



# Policy and Program Committee Meeting

Monday, January 13, 2025

6:30 p.m.

Norfolk Room, Education Centre

## AGENDA

### A - 1 **Opening Call to Order**

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) Welcome/Land Acknowledgement

*The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.*

### B - 1 **Approval of the Agenda**

*"THAT the Policy and Program Committee agenda be approved."*

### C - 1 **Approval of the Minutes**

- \* *"THAT the Minutes of the Policy and Program Committee, dated December 2, 2024, be approved."*

### D - 1 **Business Arising from Minutes and/or Previous Meetings**

#### E - 1 **New Business - Program**

- (a) [Specialized Services Program Report](#) (L. Thompson) (I)
- \* (b) Safe and Inclusive Schools Report 2023-24 - Suspensions, Expulsions and Exclusions (P. Ashe) (I)
- \* (c) Draft School Year Calendars 2025-26 (R. Vanerrebroeck)

#### **Recommended Motion:**

*"THAT the draft School Year Calendars 2025-26 be forwarded to the January 27, 2025, Regular Board meeting for approval."*

- \* (d) Grand Erie - Conestoga College Partnership (R. Vanerrebroeck) (I)
- \* (e) Secondary Transitions Report (K. Graham, R. Vanerrebroeck) (I)
- \* (f) Literacy Skills Course Update Report (K. Graham) (I)
- \* (g) Grand Erie Learning Alternatives (GELA) 2023-24 Annual Report (K. Graham) (I)
- \* (h) Indigenous Land-Based Learning Course Bundle Update Report (K. Graham) (I)
- \* (i) Lacrosse Report (K. Graham) (I)
- \* (j) Cricket Report (L. Munro) (I)
- \* (k) Health and Safety Report 2023-24 (J. Tozer) (I)

#### F-1 **New Business - Policy**

#### G - 1 **Adjournment**

*"THAT the Policy and Program Committee meeting be adjourned."*

#### H - 1 **Next Meeting Date:** March 3, 2025

Learn

Lead

Inspire



# Policy and Program Committee

Monday, December 2, 2024

Norfolk Room, Education Centre

## MINUTES

**Present:** Committee Chair: S. Gibson, Trustees: R. Collver B. Doyle, T. Sault, C.A. Sloat, C. VanEvery-Albert, L. Whiton

**Administration:** Director: J. Roberto, Superintendents: P. Ashe, K. Graham, L. Munro, L. Thompson J. Tozer, R. Vankerbroeck, J. White, R. Wyszynski, Executive Assistant: C. Dero, Recording Secretary: K. Ireland-Aitken

**Guests:** J. Bell, General Legal Counsel, C. Nielsen, Legal Counsel, M. T. Howell

**Visiting Trustee:** G. Anderson

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

(b) **Declaration of Conflict of Interest** - Nil

(c) **Welcome /Land Acknowledgment Statement**

Chair S. Gibson called the meeting to order at 7:15 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: B. Doyle

Seconded by: T. Sault

THAT the Policy and Program Committee agenda be approved.

**Carried**

C - 1 **Approval of Minutes**

**October 21, 2024**

Presented as printed.

Moved by: L. Whiton

Seconded by: C. VanEvery-Albert

THAT the Minutes of the Policy and Program Committee meeting dated October 21, 2024, be approved.

**Carried**

D - 1 **Business Arising from Minutes/Previous Meetings** - Nil

E - 1 **New Business - Program**

(a) **Review of Secondary Programming at Tollgate Technical Skills Centre**

Presented as printed.

In response to a question, it was noted that a review of Specialized Services programs occurs annually for all schools, and transitions and interventions will continue for all students at Tollgate Technical Skills Centre outside of this process.



## Policy and Program Committee

Monday, December 2, 2024

Norfolk Room, Education Centre

### MINUTES

F - 1 **New Business – Policy** - Nil

G - 1 **Adjournment**

Moved by: L. Whiton

Seconded by: R. Collver

THAT the Policy and Program meeting be adjourned at 7:46 p.m.

**Carried**

H - 1 **Next Meeting Date:** January 13, 2025

Draft



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Peter Ashe, Superintendent of Education  
**RE:** **Safe and Inclusive Schools Report 2023-24 – Suspensions, Expulsions and Exclusions**  
**DATE:** January 13, 2025

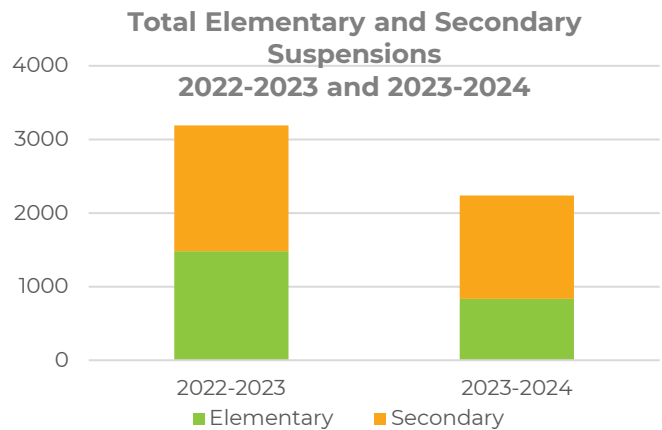
## Background

The Grand Erie District School Board (Grand Erie) encourages positive behaviour and promotes healthy relationships and social-emotional development among all students. Progressive discipline is an essential anti-oppressive, anti-racist, and inclusive component of this approach. Further, Grand Erie recognizes that the suspension, expulsion or exclusion of a student are possible steps in this support process and may be required, when mandated or warranted, to ensure the safety of all members of the school community.

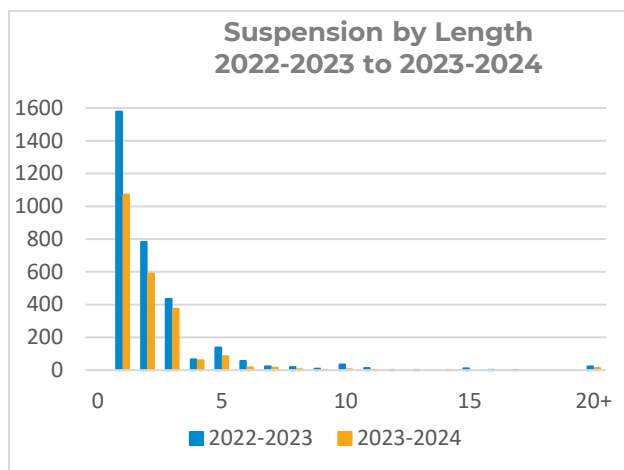
### 1.0 Overall Suspension Data

From September 5, 2023, to June 27, 2024, a total of 2223 suspensions were issued to Grand Erie students, with 829 suspensions being applied to elementary students, and 1394 suspensions to secondary students. Compared to the 2022-2023 school year, suspensions in Grand Erie in the 2023-2024 school year changed as follows:

- decreased by 44% for elementary students
- decreased by 21% for secondary students
- decreased by 32% overall.



Subsets of suspension data on marginalized students were not sufficiently large enough to ensure the confidentiality of individual students in reporting. However, it should be noted that Safe and Inclusive Schools (SIS) staff worked closely with appropriate system staff and community supports to provide marginalized students with strength-based and culturally relevant interventions.



