4TH REPORT OF THE
COMMUNITY SAFETY AND CRIME PREVENTION
ADVISORY COMMITTEE

Meeting held on April 24, 2008, commencing at 12:25 p.m.

PRESENT: L. Steel (Chair), J. Bennett, B. Brock, L. Demelo, M. Murton, S. Polhill and H. Lysynski (Secretary).

ALSO PRESENT: R. Black, A. Mak and D. Szpakowski.


I YOUR COMMITTEE RECOMMENDS:

Safety Patrollers – Ottawa Jamboree

1. That, in accordance with Council Policy 5(16A), paragraph 19, which indicates that funding of third party individuals, organizations or groups by an Advisory Committee of the Municipal Council whose mandate and budget does not explicitly provide for the granting of monies to third parties under identified parameters be subject to a recommendation by the subject Advisory Committee to the appropriate Standing Committee for review and recommendation to the Municipal Council, the amount of $3,350.00 to support the transportation of the children to the Ottawa Safety Patrollers' Jamboree BE APPROVED for expenditure from the Community Safety & Crime Prevention Advisory Committee's (CSCP) 2008 Budget; it being noted that this is the last year of the Ottawa Safety Patrollers' Jamboree and there are sufficient funds available in the CSCP’s budget for this purpose.

Terms of Reference

2. That the Terms of Reference for the Community Safety & Crime Prevention Advisory Committee BE AMENDED to include youth representation from the Thames Valley District School Board and the London District Catholic School Board as non-voting representatives.

II YOUR COMMITTEE REPORTS:

Bill 212, An Act to Amend the Education Act in Respect of Behaviour, Discipline and Safety

3. That the Community Safety and Crime Prevention Advisory Committee (CSCP) heard the attached presentation and received the attached communications from T. Nugent, Acting Superintendent of Education, London District Catholic School Board, with respect to Bill 212, An Act to Amend the Education Act in Respect of Behaviour, Discipline and Safety.

3rd Report of the CSCP

4. (1) That the Community Safety and Crime Prevention Advisory Committee (CSCP) received and noted its 3rd Report from its meeting held on March 27, 2008.

Update on Police Activities

5. (2) That the Community Safety and Crime Prevention Advisory Committee (CSCP) heard a verbal presentation and received the attached statistics from R. Black, London Police Services, with respect to the Police Statistics for the month of March, 2008. The CSCP was advised by R. Black that the London Police Services and Union Gas are hosting a seniors barbeque on May 14, 2008 from 11:30 a.m. to 1:00 p.m. at the Kiwanis Seniors Centre and that any members from the CSCP that wish to volunteer at the barbeque are encouraged to do so; it being noted that the proceeds from the barbeque are going to the "Santa For Seniors" program.

Update on Fire Activities

6. (3) That the Community Safety and Crime Prevention Advisory Committee (CSCP) received the attached statistics from J. Wever, London Fire Services, with respect to the Fire Statistics for the month of March, 2008.

London Block Parent Reports

7. (4) That the Community Safety and Crime Prevention Advisory Committee (CSCP) heard a verbal presentation and received the reports from the London Block Parent Program meetings held on December 13, 2007 and February 12, 2008. The CSCP was advised by B. Brock that the transition from
the old Block Parent sign to the new Block Parent sign has been labour intensive and that the 40th Anniversary banquet was well attended; it being noted that the four founding members of the London Block Parent Program were in attendance at the banquet.

8. (5) That the Community Safety & Crime Prevention Advisory Committee (CSCP) heard a verbal presentation from M. Murton with respect to the success of the Neighbourhood Watch London Annual General Meeting and its 25th Anniversary banquet.

9. That the Community Safety & Crime Prevention Advisory Committee (CSCP) held a general discussion with respect to holding a Community Safety Week in 2008. The CSCP discussed the following:

(a) undertaking the role of an umbrella group for various events and activities that are being undertaken by different organizations and community groups during a Community Safety Week;

(b) having well-known presenters such as Lieutenant Colonel Grossman and Dr. K. Leitch (see attached “Reaching For the Top” information as prepared by Dr. K. Leitch);

(c) ensuring that seniors issues are incorporated in the events;

(d) establishing a link between students and seniors in the community (ie. students raking seniors’ leaves); and

(e) ensuring that all aspects of the community are incorporated;

It being noted that L. Steel and B. Brock will report back on this matter at the next meeting of the CSCP.

