



Hastings and Prince Edward District School Board

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

Chair of the Board: Carl Pitman

Director of Education: Kathy Soule

Safe Schools Advisory Committee PUBLIC MEETING MINUTES

Tuesday, June 7, 2011 – 9:30 am to 12:30 pm

Present: Mandy Savery-Whiteway, Assistant Superintendent of Education, Safe Schools, Shelley Steele, Safe Schools Team Supervisor, Wendy Sutherland, Safe Schools Team, Todd Reid, Safe Schools Team, Bill Edwards, ETFO-HAPE-OTL, Pierre Martin, VP – ETFO, Karen Chow, HAPE-OTL, Marion Moon, OSSTF, Heather Seres, Principal, Erna Sorensen, Curriculum Services, Kelly Towers, Attendance Counselor, Maribeth deSnoo, Learning Foundation

Regrets: Thelma Goodfellow, Trustee, Alana Deubel, Centre Hastings OPP, Kim Guthrie, Prince Edward OPP, Liane Woodley, Principal, Emily Tetzlaff, Student Trustee, Ken Manderville, System Principal, Student Success, Matt Norton, ITS Senior Officer.

Minutes: D. Burshaw

Welcome and Introductions

Mandy Savery-Whiteway welcomed everyone to the meeting and expressed appreciation to the committee for their support. Members introduced themselves noting their agency/organization representation.

Update on AiM - Achievement in Motion System Plan - Mandy Savery-Whiteway, Assistant Superintendent of Education, Safe Schools

Mandy Savery-Whiteway referred to the AiM System Plan, DRAFT year 2, 2011-2012. She talked about the three main criteria for the Plan.

1. System Goal – Success for each Student
2. System Goal – Employee Excellence and
3. System Goal – Community Connections.

She addressed each of the System Goals and talked about the responsibilities associated with each goal. 1. Success for Each Student. The Hastings and Prince Edward District School Board has a sense of duty to fulfill commitments. We take ownership for our own thoughts and actions. We are reliable and accountable in words and actions. 2. Employee Excellence. 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. 3. Community Connections. We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions. 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. We value ourselves,



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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.

Safe and caring Schools/School Climate Surveys (discussion)

Shelley Steele, Safe Schools Supervisor and Wendy Sutherland, Safe Schools team member talked about the Ministry's guiding principal on Safe and Caring Schools. The Ministry recognizes that all students require a caring and safe environment and individualized support in order to learn and develop their potential, and stay in school. Over the years, the ministry has taken a number of initiatives to assist schools in meeting these requirements. The present document is intended to serve as a practical resource for superintendents, principals and vice-principals, to help them address issues to student behavior both through instruction and interventions tailored to individual student needs and through ongoing efforts to build and maintain a caring and safe school culture. They explained that this document sets out a framework that system and school leaders may use this to strengthen schools' ability to provide a caring and safe environment, in which responses to behavior issues are shaped by informed consideration of students' needs and circumstance. While the ideas and strategies outlined are appropriate for use with all students, the focus of this document is on the particular circumstances of students with special education needs. A full day of training for Principals was held on March 24, 2011.

Shelley Steele explained about **School Climate Surveys**. She said that over the past two years, the Ministry of Education School Climate Surveys have been used in schools in the district with support from our internal survey tool to implement the surveys and to summarize the results. She explained that the Ministry of Education has revised the School Climate Surveys to reflect changes in the legislation with respect to Bill 157 *Keeping our Kids safe at School Act* and the Equity and Inclusive Schools Initiative. Schools are required to implement anonymous School Climate Surveys every two years and to work with their Safe Schools Teams to develop school improvement plans to address the results of the surveys. Surveys were conducted over the past year and summarized. Work will be continuing to analyze that data at a system level, provide data to schools and plan ahead for the implementation of the survey again in the fall of 2012.

Equity and Inclusive Education

Cathy Portt, System Principal, welcomed the committee and thanked them for their ongoing support. She said the Ministry of Education had established policy guidelines for Equity and Inclusive Education in Ontario schools. The AiM System Plan, under Success for Each Student, establishes processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive 21st Century schools. This includes a focus on increasing awareness and professional development in the area of equity and inclusive education. In addition, the Community Culture and Caring Goal in the Board Improvement Plan for Student Achievement (PIPSA) is that: *Our students will see themselves as contributing citizens to a caring, safe, respectful and inclusive classroom, school and global community.*

She let the committee know that an Equity and Inclusive Education brochure and a request for religious accommodation for students letter is being developed for parents/guardians to provide information



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about support for students. Principals will be asked to review this and return any comments/suggestions they may have. Copies of this brochure is expected to be implemented by this coming September, 2011.

Draft Police Protocol

Mandy Savery-Whiteway explained to the committee that new Ministry requirements are in place with regard to police protocols between school boards and local police services. In January 2011 a training session was held in Toronto for school boards and police personnel. 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. A working committee has been established along with members from all local police services. The team is working very hard on implementing this new protocol by the end of this summer. The new protocol must be in place by September 2011.

CTAP update

S. Steele, Safe Schools Team Supervisor, briefly outlined the CTAP protocol and gave an overview of the process used to identify indicators for those at risk and the intervention plans put in place to support students. Threat/risk assessment definitions were reviewed along with community partner involvement in the threat assessment intervention process in cooperation with Board personnel. All schools have identified in-school Threat Assessment Teams to assist with students if a threat is determined. She indicated that the Limestone District School Board is a great supporter of the CTAP process and the Board is approximately a year ahead of HPEDSB in their implementation. School personnel and partner agencies are continuing to be trained in the Kevin Cameron training and those who have been trained are involved in 'train the trainer'.

Restorative Practices update

Shelley Steele, Sue Howard and Heather Seres stated the main object of restorative practices is to learn to manage conflict and tension and to strengthen relationships – the idea is to move away from punishing. Child and Youth Counselors were trained in 2001 and since 2007, 300 to 400 personnel have been trained as facilitators. The focus is to build upon relationships and to open up the lines of communication. Restorative practices will help students feel connected to their school and to each other.

A marketing brochure has been created and a working group is being established to develop a framework. Training is open to community agencies. Upcoming November, 2011 training dates are scheduled and another training session will possibly take place in April, 2012.

Suspension/Expulsion update

Shelley Steele, Wendy Sutherland and Todd Reid gave an overview of the suspension/expulsion program. If students are expelled from all schools, in the board, the board offers them academic and



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additional supports to promote positive behavior in a program for expelled students. When students complete the program, they may return to school, or explore other educational pathways. They explained the difference between suspension versus expulsion. Expulsions do not have a time limit. Expelled students are removed from school for an indefinite time period. Students are suspended first while an expulsion is being considered. The principal does not expel students but can recommend expulsion to the school board. Only the school board can expel students.

Overview Bullying Awareness Week

It was noted that last year's Bullying Awareness Week was November 15 – 19, 2010, this year's Bullying Awareness and Prevention Week is November 14 – 18, 2011. Schools are already underway with plans and activities at each site. This includes the Education Centre. Discussions will continue about purchasing and supplying promotional items. Last year pencils and buttons that read "Be Kind To Me" were distributed to all schools.

Adjournment

Mandy Savery-Whiteway thanked everyone for their input and dedication to this very worthwhile committee. They will be notified of an upcoming meeting in 2011/2012. The meeting adjourned at 12:15 p.m.