### 1.1 Suspension Data by Length of Suspension

The lengths of suspensions received by Grand Erie students decreased in 2023-2024 for suspensions of all lengths. More specifically:

- 1 day suspensions decreased by 32%
- 1-5 day suspensions decreased by 27%, and
- 6-20 day suspensions decreased by 65%

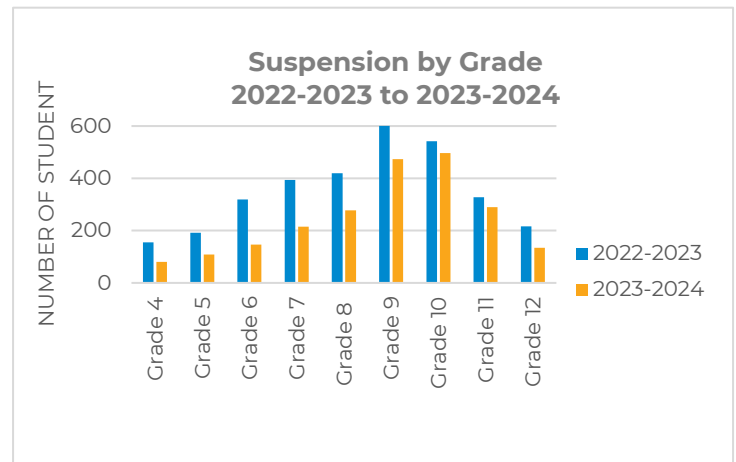
The reduction in longer suspensions indicates a decrease in the occurrence of more significant infractions, which lead to suspensions of greater length.



### 1.2 Suspension Data by Grade

The pattern of distribution of suspensions across grades remained relatively consistent from 2022-2023 to 2023-2024. In general, the number of suspensions, by grade, increases from Grade 4 until reaching their most frequent in Grade 9 and 10, before declining in Grade 11 and even more so in Grade 12.

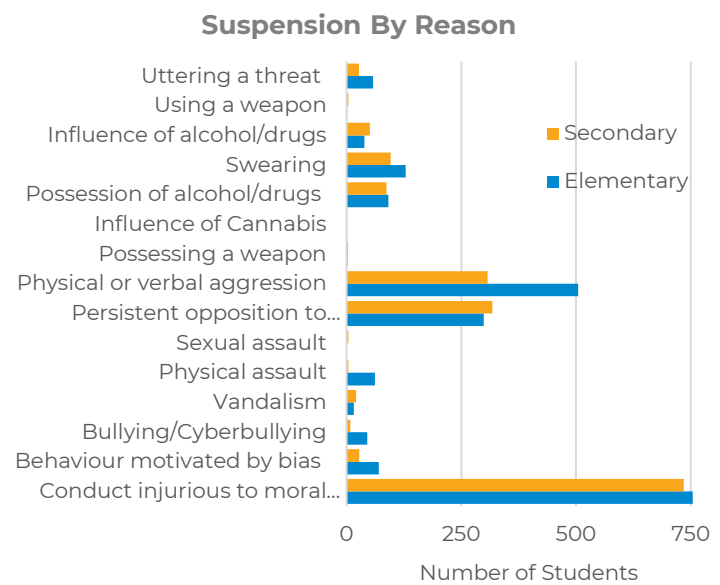
In 2023-2024, suspensions in Grades 9 and 10 accounted for 44% of all suspensions. However, from 2022-2023 to 2023-2024, Grade 9 suspensions decreased by 24%, while Grade 10 suspensions decreased by 8%.



### 1.3 Suspension Data by Reason for Suspension

The three (3) primary reasons for suspensions during the 2023-2024 school year remained the same as the reasons identified in 2022-2023 for both elementary and secondary students. These three (3) most common reasons for receiving a suspension are as follows:

- conduct injurious to moral tone of the school. Infractions of this type include incidents that impact the climate of the school but may not be reflected specifically in the other reasons for suspension.
- physical or verbal aggression
- persistent opposition to authority



### Expulsion Data

In Grand Erie, <1% of incidents resulted in student expulsions, resulting in data sets too small to report while ensuring the confidentiality of individual students in reporting. However, the number of expulsions for 2023-2024 decreased compared to 2022-2023.

### 3.0 Exclusion Data

While <1% of students received exclusions in 2022-2023, no students received exclusions in 2023-2024.

### 4.0 Alternatives to Suspension

The following strategies were used throughout the district in 2023-2024 to support reductions in suspensions:

- Sustained increased support staffing (increase of eight (8) Child and Youth Workers, from 18.5 to 26.5) to foster student self-regulation through responsive interventions at the school level
- Additional Administrator training in decision-making regarding suspensions, expulsions, exclusions, mitigating factors and access to student support
- Alternative programming opportunities for students on, or at risk of, long-term suspensions or expulsions
- Increased SIS staff consultation with school Administrators, and possible supports for students requiring interventions to mitigate long term consequences

- Superintendents of Education consultation with school Administrators regarding suspensions, expulsions and support options, including consultation with School Culture and Well-Being staff

### **5.0 Safe and Inclusive Schools Supports for Schools and Students**

SIS staff provide supports to students who are on, or at risk of, long term suspensions, or on exclusions in order to prepare these students for success at school. Simultaneously, SIS staff also assist schools in planning to create and maintain conditions at school that will foster the success of these students.

During 2023-2024, in consultation with school Administrators, SIS staff served schools and students through the following supports:

- Facilitation of culturally relevant student supports
- Academic supports to maintain, or gain, credits while on long term consequences
- Student counselling through SIS Social Workers
- Student safety planning support for schools
- Facilitation of community service referrals for students
- ARTO (Assessment of Risk to Others) assessments
- Case conference coordination and participation
- Co-development of Student Action Plans (SAPs) with school Administrators
- Provision of, or referral to, family supports
- School intervention support planning for students with complex emotional needs
- Student transitional support after suspensions and expulsions
- Self-regulation skill building through SIS Child and Youth Workers
- Re-entry meeting and planning support
- Experiential learning opportunities to build student personal skills and school readiness
- Re-engagement of students through Focus on Youth employment opportunities
- Re-engagement of students through equity work in schools
- Restorative practice training and expert support in schools

### **6.0 Next Steps**

During 2023-2024, through the significant efforts of school administration, Senior Administration, school staff, and system support staff, Grand Erie has experienced significant decreases in student suspensions and expulsions compared to 2022-2023.

In order to maintain Grand Erie's progress in supporting students with progressive, corrective, trauma-informed, strength-based, and inclusive approaches to student discipline, the following next steps have been identified:

- Increased access to school-based support staff, such as Child and Youth Workers, Social Workers, and Universal Design for Learning (UDL) coaches, to provide responsive student support and support teacher programming that meets the needs of all students
- Increased staff training in student self-regulation (Shanker Method 101 Self-Regulation Training) to enhance staff capacity to provide students with responsive interventions at the school level
- Alternatives to Suspension toolkit and Social Emotional Learning program guide to update administrators in decision-making

### **Grand Erie Multi-Year Plan**

This report supports the Well-Being and Belonging indicators of Learn Lead Inspire and the following statements: We build a culture of well-being to support the cognitive, social emotional and physical needs of each learner, and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,  
Peter Ashe  
Superintendent of Education



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Regan Vankerrebroeck, Superintendent of Education  
**RE:** **Draft School Year Calendars 2025-26**  
**DATE:** January 13, 2025

**Recommended Motion:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the draft School Year Calendars 2025-26 be forwarded to the January 27, 2025, Regular Board meeting for approval.

## Background

Regulation 304 “School Year Calendar, Professional Activity Days”, and Policy/Program Memorandum No. 151 set out the conditions governing and establishing school year calendars and outline the following criteria that must be met:

- The school year commences on or after September 1 and ends on or before June 30
- The minimum number of school days required is 194
- The minimum number of instructional days is 187
- School boards must dedicate three PA days per school year to provincial education priorities and may dedicate up to four additional PA days per school year and
- A board may designate up to ten instructional days as examination days.

Professional activities are focused on ensuring equity of outcomes and well-being for all students. The three mandatory PA days must be focused on teachers’ professional learning with respect to the following current provincial education priorities as outlined in *O. Reg. 224/23 Provincial Priorities in Education – Student Achievement*. These priorities are:

1. Achievement of learning outcomes in core academic skills.
2. Preparation of students for future success.
3. Student engagement and well-being.