10. That the Community Safety & Crime Prevention Advisory Committee (CSCP) received the attached communication from J. Tomlinson with respect to pedestrian injury rates in London.

11. That the Community Safety & Crime Prevention Advisory Committee (CSCP) will hold its next meeting on May 22, 2008.

The meeting adjourned at 1:30 p.m.
Safe Schools Strategy

Overview
Overview

Context


• The Student Success and Literacy/Numeracy Strategies all work to improve student achievement in a safe, inclusive environment:
• Evidence has shown that the following are key to improving student learning and keeping students in school:
  – Prevention and early intervention strategies;
  – Improved access to professional resources for students;
  – Training for principals, teachers and other staff;
  – Engaging parents and community partners;
  – Providing programs and supports for students who have been suspended or expelled
Key Components

- Professional Supports - annual funding
- LDCSB - $257,168 for programs and resources
  $117,485 for support staff
- Programming - to offer programs for students on long term suspension and expelled students
- Bullying Prevention Strategy - to continue implementation of the strategy, including teacher and administrator training on bullying prevention
- Training of teachers and principals - to increase ability and knowledge to recognize, identify and provide strategies to help address behavioural issues earlier
What's New?

- Legislative Amendments: The Education Act, as amended by the Education Amendment Act (Progressive Discipline and School Safety), 2007 more effectively combines discipline with opportunities for students to continue their education.

- Provincial Code of Conduct and School Board Codes of Conduct (PPM 128 revised) aligns the Provincial Code of Conduct with legislative changes and requires boards to align their codes of conduct with the Provincial Code.

- Progressive Discipline and Promoting Positive Student Behaviour (PPM 145) - provides direction to boards on the development and implementation of board policies on progressive discipline.
What's New?

- Bullying Prevention and Intervention (PPM 144) - provides direction to boards on the development and implementation of board policies on bullying prevention.

- Programs for Expelled Students and those on Long-term Suspension - (PPM 141 & 142) provides direction to boards on the development and implementation of these programs.
Legislative Changes - Suspensions - Summary

- Extends the right to discipline to include actions taken off school property and outside school activities where the activity has an impact on the school climate;
- "Bullying" added to the list of infractions for which suspension must be considered; a provincial definition is provided;
- Removes the terms "mandatory" and "discretionary";
- Defines suspension as no less than one school day and no more than 20 school days;
- Requires principals take into account mitigating and other factors when considering whether to suspend a student, including duration;
- Requires boards to offer programming to students who are suspended; and
- States that all suspensions are appealable to the school board.
Suspension/Appeal of Suspension

- A person entitled to appeal can do so within 10 school days of the beginning of the suspension.

- A board will contact every person entitled to appeal the suspension and inform them that the board had received the notice of the intention to appeal.

- A board shall hear the appeal within 15 school days of receiving notice.

- The board must comprise a minimum of three trustees.
Suspension Pending Expulsion

- When a student is on a suspension pending expulsion, the principal must conduct an investigation to determine whether to recommend expelling the student.

- If the principal decides to recommend that the student be expelled, he or she shall prepare a report that contains the following:
  - A summary of findings
  - A recommendation as to whether the student should be expelled from his or her school only or from all schools of the board.
• A recommendation as to:

  – The type of school that might benefit the student, if the student is expelled from his her school only or,

  – The type of program for expelled students that might benefit the student if the student is expelled from all schools of the board.
Expulsion - Expulsion Hearing

- The expulsion hearing shall be conducted in accordance with the requirements established by board policy.
- Students have a right to be present and to make a statement on their own behalf.
- The board shall consider the submissions of each party, and shall solicit the views of each party.
- The board shall take any mitigating or other factors into account when considering expelling a student.
Expulsion - Board Notice That Student Expelled

- If the board decides to expel the student, notice must be provided promptly to all parties containing the following:
  - Reason for the expulsion;
  - Whether the student is expelled from his/her own school or all schools of the board;
  - Information about the school or program for expelled students to which the student is assigned; and
  - Information about the right to appeal.
Expulsion - Appeal of Expulsion

- Expulsions are appealable to a designated tribunal.
Legislative Changes - Expulsions -

Summary

• Removes the terms “mandatory” and “discretionary”;
• Gives only boards the power to expel students;
• States that students can be expelled from one school or from all schools of the board:
  – If expelled from a school, the student is assigned to another school of the board.
  – If expelled from all schools, the student is assigned to a program for expelled students.
  – All expulsions are appealable to a tribunal as specified in the Regulation; and
  – Elimination of limited and full expulsions.
School board Programs for Students on Long-Term Suspension and Expelled Students
Policy/Program Memoranda No. 141 & 142

Context:
The Education Act, as amended by the Education Amendment Act (Progressive Discipline and School Safety), 2007, requires school boards as of February 1, 2008, to:

• Provide at least one program for expelled students; and
• Provide at least one program for long term suspended students.
The Student Action Plan

- A Student Action Plan (SAP) must be developed for each student who makes a commitment to attend a board program for students on long term suspension or a program for expelled students.

