Policy*.

**District References:**

- *Administrative Procedure 145: District Code of Conduct and School Codes of Conduct*,
- *Administrative Procedure 153: Emergency Response*,
- *Administrative Procedure 170: Communications and Media Relations*,
- *Administrative Procedure 325: Reporting Child Abuse*,
- *Form 325-2 – Police Visits to Schools*,
- *Administrative Procedure 378: Student Discipline Bullying Prevention and Intervention*,
- *Form 378-0 – Victim Support Plan*, and
- *Administrative Procedure 379: Behaviour Management Safety Plan*.
- *Administrative Procedure 543: Use of Video Surveillance Cameras*

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## APPENDIX A GLOSSARY

The purpose of this glossary is to explain some terms used in this procedure or in local protocols. The definitions provided here relate only to usages in the context of this document and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the *Criminal Code of Canada*, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself.

**criminal harassment.** Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

**exigent circumstances.** Urgent, pressing, and/or emergency circumstances. Exigent circumstances usually exist when immediate action is required for the safety of the police or others. Such circumstances may include a bomb threat, a person possessing or using a weapon, or a fire on school property.

**expulsion.** The removal of a student from his or her school or from all schools of the board. Students expelled only from their school are assigned to another school of the board. Students expelled from all schools of the board must be offered a program for expelled students. Activities for which expulsion must be considered are found in section 310(1) of the *Education Act*. An example is using a weapon to cause or to threaten bodily harm.

**extortion.** The use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

**extra-judicial measures.** Measures used by police to hold a young person accountable for his or her alleged criminal behaviour, in a timely manner, outside the formal youth justice system. The formal system would include charging the individual and going through the court process. Extra-judicial measures hold a youth accountable for his or her actions and provide sanctions outside of judicial proceedings. Some examples of sanctions include substance abuse counselling, volunteer work, repair of or compensation for damaged or stolen property, and a letter of apology.

**gang-related occurrences.** Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

**hate- and/or bias-motivated occurrences.** Incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are willfully intended to promote or incite bias or hatred against such a group.

**lockdown.** A procedure used in response to a major incident or threat of violence within the school, or in relation to the school. (See Appendix B for details.)

**mitigating and other factors.** Circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07 (quoted below):

2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person ...

**Other factors**

3. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
  - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
  - ii. whether appropriate individualized accommodation has been provided, and
  - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**negative impact on school climate.** A possible result of inappropriate activities or behaviours, whether those activities/behaviours occur inside or outside the school. Actions or behaviours that occur outside school may still have a negative impact on school climate. For example, cyber-bullying often occurs outside school, but if it targets individual students and causes them to be afraid to come to school, it is having a negative impact on school climate.

**parent/legal guardian.** A person legally entrusted with the care of, and managing the property and rights of, another person, usually a child/youth who is under the age of 18. For the purposes of Part XIII of the *Education Act*, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are considered to be adults.

**possession of drugs.** Having a controlled substance (e.g., a drug or narcotic, as set out in the *Controlled Drugs and Substances Act*) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

**relationship-based violence.** Any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within a current or past intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may comprise a single act of violence, regardless of the level of physical injury, or a number of acts forming a pattern of abuse through the use of assaultive and controlling behaviour.

**robbery.** The use of violence or threats of violence to steal money or other property from a victim.

**sexual assault.** Any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of

force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

**suspension.** The removal of a student from his or her school and all school-related activities for a minimum of one school day to a maximum of twenty school days. Activities for which suspension must be considered are found in subsection 306(1) of the *Education Act*. An example is possessing alcohol or illegal drugs.

**threats.** Any statement, act, or communication, by any means, including electronic means, of intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

**trafficking.** Assisting in any manner with the distributing of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.

**weapon.** Any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

DRAFT



**Hastings and Prince Edward  
District School Board**

**Program and Human Resources  
Committee Report No. C-4  
Page 1  
September 19, 2011**

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

**To:** The Chair and Members of the Program and Human Resources Committee  
**From:** Mandy Savery-Whiteway, Superintendent of Education, Human Resources Support Services  
**Re:** **2010-2011 Suspension and Expulsion Data**

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**Purpose**

To provide and review suspension and expulsion data for the 2010-2011 school year.

**Background**

As part of the Aim System Plan, Action Plan 3 in the Success for Each Student goal states that Hastings and Prince Edward District School Board will “establish processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive 21<sup>st</sup> Century schools”. Suspension and expulsion data is part of the system wide review of many sources of data that is completed on an ongoing basis to provide information to guide decision making.

**Current situation**

Suspension and expulsion data for the 2010-2011 school year has been collected and compiled and analysis of trends and patterns has begun.

**Appendices**

2010-2011 Suspension and Expulsion Data (to be distributed)

For information only.

Respectfully submitted,

**Mandy Savery-Whiteway  
Assistant Superintendent of Education  
Human Resources Support Services**