## Additional Information

The Grand Erie School Year Calendar Committee met to review and discuss proposed school year calendars that were circulated on December 12, 2024, for consideration by stakeholder groups. Committee members representation was requested from all union groups, elementary and secondary Principals, Indigenous Education Team, and elementary and secondary parents/caregivers.

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board.

The Grand Erie School Year Calendar Committee is recommending that the board continue to operate with two calendars in 2025-26, one elementary and one secondary.

The recommended Grand Erie calendars are in total alignment with those of the Brant Haldimand Norfolk Catholic District School Board.

**Next Steps**

Upon approval by the Trustees, the draft School Year Calendars will be forwarded to the Ministry of Education. Upon final approval by the Ministry, the calendars will be shared with all stakeholder groups.

**Grand Erie Multi-Year Plan**

This report supports the Learning indicator of Learn Lead Inspire and the following statement: Learn – we build a culture of learning where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Regan Vankerbroeck  
Superintendent of Education



# Ontario School Year Calendar 2025-2026

Calendar Title <b>109101427: Brant/Brantford/Haldimand/Norfolk Elementary</b>		Calendar Description <b>Brant/Brantford/Haldimand/Norfolk Elementary 2025-2026 Calendar</b>					<b>LEGEND</b>			
Board Name <b>Grand Erie DSB</b>		Date Created <b>Oct 21, 2024</b>	Panel <b>Elementary</b>	Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>			<b>H</b> Statutory Holiday	<b>E</b> Scheduled Examination Day	<b>P</b> Board Directed PA Day
Start of School Year <b>Sep 02, 2025</b>	End of School Year <b>Jun 30, 2026</b>	First Day Students <b>Sep 02, 2025</b>	Last Day Students <b>Jun 30, 2026</b>	Total PA Days <b>7</b>	Total Instr. Days <b>187</b>	Total Exam Days <b>0</b>		<b>P*</b> PA Day Devoted to Provincial Priorities*	<b>B</b> Board Designated Holiday	<b>/</b> Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2	3	4	5	8	9	10	11	12 P*	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7 P*	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29	30	31	1	21	0
November 2025	3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28						1	19	0
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16	19 P	20	21	22	23	26	27	28	29	30	1	19	0
February 2026	2	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						0	19	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10	13	14	15	16	17 P*	20	21	22	23	24	27	28	29	30		1	19	0
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June 2026	1	2	3	4	5 P	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29 B	30 B				2	18	0
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>187</b>	<b>0</b>				

# Ontario School Year Calendar 2025-2026

Calendar Title <b>109101687: Brant/Brantford/Haldimand/Norfolk Secondary</b>		Calendar Description <b>Brant/Brantford/Haldimand/Norfolk Secondary</b>					<b>LEGEND</b>									
Board Name <b>Grand Erie DSB</b>		Date Created <b>Oct 21, 2024</b>	Panel <b>Secondary</b>		Calendar Type <b>Regular</b>	Calendar Status <b>Draft</b>					<b>H</b> Statutory Holiday	<b>E</b> Scheduled Examination Day	<b>P</b> Board Directed PA Day	<b>P*</b> PA Day Devoted to Provincial Priorities*	<b>B</b> Board Designated Holiday	<b>/</b> Half Day
Start of School Year <b>Sep 02, 2025</b>	End of School Year <b>Jun 30, 2026</b>	First Day Students <b>Sep 02, 2025</b>	Last Day Students <b>Jun 25, 2026</b>	Total PA Days <b>7</b>	Total Instr. Days <b>177</b>	Total Exam Days <b>10</b>										

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	0	0	0
September 2025	1	2	3	4	5	8	9	10	11	12 P*	15	16	17	18	19	22	23	24	25	26	29	30				1	20	0
October 2025			1	2	3	6	7 P*	8	9	10	13 H	14	15	16	17	20	21	22	23	24	27	28	29 E	30	31	1	20	1
November 2025	3	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28						1	19	0
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 B	23 B	24 B	25 B	26 B	29 B	30 B	31 B			0	15	0
January 2026				1 B	2 B	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 E	27 E	28 E	29 E	30 P	1	15	4
February 2026	2 P	3	4	5	6	9	10	11	12	13	16 H	17	18	19	20	23	24	25	26	27						1	18	0
March 2026	2	3	4	5	6	9	10	11	12	13	16 B	17 B	18 B	19 B	20 B	23	24	25	26	27	30	31				0	17	0
April 2026			1	2	3 H	6 H	7	8	9	10 E	13	14	15	16	17 P*	20	21	22	23	24	27	28	29	30		1	18	1
May 2026					1	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	29	0	20	0
June 2026	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 E	23 E	24 E	25 E	26 P	29 B	30 B				1	15	4
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	0
<b>TOTAL</b>																						<b>7</b>	<b>177</b>	<b>10</b>				



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Regan Vankerrebroeck, Superintendent of Education  
**RE:** Grand Erie – Conestoga College Partnership  
**DATE:** January 13, 2025

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## Background

The Grand Erie District School Board adopted its Long-Term Accommodation Plan (LTAP) 2023-28 in October 2023. The plan guides the board regarding changes to the programs offered based on enrolment changes and new initiatives identified through its Multi-Year Strategic Plan. The LTAP adopted guiding principles that help the board assess potential accommodation changes. This proposed partnership aligns with the principles of:

- Putting students first
- Supporting a range of programs in elementary and secondary schools
- Using space effectively and efficiently
- Considering partnership and community hub opportunities.

Conestoga College (Conestoga) established its first location in Brantford in 2012. Since that time, Conestoga has expanded its presence to include three locations within Brant/Brantford: 50 Wellington St., 220 Clarence St., and the Brantford Municipal Airport.

## Additional Information

Grand Erie and Conestoga are excited to embark on a first of its kind partnership in Ontario, a College-Within-a-School (CWAS) program. For many years, School-Within-a-College (SWAC) programs have been offered jointly by colleges and school boards to enhance learning and to provide opportunities to students. This proposed partnership is a new take on the SWAC programming.

This new partnership will provide opportunities for both Grand Erie and Conestoga students to receive their education in newly renovated facilities located at TTSC. This partnership will see the relocation of the programming from the Brantford Municipal Airport to TTSC in a unique arrangement in that the college will physically be housed within a secondary school through a licensed capacity at this time.

The current programs to be relocated are:

- **Electrical Techniques** (Ontario College Certificate, 1-year program)
- **Motive Power Fundamentals – Automotive Repair** (Ontario College Certificate, 1 year program)
- **Motive Power Technician – Automotive Service** (Ontario College Diploma, 2-year program)
- **Heavy Construction Equipment Operator** (Ontario College Certificate, 1-year program).
- **Day-Away Dual Credit Programming** (various offerings in the motive power and construction trades)

With access to increased space through this partnership, additional program offerings may be offered by Conestoga at the TTSC location. These may include:

**Trades Training:**

- **Construction Techniques Multi-Trade** (Ontario College Certificate, 1-year program)
- **Pre-apprenticeship Program** (Ontario College Certificate, 8-month program)
- **Mechanical Technique Plumbing** (Ontario College Certificate, 1-year program)
- **Welding Techniques** (Ontario College Certificate, 1-year program)
- **Building Superintendence & Repair** (Ontario College Certificate, 1-year program)

**Other Program Opportunities**

- **Personal Support Worker** (Ontario College Certificate, 1-year program)
- **Academic Upgrading**
- **Continuing Education Micro-credentials**

**Benefits to Grand Erie**

This partnership has many benefits for Grand Erie and aligns with FA-11 and FA-011 (Community Planning and Facility Partnership) as “Offering space in a Grand Erie facility to partners strengthens relationships in communities, provides a place for programs, and facilitates the coordination of, and improved access to, services for students and the wider community”. TTSC has a current utilization rate for 41%, thus has the space for this partnership to occur.

As part of this partnership, Conestoga will be investing approximately 5 million dollars into TTSC.