- SAP Components
  Academic Component
  Ensures that:
  • expelled students have the opportunity to continue their education;
  • students on a long-term suspension maintain their regular academic course work.
  Must follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an Individual Education Plan (IEP).
SAP Components

- Non-academic Component
  - Assists students in the development of long-term positive attitudes and behaviours;
  - Identifies services and supports that students may require (e.g. anger management, substance abuse counselling, career counselling, etc.).
Program for Students on a Long-Term Suspension or Expulsion

Micah's Place

"Create a culture where the weakest among us are honoured."
Jean Vanier, When Faith Meets Pedagogy, 2007
“Create a culture where the weakest among us are honoured.”
Staff

- Social Worker - Mary Barton
- Social Skills Assistant - Cameron Newell
- Teacher – Justin Sherwood
- Program Superintendent - Tamara Nugent

Program Operation

- Monday—Friday according to the school calendar
- School Hours individually determined
- 30 minute on-site lunch provided by the student
- Responsibility for transportation to and from the Program arranged by student/family

To access Micah’s Place:
Contact your child’s Principal or Vice Principal

For more program information contact:
Mary Barton, MSW, RSW
School Social Worker
Email: m.barton@lcsdb.on.ca

Address: 396 Clarence Street,
London, Ontario
N6A 3M7

Phone: (519) 435-0228
Voicemail: (519) 663-2088 Ext 30795
Fax: (519) 435-0920

Support for Students on Long-Term Suspension or Expulsion

“This is what Yahweh asks of you:
only this, to act justly, to love tenderly,
and to walk humbly with your God.”
Micah 6

MISSION STATEMENT
To serve the Catholic student
in a community that nurtures a living faith
and provides a quality Catholic education
that enables the individual
and becomes a contributing member
of the Church and Society.

Wilma de Rond
Director of Education

John Ferris
Chair

LONDON DISTRICT
Catholic School Board
Program for Students on Long-Term Suspension or Expulsion

Eligibility:
- Voluntary program
- Available to students suspended six or more days and expelled students
- Open to all grade levels

Intake:
- Contact home school Principal or Vice Principal to indicate interest in attending
- A planning meeting will be scheduled to establish academic and other goals
- Student, parents, school and Program staff attend

Program Goals and Expectations

The Board is committed to fostering safe, caring, inclusive, Christ centered learning environments. Students entering Micah’s Place will gain knowledge, skills and insight to enable a successful return to their home school.

Students will learn:
- increased self awareness
- increased responsibility to self and others
- increased sense of direction
- increased self-advocacy

Students will be expected:
- To make a written commitment of participation in the Program
- To demonstrate respect for self and others
- To demonstrate the ability to participate without compromising the safety of themselves or others
- To comply with the Code of Conduct

Program Components

There will be both academic and non-academic program components at Micah’s Place. The staff will use a strengths based approach drawn from current research to promote positive behaviours. The student’s strengths will be identified as the basis of change. Both components will be developed collaboratively with student/parent and school team to ensure individual needs are addressed.

Academic
- Designed to ensure student maintains academic course work
- Student works independently with teacher support

Non-academic
- Focuses on strengths and abilities while promoting responsibility for actions
- Promotes the development of positive relationships, decision-making and resistance skills, self-control and advocacy
- Connects to community resources
An Information Guide for Parents

Creating Safe, Caring, Inclusive Christ-Centred Schools

Wilma de Rond
Director

John Ferris
Chair

April 2008
Our Belief

London District Catholic School Board’s (LDCSB) initiative to create safe, caring, inclusive, Christ-centred communities is rooted in our Catholic identity, and informed by the Education Act.