Through this CWAS partnership, Grand Erie is aligning programs to meet student needs. Grand Erie students would benefit in a variety of ways.

These include:

- Access to updated, modern shop classrooms – the importance of which was highlighted by staff and students of TTSC in the Brantford Secondary Program Review
- Availability to a wider range of college programming available within the City of Brantford, thus reducing the cost of post-secondary education
- Exposure to college without having to leave the secondary school
  - Providing a smoother transition for students who may be reluctant or anxious about being successful in a college program
  - Increasing the ease of bridging student support for students as they transition from secondary school to college
- Increased opportunities through the School College Work Initiative (SCWI) including:
  - Day-Away Dual Credit opportunities for Grand Erie secondary students in modern shop classrooms without leaving the City of Brantford
  - Specialist High Skills Major (SHSM) programs to visit the college and interact with college faculty to explore post-secondary program options
  - Participation in joint educational days between Grand Erie and Conestoga
  - Potential Level One (1) apprenticeship in-class training to be offered to Grand Erie students participating in the Ontario Youth Apprenticeship Program (OYAP) and Focused Apprenticeship Skills Training (OYAP-FAST)

**Conestoga College Program Requirements**

The CWAS program proposes to operate college programs within under-utilized classroom space at TTSC in a phased approach. The spaces required include:

- Phase 1 – Manufacturing classroom and two classroom spaces
- Phase 2 – Two transportation classrooms, a construction classroom, and ancillary classrooms
- Phase 3 – Additional spaces for classrooms (for academic uses), student space (for breaks, lunch, and studying), and administrative space

### Licensing of Spaces at TTSC

In order to renovate the spaces Conestoga would require, the college would enter into a license agreement with the board for use of the spaces. The agreement allows a user access to the space and determines the conditions of use for a specified period of time. The issues addressed in a license include:

- The specific spaces to be licensed in discrete and shared spaces, including shop areas, classrooms, and washrooms, during renovation and subsequent operation of the facilities
- Hours and days of operation by the college
- Ability to renovate and improve the spaces that are contained in their own wing of the school, therefore limiting noise that would be distracting to student instruction
- Access, egress, security, and regular operation
- Parking access and storage on site
- Student safety, insurance, and life safety obligations
- Adherence to Board Policies and Procedures
- Rental revenue to be paid to the board

### Timelines for Implementation

The proposed CWAS partnership will take effect in February 2025, and the first phase of Conestoga students will be starting in September 2025.

- The board's agreement with Conestoga would begin with access to the Phase one (1) facilities at the start of second semester of the 2024/2025 school year
- The proposed start-up of the college's Phase one (1) programs would be September 2025
- Phase two (2) college programs would start in May 2026 and beyond

### Next Steps

To facilitate the renewal of spaces for Conestoga, the board will relocate some technological programs during the second semester of 2024-2025 as well as during the 2025-2026 school year.

- Plans for any classes that need to be relocated will be moved to spaces within other classrooms at TTSC, other secondary schools in Brantford, and/or Conestoga locations in Brantford
- Classes relocated to sites outside of TTSC will be transported to and from the sites
- The first phase spaces will be made available to Conestoga at the beginning of February 2025
- The second phase spaces will be made available to Conestoga at the end of April 2025

A communications plan includes:

- Communication to school administrators, staff, and union partners outlining the CWAS partnership
- Communications to staff, students, and families regarding:
  - Updates on renovations and access to shared spaces
  - Updates on classroom relocations and transportation changes
  - Program offerings

### Grand Erie Multi-Year Plan

This report supports the learning indicator of Learn Lead Inspire and the following statement: we build a culture of learning where curiosity and opportunities are nurtured for each learner.

Respectfully submitted,

Regan Vankerbroeck  
Superintendent of Education



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board

**FROM:** Kevin Graham, Superintendent of Education  
Regan, Vanckerrebroeck, Superintendent of Education

**RE:** **Secondary Transitions Report**

**DATE:** January 13, 2025

## Background

School transitions represent new beginnings and new opportunities for supports, by creating experiences where students feel a strong sense of belonging that supports students' well-being, leading to higher achievement rates and positive outcomes of inclusion and identity.

Grand Erie has identified a specific focus on identifying existing and new transition strategies. This work has led to several initiatives that have yielded positive results across the district to have an impact on retention and promotion.

## Additional Information

The purpose of this work is to attract and retain students from Grade 8 to Grade 9. Key principles behind the work include:

- Establishing and implementing strategies that will lead to greater attraction and student retention
- Engaging with key collaborators at all levels of the organization that will attract and retain students
- Measuring and monitoring strategies that will improve retention rates

*Transition Strategies* - Several strategies have been formed that are unique and targeted:

Strategy	Status
Creation and distribution of a <a href="#">Welcome to Secondary Guide</a>	Complete
Transitions presence on Grand Erie's <a href="#">website</a>	Complete
Innovation Hub launch	Complete
Future Ready Citizens	In progress
West Brant bus pilot	In progress
Literacy Skills (ELS2O) pilot	In progress
Land Based Learning Course Bundle	In progress
Associate school meetings	In progress
Regional Information Sessions - Brantford, Haldimand, Norfolk, Six Nations/Mississaugas of the Credit First Nation	Complete
Open Houses - Future Grade 9 Information Nights	In progress
Tech and Experiential Learning Day <ul style="list-style-type: none"> <li>• Tech is Grand</li> <li>• Right Fit Event</li> <li>• Epic Jobs</li> </ul>	In progress
Support within Elementary Schools <ul style="list-style-type: none"> <li>• Grade 8 School Visits from Secondary Schools</li> <li>• Grade 8 School Visits to Secondary Schools</li> <li>• Host events at secondary schools</li> </ul>	In progress

## Student Transition Working Group

The Student Transition Working Group has continued to meet in 2024-25 and has refined a Transitions guide of recommended best practices and timelines to measure the impact of transitions and retention strategies. Work last year included, but was not limited to:

- Developing Communication and Community Relations Student Recruitment Plan with marketing resources in multiple languages and campaigns throughout the year focused on Grade 8 to 9 transitions
- Creating a guide based on Grand Erie secondary schools' best practices for all schools to reference as an at a glance tool when planning transition opportunities, identifying strategies and structures for recruitment, and establishing key check-in points throughout the year
- Providing opportunities for elementary/secondary planning at system Administrator meetings and school-based transition meetings
- Providing transition plans with Six Nations of the Grand River and Mississaugas of the Credit First Nation
- Reach ahead credit opportunities for students in Grade 7 and 8. For example, in the Dunnville Secondary community, Construction and Hairstyling & Aesthetics was offered to students in Grade 7 and 8 at Mapleview and Thompson Creek after school

**Next Steps**

Staff will continue to refine best practices and determine new strategies to support Secondary transitions. This will include, but is not limited to:

- Gathering feedback from Grade 8 students as they experience their pre-transition opportunities
- Determining program requests from students to support interests and potential career paths
- Working with community partners to develop supports and programming surrounding a school community

**Grand Erie Multi-Year Plan**

This report supports the Learning and Belonging indicators of Learn Lead Inspire and the following statements: we build a culture of learning where curiosity and opportunities are nurtured for each learner, and we build a culture of belonging to support an equitable, inclusive, and responsive environment for each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education  
Regan Vankerbroeck, Superintendent of Education



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Literacy Skills Course Update Report**  
**DATE:** January 13, 2025

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## Background

Six Nations of the Grand River/Mississaugas of the Credit First Nation/Indigenous immersion students registering at a Grand Erie District School Board school may require support with literacy skills and development. Through a proposal request to the Ministry of Education, funding was received to support the development of programming and training for staff to address needs for Indigenous multilingual language learners.

The goal of the project was to build secondary school educators' capacity to effectively implement culturally responsive, relevant, and sustainable instruction with a focus on early literacy to ensure equitable education for Indigenous students coming from Federal school immersion programs (Cayuga and/or Mohawk). Secondary teachers have begun to increase their knowledge and understanding of Early Literacy development and programming using the Literacy Skills-Reading and Writing (ELS2O) curriculum as a guide.

## Additional Information

In collaboration with the Literacy Team, Equity, Multilingual Language Learner and Indigenous Education teams, a framework was developed to support literacy foundation skills for secondary students. The course is being delivered at McKinnon Park Secondary School and Tollgate Technical Skills Centre during semester one. NATIONS/Newstart – Hagersville Secondary School will be running the course during semester two.

The course is designed to help students strengthen foundational literacy skills for reading and writing skills, providing them with the extra literacy support they need to graduate. Students read informational, graphic, and literary texts with a focus on locating information, identifying main ideas, supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course also helps students develop core learning strategies.

### *Student Testimonial:*

*"What I like about the course was how helpful it could be to the students. We did little assignments to help us up our skills, and this book called UFLI. At the beginning of class, we did UFLI on the board when we did not have big assignments to complete. This class is great for low skill levels to boost into having high skill levels in English. I like how it can teach you for the next grade of English or the English Literacy test which is both mandatory to graduate."*

### *Teacher Testimonial:*

*"Overall, I believe the way I restructured and delivered this course was effective and allowed students a safe space to develop and practice skills in areas they were lacking. By the end of the course students asked to have a portion of the class for independent reading time. The goal of the course, to develop students' literacy and instill a sense of confidence, creating lifelong readers and learners, was achieved."*



**Next Steps**

Students will be enrolled in ENL1W or ENG1L during semester two and will rely on their strengthened literacy skills. Moving forward, continuous support and resources will be available to educators throughout the semester. Student assessment tools will be revised to identify literacy levels and specific needs, followed by creating individualized support plans based on these assessments. Collaboration between the Literacy Team, Equity, Multilingual Language Learner, and Indigenous Education teams will continue to be fostered, with regular communication channels established to share progress and address challenges.

Engagement with the Six Nations of the Grand River First Nation and Mississaugas of the Credit First Nation communities will be prioritized to ensure their input and support, especially for students transitioning to Grand Erie for their Grade 9 year. Additionally, resource allocation will be monitored to determine the program's impact on student achievement.

**Grand Erie Multi-Year Plan**

This report supports the Learning and Belonging indicators of Learn Lead Inspire and the following statements: we will build a culture of learning to nurture curiosity and opportunity for each learner and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Kevin Graham  
Superintendent of Education



# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Grand Erie Learning Alternatives (GELA) 2023-24 Annual Report**  
**DATE:** January 13, 2025

## Background

This annual report includes an update on programs occurring in 2023-24 for students under 21 years of age and over 21 years of age through Grand Erie Learning Alternatives (GELA). Grand Erie continues to implement Ministry initiatives to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

### Ministry of Education Programs (for Students Under 21 Years of Age)

GELA supported many students through engaging learning opportunities. These include fostering partnerships with post-secondary institutions, engaging learners within the community and developing programs to meet the needs of students. Program offerings include:

- Dual credit programs
  - The number of students attending dual credits at the college doubled from 2022-23 to 2023-24 allowing students to experience college and support their transition to post-secondary institutions.
- School Within a College
  - Programming through the School College Work Initiative (SCWI) continued to expand offerings to include team-taught, college delivered, online and day away learning opportunities.
- Night School
- Reach Ahead Credits

Heritage Language focussed on language development and engaged individuals throughout the community in the languages of Arabic, Hindi, Mandarin, Polish, Punjabi, Urdu, and Gujarati. Last year, participation rates in language programs continued to grow in the elementary and secondary classes. We will add other secondary language credit courses as students progress through the elementary program.

	GELA		SCWI		Heritage Languages	
	Day School Program (Rawdon Campus)	Night School and Reach Ahead	Team-Taught, Congregated, Online, Day Away and After School	School Within A College (SWAC)	Elementary	Secondary
<b>Enrollment</b>	129	424	448	15	435	27
<b>Success Rate</b>	53%	80%	95%	79%	100%	92%

### Ministry of Education Programs (for Students Over 21 Years of Age)

Adult Education included a full or part-time program for adults to complete their OSSD. The campus at Tollgate Technological Skills Centre in Brantford offered four 9-week sessions. Students achieved credits through classroom instruction, eLearning using the Ministry's Virtual Learning platform, and Adult Cooperative Education (Co-op) with an opportunity for adult students to earn Co-op credits at their place of employment. The Personal Support Worker Program ran in Brantford at John Noble Home semester one and at Tollgate Technological Skills Centre semester two. Twenty-four students successfully graduated from

the program. Secondary school credits were also obtained and two PSW students earned their OSSD. GELA continued to offer an Adult Dual Credit program in partnership with Conestoga College in Brantford and Fanshawe College in Simcoe.

	Adult Day School Tollgate Campus	e-Learning	Adult Co-op	Personal Support Worker Certificate (PSW)	Adult Dual Credit	Independent Study	Mature Prior Learning Assessment and Recognition	Family Literacy Program	After School Help
<b>Enrollment</b>	294	1374	33	27	44	614	Grade 9/10 – 2058 assessments completed 1991 credits granted Grade 11/12 – 218 assessments completed 1092 credits granted	6	Literacy/ Numeracy for Current Students (under 21) 1365 (over 21) 275 *New Grade 7/8 Lit/Num 40
<b>Success Rate</b>	78%	37%	66%	89%	80%	26%	N/A	N/A	N/A

**Other Ministry Offerings**

Other Ministry offerings included language supports through the Coordinated Language Assessment and Referral System, the English as a Second Language Program, Language Instruction for Newcomers to Canada and Care for Newcomer Children, along with employment and literacy supports through CareerLink and Bridges to Success.

	Ministry of Labour, Immigration, Training and Skills Development	Ministry of Immigration, Refugees and Citizenship Canada	Ministry of Labour, Immigration, Training and Skills Development	Co-Funded Ministry of Labour, Immigration, Training and Skills Development and Ministry of Immigration, Refugees and Citizenship Canada	Ministry of Labour, Immigration, Training and Skills Development
	Adult Non-Credit Language Training English as a Second Language	Language Instruction for Newcomers to Canada and Care for Newcomer Children	Bridges to Success	Coordinated Language Assessment and Referral System	CareerLink Employment Ontario Services (EOS)  Canada-Ontario Job Grant (COJG)
<b>Number of Clients</b>	131 students (April 2023-March 2024)	67 students (April 2023-March 2024)	140 learners (April 2023-March 2024)	298 assessments (April 2023-March 2024)	EOS 539 assisted clients COJG 15 employers 46 individuals

**Summary**

Grand Erie Learning Alternatives strives to meet the needs of all individuals requiring various pathways and learning modalities. In total, GELA supported 5223 credits and 139 graduates.

**Next Steps**



- GELA will be working toward expanding Elementary Languages programs, as well as the addition of Secondary Credit Language programs after students complete their non-credit Elementary programs.
- Reach Ahead programs that allow elementary students to take a secondary school credit during the school year will be an area of focus for GELA and Administrators this year.
- GELA will be part of the Secondary Program review that is currently underway.

**Grand Erie Multi-Year Plan**

This report supports the Learning, Well Being and Belonging indicators of Learn Lead Inspire and the following statements: We build a culture of learning where curiosity and opportunities are nurtured for each learner, we build a culture of well-being to support the cognitive, social emotional and physical needs of each learner, and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Kevin Graham  
Superintendent of Education

# Grand Erie District School Board

**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Indigenous Land-Based Learning Course Bundle Update Report**  
**DATE:** January 13, 2025

## Background

The Indigenous Land-Based Learning Course Bundle provides students a learning experience that is relevant, accurate and authentic through culturally responsive curriculum that engages them to successfully complete their Ontario Secondary School Diploma.