The London District Catholic School Board believes that:

The following principles form the cornerstone of all school discipline and that their practice must be evident to all in this Catholic school system:

Respect for the dignity of the individual
Justice with love
Freedom with responsibility

Our Vision of School Safety

London District Catholic School Board is committed to working with schools, parishes, families and the community to provide a positive learning environment that is safe, engaging, faith-based and academically challenging. We know that students learn best within an inviting school culture supported by caring and committed staff. Our school communities, immersed in the Gospel of Jesus, and filled with his Spirit, are committed to the values of compassion, acceptance, forgiveness and reconciliation. We acknowledge that a safe and respectful environment is the fundamental right of all who attend our Catholic schools. We are committed to working tirelessly to ensure this right.

The London District Catholic School Board gratefully acknowledges the London District Catholic School Council for sponsoring the printing and distribution of this guide.
SAFE SCHOOLS POLICIES

Progressive Discipline and School Safety (Bill 212), enacted February 1, 2008, requires all school boards in Ontario to revise their policies to reflect the Ministry's shift from a punitive approach to discipline to one that is more positive and life-giving. This renewed focus is a welcomed message in the LDCSB as it aligns with our philosophical approach to creating safe, caring, inclusive and Christ-centred school communities. The complete text of the LDCSB Safe School Policies is available at www.ldcsb.on.ca. The excerpts that follow highlight key messages:

Safe Schools
- All shall be held to the highest standards of Catholic behaviour.
- The dignity and well-being of every member of the school community are acknowledged and respected.
- Healthy relationships in the context of Catholic community shall be highly valued.
- Programs and training shall foster respectful climates and compassionate service.
- Preventative, educative and disciplinary measures shall be implemented in the spirit of Christian discipleship.
- Belief in the transformative potential of individuals, and the power of God’s grace, shall be widely proclaimed.

Code of Conduct
All system personnel share responsibility with parents, the parish team and the community for creating an environment and attitude conducive to the academic, spiritual, social, aesthetic, and physical development of students to enable them to live and contribute as responsible Catholics.

Bullying Prevention Policy
LDCSB prohibits bullying in all its forms and considers it a serious offence against the dignity of persons created in God’s image.

Progressive Discipline Policy
LDCSB supports the comprehensive and consistent use of a progressive discipline approach. The aim of school discipline is to develop in students an acceptance of just authority and concern for the common good in the implementation of the Code of Conduct.
A SHARED RESPONSIBILITY

Principals play an important leadership role by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring the communication of local codes of conduct includes a communication plan that outlines how these standards will be made clear to the entire school community, including school communities who have a significant number of parents whose first language is not English; and
- providing an example of respect and civility for all members of the school community. Under the provisions of the Education Act, principals are responsible for suspending students and for referring expulsions to the school board in appropriate circumstances.

Principals have a duty to maintain proper order and discipline within the school. Local codes of conduct are a key component of that duty.

Teachers and other school staff serve as role models and uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibility of citizenship and to be followers of Christ.
Students are expected to fulfill the Ontario Catholic Graduate Expectations and live the Gospel message by:

- coming to school prepared, on time, ready to learn, and with assignments completed;
- showing respect for himself or herself, for others, and for those in authority;
- refraining from bringing anything to school that may compromise the safety of others;
- following the established rules and taking responsibility for his or her own actions;
- adhering to the teachings of the Roman Catholic Church;
- exercising self-discipline;
- accepting such discipline as would be exercised by a kind, firm and judicious parent;
- being courteous to fellow pupils and obedient and courteous toward teachers;
- showing respect for school property;
- complying with their school dress code and uniform policy; and
- understanding and complying with the Board's Code of Conduct, "For the Good of All".

Parents educate their children and support the school staff when they:

- are actively engaged in their child's learning, social development and faith development;
- regularly engage in two-way communication with their child's teacher(s) and support staff;
- read and familiarize themselves with information provided by the school regarding Ministry, Board, and School Policies;
- support and model behaviour outlined in the Provincial, Board and School Code of Conduct by demonstrating respect for all students, staff, volunteers, other parents and members of the community;
- ensure that their child attends school regularly and on time;
- work with the school community to prevent, address, and correct discipline issues involving their child.
SCHOOL RESPONSE TO CHALLENGING BEHAVIOURS

**Principle of Discretion (See Bill 212)**
- No mandatory suspensions or expulsions.
- All suspensions and expulsions are discretionary, since the infraction must always be considered in the context in which it occurred.

**Three Factor Analysis**
In assessing challenging behaviours and determining an appropriate course of action (whether at the classroom, school or board level), the Ministry of Education mandates that these three criteria apply:
- whole child
- whole situation
- requirement for broad consultation

**Each Case is Unique**
This individualization of discipline means that "one size does not fit all" and that the principal, faculty and staff shall carefully consider the histories of the students involved before determining consequences and providing supports. Particular attention shall be paid to the personal factors and circumstances around the incident.