The Indigenous Land-Based Learning (LBL) Course Bundle was created with a local lens to ensure authenticity and accuracy of content and approaches. The course bundle is a half day learning experience on the land at Hagersville Secondary School with access to the greenhouse and existing structures, such as the outdoor field and neighbouring forests, and includes various excursions throughout the semester.

English (ENLIW) and Native Arts (NACIO) are being offered during semester one. Math (MTHIW) and Science (SNCIW) will be delivered semester two. These courses are taught with Haudenosaunee and Anishnaabe perspectives when possible, and Indigenous perspectives when place based learning is too narrow of a scope.

This bundle was open to Grade 9 students in the Grand Erie District School Board (Grand Erie). Students from Grand Erie Grade 8 classes, Grade 8 classes in Mississaugas of the Credit First Nation, Six Nations of the Grand River Federal schools and private schools (Kawenni:io/Gaweni:yo, Everlasting Tree) were also invited to apply.

## Additional Information

Curriculum expectations have utilized traditional knowledge, hands on activities and storytelling. There are currently 16 students enrolled in the LBL Course Bundle. Throughout the semester various experiences/learning have been provided for the students that have been connected to the curriculum. For example, within the English curriculum, students have been able to apply listening, speaking, and non-verbal communication skills and strategies to



**Learning from the Land**

**Course Bundle Opportunity**

**Beginning in September 2024, Grand Erie is offering the chance to explore English, Geography, Math and Science through an empowering, culturally relevant, learning-from-the-land lens:**

- Four Grade 9 compulsory classes taught with Haudenosaunee and Anishnaabe perspectives, and an Indigenous context brought to the curriculum
- Half-days of learning to gain hands-on experiences fostering a deeper understanding of our relationships to the land, Indigenous ways of knowing, and the preservation of Indigenous knowledge and traditions
- Aligns with the United Nations Declaration on the Rights of Indigenous Peoples through the right to know and use language, histories and oral traditions, and the Truth and Reconciliation Commission's Calls to Action around Education for Reconciliation
- We honour and recognize the TRC Calls to Action, particularly number 63, which commits to Aboriginal education issues such as developing and implementing K-to-12 curriculum and resources around history and the legacy of residential schools.
- Classes take place at Hagersville Secondary School, including access to greenhouse, and visits to significant sites and learning experiences within and around First Nations' communities.

**Courses include:** MTHIW, SNCIW, ENLIW, and CGCIW  
**Two courses per semester**  
**Hagersville Secondary School**

For more information and sample learning, visit [granderie.ca/learningfromtheland](http://granderie.ca/learningfromtheland) or contact the Guidance Office at Hagersville Secondary School

understand and communicate meaning in formal and informal contexts and for various purposes and audiences (ENL1W – B1. Oral and Non-Verbal Communication). This included:

- guest speakers
- apple picking
- experiential learning opportunities
- field trips
- beading
- creating bird houses
- creating art on canvases

In the future, students will be visiting a longhouse, building lean-tos and tracking small game. They will also be planning for a late season canoe trip and visiting destinations such as Rattlesnake point to learn more about outdoor survival guide work. Students will also weave with willow and learn more about cultural influences.

*Teacher Testimonial:*

*"I've seen students transform from very shy and reserved to far more outgoing toward each other and the general school population. With the resources we have and an earnest desire to be outside, students have had the opportunity to interact with knowledge keepers from the Six Nations Reserve, such as Jan Longboat. As an Elder she visited with the students at the Healing Earth Herb Farm where she instructed the students on traditional ceremonies that would take place during the winter Solstice."*

*Jonathan Smith – Land Based Learning Teacher*

### **Next Steps**

The Land-Based Learning course bundle will continue to be offered to Grade 9 students for 2025-26 at Hagersville Secondary School. This will be advertised to Grand Erie Grade 8 classes, Grade 8 classes in Six Nation's Federal schools and private schools (Kawenniiio – Everlasting Tree), and Lloyd S. King Elementary from Mississaugas of the Credit First Nation.

The course bundle increases a sense of belonging for Six Nations of the Grand River/Mississaugas of the Credit First Nation/Indigenous students and supports awareness and learning for non-Indigenous students. Learning about Indigenous perspectives will contribute towards [Truth and Reconciliation](#) and [United Nations Declaration on the Rights of Indigenous Peoples](#) connections.

### **Grand Erie Multi-Year Plan**

This report supports the Learning and Belonging indicator of Learn Lead Inspire and the following statements: we will build a culture of learning to nurture curiosity and opportunity for each learner and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Kevin Graham  
Superintendent of Education



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Kevin Graham, Superintendent of Education  
**RE:** **Lacrosse Report**  
**DATE:** January 13, 2025

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## Background

The game of lacrosse has been played since Creation, according to Haudenosaunee oral traditions. Two of the original games (peach bowl and stick ball) came from the Creation Story. The game of de;wa:ao; dehadajih;gwa>e is a medicine and healing game. It was also played to settle a dispute to see who would govern Mother Earth. The game continues to be played as part of the Haudenosaunee way of life every spring to honour the return of the Thunders who nourish the land for planting season. The game is played between two clans at some longhouses, between young mush and old mush, nation to nation and community to community.

Stick ball games were used to bring people together and continue to illustrate the importance of cooperation, communication, discipline, and teamwork. The games strengthen an individuals' mind, body and spirit. The stick ball game is played for medicine, healing, fun, joy and amusement and taught men lessons on how to interact and interconnect with others and nature. The traditional game of lacrosse is still used as a medicine game played only with wooden sticks and a deer skin ball. (Provided by Kevin Sandy, Iroquois Lacrosse Program)

Over time, lacrosse has evolved into a global sport with several variations:

**Field Lacrosse:** This is the men's outdoor version of the game, featuring ten players per team: three attackmen, three midfielders, three defensemen, and one goalie. Each player uses a lacrosse stick. The game lasts 60 minutes, divided into four 15-minute periods.

**Box Lacrosse:** Played by teams of five runners plus a goalie, this version takes place on an ice rink with the ice removed or covered by artificial turf, or in an indoor soccer field. The enclosed playing area is known as a box, contrasting with the open field of traditional lacrosse.

**Women's Lacrosse:** The rules of women's lacrosse differ significantly from men's lacrosse, most notably by equipment and the degree of allowable physical contact. Both the number of players and the lines on the field differ from men's lacrosse. There are 12 players in women's lacrosse and players must abide by certain boundaries that do not exist in men's play.

**Lacrosse Sixes:** This variant is played outdoors with six players on each side. It follows similar rules to traditional field lacrosse but with modifications and a shorter game time. Created in 2021 by World Lacrosse, it aims to include lacrosse in the Olympic Games and will debut at the 2028 Olympics in Los Angeles.

## Additional Information

Grand Erie has supported lacrosse within the Athletic Association of Brant, Haldimand and Norfolk (AAHBN) at the Secondary level. Over the last few years, Varsity Boys Lacrosse has grown from two teams in 2021-22 to five teams in 2023-24.

To ensure that schools had what they needed, new equipment and uniforms were purchased last year for each Grand Erie team.

The 2023-24 season was very successful. McKinnon Park Secondary School excelled at the local level winning the AABHN Championships. They continued their dominance and took home gold at the 2024 Ontario Federation of School Athletic Association (OFSAA) Provincial Championships.



**Next Steps**

The game of lacrosse is growing in popularity across Grand Erie schools, including Varsity Girls. During the 2024-25 school year, additional equipment and support will be provided for any school that would like to form a team. The Indigenous Education department will be reaching out to schools to ensure it is offered based on needs and interest.

**Grand Erie Multi-Year Plan**

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education





# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board  
**FROM:** Lisa Munro, Superintendent of Curriculum & Student Achievement  
**RE:** **Cricket Report**  
**DATE:** January 13, 2025

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## Background

The sport of Cricket has been increasing in popularity across the district and is reflected in the changing demographics of Grand Erie schools. Cricket is a bat-and-ball game played between two teams of eleven players each. The game is played on a circular or oval-shaped field with a 20.12-meter pitch at the centre with each team taking turns to bat and bowl. Ontario has seen a surge in local cricket tournaments and leagues with new facilities being built in our local areas. Cricket matches are often social events where families and friends gather to watch or play games together. The communal aspect of the sport has helped it become a popular pastime. Cricket is an exceptionally popular sport in India, Pakistan, Australia, England, many Caribbean countries, and Sri Lanka, with many of Grand Erie's students having heritage or families from these countries.

There are many different versions for playing cricket including Test Cricket matches which can be played over a series of days. Locally many clubs play shorter versions of cricket called Twenty20 (T20) with 20 overs per side making it a fast-paced and exciting version of the game. Youth and Development Cricket have specific formats and competitions designed to ensure players are getting the opportunity to learn and grow in sport knowledge and skill.

## Additional Information

During the 2023-24 school year, Grand Erie supported professional development opportunities for 13 educators across elementary and secondary schools for a full day learning experience with the Ontario Cricket Schools Association through a Physical Activity Through Cricket grant from the Ministry of Education. The grant supported:

- Each participating school to receive multiple sets of introductory indoor cricket equipment to support year-round opportunities for students to participate in the sport in Physical and Health Education Class
- The purchase of an educator digital resource published by the Ontario Schools Cricket Association to further enhance the delivery of Cricket education
- A one-day learning opportunity for approximately 160 students from Brantford Collegiate Institute with the skilled coaches from the Ontario Schools Cricket Association

## Next Steps

Grand Erie has received additional funding through a Ministry of Education grant to support further educator and student learning opportunities for Cricket for the 2024-25 school year. Grand Erie will engage new schools this year, providing educator professional development from the Ontario Schools Cricket Association, introductory indoor cricket equipment for all participating schools, and the additional hope that schools local to each other can be brought together to play friendly matches.

**Grand Erie Multi-Year Plan**

This report supports the Belonging indicator of Learn Lead Inspire and the following statement: we will build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Lisa Munro  
Superintendent of Curriculum & Student Achievement



# Grand Erie District School Board

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**TO:** JoAnna Roberto, Ph.D., Director of Education & Secretary of the Board  
**FROM:** Jennifer Tozer, Superintendent of Human Resources  
**RE:** **Health and Safety Report 2023-24**  
**DATE:** January 13, 2025

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## Background:

### 1.0 Occupational Health and Safety Services operates to:

- Provide advice on measures and procedures to strengthen the safety management program
- Ensure a healthy and safe environment during the delivery of educational activities
- Coordinate the activities of the Joint Occupational Health and Safety Committee (JOHSC)
- Liaise with regulatory agencies and other organizations to keep informed of regulatory and industry sector changes
- Ensure that policies and procedures are in place for inspections, testing and training and that they meet the expectations required by legislation
- Ensure timely reporting of workplace injuries and corrective measures that the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) would deem reasonable
- Ensure timely reporting of critical injuries and occupational illnesses to regulatory bodies according to the Occupational Health and Safety Act and Workplace Safety and Insurance Board

### 2.0 Program Administration - Joint Occupational Health and Safety Committee (JOHSC)

During the school year the JOHSC met monthly. Major items considered by the Committee include:

- Updating the training matrix for annual online training in preparation of the new learning platform
- MLITSD safety initiatives and worksite visits
- Asbestos concerns and program updates
- Indoor Air Quality
- Updating certification training for site safety reps and JOHSC members
- Workplace Inspections
- Workplace Hazardous Materials Information System (WHMIS) Regulations
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation including creation of Workplace Violence Report Form in Ebase for Administrators, as well as the creation of a standard yellow Notification of Risk Binder for all sites and an orange Rider Aide Binder for locations with Educational Assistants who perform those duties.
- 10 Secondary School locations participated in inspections related to Tech, Science and Art classes with the Workplace Safety and Prevention Services as part of a MLITSD initiative for safety in Education.

**3.0 Accidents/Incidents Statistics**

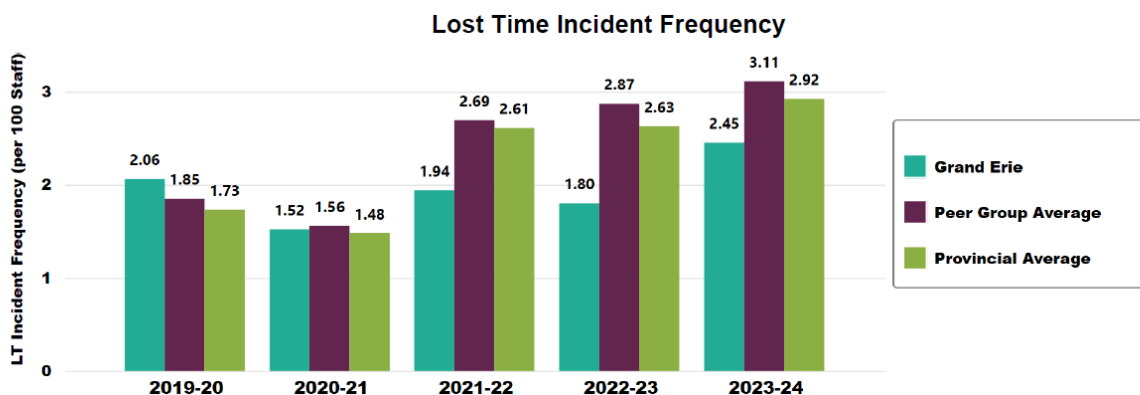
Grand Erie has seen a decrease in total accident/incident reports overall, however increases were seen in Struck by/Caught on object, and Workplace Violence and Aggression classifications. The annual statistics provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2024-2025.

**Annual reported accident/incident statistics and the last three preceding years**

	<u>2023-2024</u>	<u>2022-2023</u>	<u>2021-2022</u>	<u>2020-2021</u>
Slips, Trips, Falls	<b>97</b> 13.11% (59 First aid, 10 Health Care, 24 Lost Time, 4 No Treatment)	<b>111</b> 14.64% (71 First Aid, 10 Health Care, 19 Lost Time, 11 No Treatment)	<b>135</b> 7.30 % (97 First Aid, 4 Health Care, 24 Lost Time, 10 No Treatment)	<b>73</b> 5.949% (50 First Aid, 5 Health Care, 11 Lost Time, 1 Reoccurrence, 6 No Treatment)
Sprains/Strains	<b>41</b> 5.54% (24 First Aid, 10 Health Care, 6 Lost Time, 1 No Treatment)	<b>48</b> 6.33% (25 First Aid, 7 Health Care, 12 Lost Time, 2 No Treatment, 2 Reoccurrence)	<b>44</b> 2.38% (21 First Aid, 9 Health Care, 13 Lost Time, 1 Reoccurrence)	<b>43</b> 3.504% (17 First Aid, 11 Health Care, 13 Lost Time, 2 No Treatment)
Struck by/Caught on Object	<b>157</b> 21.22% (109 First Aid, 17 Health Care, 25 Lost Time, 6 No Treatment)	<b>144</b> 19.00% (105 First Aid, 15 Health care, 19 Lost Time, 5 No Treatment)	<b>147</b> 7.95% (116 First Aid, 11 Health Care, 9 No Treatment, 11 Lost Time)	<b>68</b> 5.542% 53 First Aid, 8 Health care, 4 Lost Time, 3 No Treatment)
Workplace Violence and Aggression **	<b>400</b> 54.05% (312 First Aid, 31 Health Care, 28 Lost Time, 1 Reoccurrence, 28 No treatment)	<b>383</b> 50.53% (305 First Aid, 21 Health Care, 12 Lost Time, 45 No Treatment)	<b>1481</b> 80.05% (307 First Aid, 16 Health Care, 12 Lost Time, 1146 No Treatment)	<b>979</b> 79.788% (114 First Aid, 8 Health Care, 7 Lost Time, 850 No Treatment)
Other	<b>45</b> 6.08% (24 First Aid, 7 Health Care, 3 Lost Time, 11 No Treatment)	<b>72</b> 9.50% (43 First Aid, 13 Health Care, 7 Lost Time, 9 No Treatment)	<b>43</b> 2.32% (13 First Aid, 10 Health Care, 16 Lost Time, 4 No Treatment)	<b>64</b> 5.216% (14 First Aid, 9 Health Care, 17 Lost time, 224 No Treatment)
<b>Totals</b>	<b>740</b> 100% (528 First Aid, 75 Health Care, 86 Lost Time, 1 Reoccurrence, 50 No Treatment)	<b>758</b> 100% (549 First Aid, 66 Health Care, 69 Lost Time, 72 No Treatment, 2 Reoccurrence)	<b>1850</b> 100% (554 First Aid, 50 Health Care, 1169 No Treatment, 76 Lost Time, 1 Reoccurrence)	<b>1227</b> 100% (248 First aid, 41 Health Care, 52 Lost Time, 1 Reoccurrence, 885 No Treatment)