**Mitigating Factors**
Bill 212 underscored the requirements of the Education Act to consider the following mitigating factors before suspension or expulsion. LDCSB schools shall continue to be vigilant in applying these mitigating factors:
- student's ability to control his/her behaviour;
- student's ability to understand the foreseeable consequences of his/her behaviour;
- whether the student's on-going presence is a risk to others.

**Other Factors**
Bill 212 has also added to the list of mitigating factors whether or not:
- progressive discipline was used;
- the behaviour was a reaction to harassment;
- how suspension/expulsion may affect student's education;
- how the incident relates to the student's IEP or special needs of the student (see Bill 212 Reg. 472/07 for details).
GUIDE TO SUSPENSIONS & EXPULSIONS

Bill 212 Changes to Note:
1. Teachers no longer have authority to suspend.
2. Only principals have the authority to suspend.
3. Principals cannot expel students. Expulsions are decided by a committee of five trustees at the board-level.
4. Parents may appeal a suspension or expulsion in writing within 10 days of the suspension/expulsion notice. The first step in the appeal process is a review.
5. The Board must schedule a hearing within 15 school days after receipt of the appeal.
6. 1-5 day suspensions: School must provide homework.
7. 6-10 suspensions: Student Action Plan must include student access to regular school work.
8. 11-20 suspensions: Student Action Plan must include student access to regular school work and opportunity to participate in a non-academic program with interventions and supports.

The LDCSB offers a program for students on long term suspension (6-20 days) or expulsion. Contact your school to learn more about our program at Micah’s Place.

BULLYING PREVENTION AND RESPONSE
1. Bill 212 adds bullying to list of possible suspendable offences.
2. All LDCSB schools shall have a Safe School Team (or previously designated committee) that will implement a comprehensive whole school approach to bullying prevention and intervention strategies.
3. All members shall contribute to creating and maintaining safe caring schools free from bullying.

BULLYING DEFINITION:
"Bullying is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance."
PPM no. 144, Ministry of Education, 2007
HOW PARENTS CAN HELP

1. Keep communication lines open between you and your child, and home and school. Many problems can be anticipated and avoided by vigilant parents who observe, discuss, and report changes in their child's attitude and behaviours.

2. Let your child know that school safety is everyone's business. Remind them that all of us have a responsibility to look out for the well-being of others (students, faculty and staff) by putting a stop to violence in its many and subtle forms by:
   - living out Gospel values in everyday life;
   - treating everyone with respect and kindness;
   - refusing to remain silent when others are being hurt;
   - speaking up for the weak and vulnerable;
   - safely reporting incidences of violence or disrespect to an adult who can help;
   - accepting responsibility for one's actions;
   - recognizing bullying and refusing to participate.

3. Explain to your child that disciplinary measures at school will not look the same for everyone; "Fairness" is not "sameness." Remind them that infractions of the Code of Conduct will be handled differently from person-to-person and from situation to situation. Every case will be individually assessed.

4. Impress upon your child that discipline is a purposeful aspect of the shared responsibility undertaken by caring adults at home and at school. From our Catholic perspective, discipline is a positive thing, an educative tool meant primarily to teach and transform, not to punish.

5. Parents also play a supportive role through representation on local Catholic School Councils and participation in establishing and maintaining the school's Code of Conduct and Safe Schools Policy.
MONTHLY REPORT TO THE COMMUNITY SAFETY & CRIME PREVENTION ADVISORY COMMITTEE
Julianne Wever, Public Fire & Life Safety Educator

Statistical Information

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Personnel Distribution

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REACHING FOR THE TOP
Healthy Children & Youth

Dr. K. Kellie Keitch
Executive Summary

"This Report is all about helping children to be healthier, so that they can live better, happier, more productive lives."
Numerous education initiatives in consumer product safety have been initiated at the HECS branch. These initiatives include window covering awareness, the lead risk reduction strategy, and toy safety. In addition, awareness programs, product safety programs and household chemical safety programs have been developed. There are educational programs as well as education bulletins and website items available to educate consumers. These are all excellent initiatives; however, few parents are aware of these tools and how to utilize them. Public education and promotion programs are important, and are being developed, but a better strategy to increase parental, child, and youth awareness is needed. It is recommended that a National Injury Prevention Strategy, which incorporates these initiatives with improved social marketing, be developed and implemented so that Canadian children and youth can benefit from the work already being done at the Public Health Agency of Canada and Health Canada.

Other successful education and awareness building initiatives which could be built upon include:

A. SAFETY VILLAGES FOR SAFETY EDUCATION

One mechanism for educating parents and children are safety villages. Many safety villages are being developed across the country — all in an effort to educate children in a “real life” environment. By simulating hazardous environments that children must react to, they learn the best and safest behaviour in case a real life hazard occurs. One outstanding example of this type of safety education is being conducted by the YMCA in London, Ontario through their Children’s Safety Village.

In partnership with NGOs, and community organizations, the federal, provincial and territorial governments should support the creation of safety villages in all major urban centres in Canada and pilot a “safety farm” in a rural centre.
Contact information for request for London pedestrian injury rates

Tanya Charyk Stewart, BSc MSc
Injury Epidemiologist & Data Specialist, Trauma Program, London Health Sciences Centre/Children’s Hospital
Adjunct Research Professor, Dept of Surgery, Schulich School of Medicine & Dentistry
Rm E1-129, 800 Commissioners Road East, P.O. Box 5010
London, Ontario N6A 5W9

Original Request to LHSC on behalf of CSCP from Jan Tomlinson

- Original request to LHSC Trauma Program was for pedestrian injury statistics for London

Response from LHSC to request

- They replied back as follows:
  - "We don't provide specific data regarding pedestrian injuries.
  - We have done some pedestrian injury analyses in pediatrics (including mapping the location of injuries on hospitals), and would also like to continue this work in adults.
  - Need to discuss exactly what data CSCP looking for but to make it more useful to us, and committee LHSC require the MVC data from the city.
  - "Have access to LHSC data, but it is the city's data of all MVC that would provide the most useful data on where all pedestrian injuries are occurring and then prevention strategies are required to help deal with this issue."

LHSC request of CSCP:

- Exactly what data CSCP would like(type of pedestrian injuries, what age groups
- Endorsement by the CSCP committee that LHSC share London share MVC data from the past 3-5 years depending on availability with LHSC Trauma Program Epidemiologist, Tanya Charyk Stewart, supporting the LHSC Trauma Program request for the data for their advisory committee. This in turn is hoped to move forward LHSC’s request for the data required to complete mapping pedestrian injuries in London and assist CSCP with future recommendations on planning action.
- Any help with LHSC getting the city’s MVC data would be most appreciated

Timelines to produce injury statistics and maps for CSCP Advisory Committee:

- London Health Sciences Trauma Program can start working at pulling statistics in May.
- The end date will depend on specific requests for information from CSCP, what data LHSC is able to pull, and for the mapping, Jason’s (UWO) availability.
GeoMapping of Paediatric MVC Injuries in London – an example of what can be generated

Tanya Charyk Stewart has been working with a team on injury mapping issues. Team includes Tanya (epidemiologist from LHSC), an intensivist/clinician scientist (Dr. Douglas Fraser) and a geography expert/urban developer (Dr. Jason Gilliland). Tanya presented the map at the Trauma Association of Canada meeting on April 3rd, 2008. Please share with the Community Safety & Crime Prevention Advisory Committee. Please note that this information remains in DRAFT and is not for distribution beyond the committee membership at this point in time.

Attached you will find a map of London that highlights severe paediatric MVC injuries in London, treated at Children’s Hospital from 2006. Jason Gilliland (Director of Urban Development Program at UWO) produced this map (his notes to further explain the slide are included below the slide in the notes section) in partnership with Tanya Charyk Stewart of the LHSC Trauma Program. Tanya presented the map at the Trauma Association of Canada meeting on April 3rd, 2008. Please share with the Community Safety & Crime Prevention Advisory Committee. Please note that this information remains in DRAFT and is not for distribution beyond the committee membership at this point in time.

Their mapping team (Tanya Charyk Stewart, Dr. Gilliland and Dr. Fraser) would be happy to expand these analyses beyond childhood injuries to all pedestrian injuries, but would need access to all MVC data from the city, not just the child population.

LHSC History of Request to London Police

- have contacted the police, who sent Tanya on to John Lucas, Manager, Transportation Planning and Design, as they have all of the MVC data electronically in a database and the police do not.
- LHSC still do not have a strong commitment to release the data to us (it still needs tweaking...but it is Tanya Charyk Stewart's understanding is this is just with their mapping software and we do not require this).