\*\* These are incidents reported in the Parklane system as causing injury and may also be duplicated in the Ontario Education Services Corporation (OESC) workplace violence reporting system.

Of the Lost Time reports, only 74 reports during 2023-2024 were approved by the Workplace Safety and Insurance Board (WSIB). Below you can see how we compare provincially.



**Summary of Incident/Accidents**

Employee Group	Slips, Trips, & Falls	Strains Sprains	Struck by Object & caught on	Workplace Violence & Aggression**	Other	Total 2023-2024	Total 2022-2023
Non-union/Admin	3	2	7	7	0	19	13
Elementary Teachers	37	6	36	76	11	166	169
Secondary Teachers	6	5	14	4	11	40	38
Educational Assistants	24	13	56	245	12	350	387
Facilities	7	10	20	0	6	43	51
Early Childhood Educators	2	1	3	32	2	40	14
Elementary Occasional Teachers	4	1	9	4	1	19	26
Casual Educational Assistants	2	1	7	31	0	41	19

\*\* These are incidents reported in the parklane system as causing injury and may also be duplicated in the OESC workplace violence reporting system.

Professional Student Services Personnel, Clerical/Technical, Secondary Occasional Teachers, Casual Early Childhood Educators, Casual Facilities, and Casual Clerical/Technical employee groups all had less than 10 accident/incidents reports per group.

**Student Aggression/Workplace Violence**

The Occupational Health and Safety Act (OHSA) defines workplace violence and sets out how employers develop and maintains programs. Programs are expected to include measures and procedures to control the risks identified, how to summon immediate assistance when workplace violence occurs, and procedures on how to report and investigate incidents of workplace violence.

The OHSA provides the worker with the right to refuse unsafe work, including when there are concerns of workplace violence. Comprehensive programs are in place and must be adhered to for the protection of all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

Number of Workplace Violence reports completed during 2023-2024 (4494 Reports):

- 332: Injury to staff first aid only
- 50: Injury to staff – medical attention
- 525: no physical contact-no injury (e.g. verbal threats or inappropriate language)
- 3587: physical contact but no injury, no first aid, no medical attention

There were 560 different students involved in the 4494 reports which represents 2% of our total enrolment in 2023-2024.

The 20 students involved in the most OHSA workplace violence reports had 34% of the total reporting (1523 reports), these students were either primary students or students in self-contained classes in elementary schools. It is important to note that not all OHSA workplace violence reports meet the definition of a serious student incident requiring a Safe Schools Report.

Number of Reports	Number of people who reported	Percentage of People who completed # of Reports
1	324	40.10%
2	126	15.59%
3	73	9.03%
4	46	5.69%
5	39	4.83%
6	30	3.71%
7	28	3.47%
8	18	2.23%
9	10	1.24%
10+	114	14.11%
<b>Total Number of People completing reports: 808</b>		

#### 4.0 Management of Hazardous Materials

##### Asbestos

The Asbestos Management Program continues to be followed and updated on a regular basis. Asbestos surveys, status reports, and floor plans are available for all locations including portables. It is updated when any asbestos remediation is done (such as removal).

##### Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. A registered waste carrier is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

#### 5.0 Compliance with Health and Safety Legislation

In 2023-2024 the MLITSD received six complaints related to employee health and safety concerns, no orders were issued.

There were six field visits conducted; 5 for critical injuries (3 staff, 2 student) and one consult related to safety concerns for Rider Aides, no orders were issued.

Grand Erie had twelve work refusals for workplace violence during 2023-2024; ten were resolved in stage one. Two of these went to stage two with MLITSD involvement and there were no orders issued.

#### 6.0 Indoor Air Quality (IAQ)

IAQ continues to be a major concern in some areas. This past year also brought concerns and alerts regarding air quality due to smoke from forest fires. Protocols have been updated to address these concerns. Ventilation improvements continued to be a key upgrade in the summer of 2024. Portable HEPA filter units (1700) have been deployed to schools are being maintained and operated.

#### 7.0 Next Steps:

##### Priorities for 2024-2025:

- **Workplace Violence and Student Aggression**

Workplace Violence with student aggression continues to be a concern. The Specialized Services Department, Health and Safety Department, and JOHSC continue to work on improvements and strategies in this area. Continued training

on debrief, updating, and maintaining safety plans, improved personal protective equipment, and continued communication to minimize the risk to staff will be the focus of this year.

- **Slips, Trips and Falls, Strains and Sprains**

Slips, trips, falls, strains, and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The Health and Safety Department in consultation with the JOHSC will focus this year on continued education to prevent slips and falls through: proper footwear, awareness of surroundings, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The JOHSC will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs students to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services will continue to consider more ergonomically friendly tools for cleaning purposes to decrease strain and sprain injuries.

- **Workplace Hazardous Materials Information System(WHMIS)**

Ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation. The training program for employees includes information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.

- **Machine Guarding in Technology Classes**

Will continue with machine guarding safety upgrades in 2024-2025 totalling \$200,000. The improvements will continue into next school year.

- **Ball Strike Prevention**

We continue to expand on the schools utilizing ball strike prevention tools both indoors and outdoors. This included promoting safe student play, marked ball zones and active supervision.

- **Training and Development**

Training continues to be a significant component of Occupational Health and Safety activities such as:

- Slips, trips, and falls
- Winter Action Safety Plan
- Behaviour Management System (BMS) and De-escalation Techniques
- Asbestos Awareness Training
- Occupational Health and Safety issues and Accident Investigation training for Administrators
- Safe Lifting Techniques for staff working for students with special needs
- Certification training for new site safety representatives
- Refresher training for existing site safety representatives
- First Aid/CPR including Automated External Defibrillator training
- Workplace Violence and Harassment
- WHMIS 2015
- Working at Heights training including elevated work platforms
- Chainsaw Safety training for Grounds staff

- **Chemical Management Program**

Canada SDS provides online access and a management tool for the Board's Safety Data Sheet inventory. Inventories continue to be maintained for all schools and support locations.

**MLITSD Health and Safety Initiatives:**

Each year the MLITSD schedules compliance initiatives and/or campaigns in specific sectors to:

- Protect workers' rights under the Occupational Health and Safety Act and the Employment Standards Act
- Enhance employers' awareness of their responsibilities

Occupational Health and Safety Inspectors will proactively:

- Raise awareness about hazards in the workplace
- Increase compliance with the Occupational Health and Safety Act and its regulations

Campaigns for 2024-2025 include:

- Material Handling
- WHMIS

**8.0 Grand Erie Multi-Year Plan**

The JOHSC continues to focus on improving our accident/incident statistics and make recommendations on training and procedures that are needed to improve the safety of all staff. This report is connected to all priorities of Learning, Well-being, and Belonging.

Respectfully submitted,

Jennifer Tozer  
Superintendent of Human Resources