



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Agenda**  
Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Committee of the Whole  
Tuesday, May 15, 2018 ♦ 7:00 pm  
Boardroom**

**Members:**     **Trustees:**  
Rick Petrella (Chair), Dan Dignard (Vice Chair), Cliff Casey, Bill Chopp, Carol Luciani,  
Bonnie McKinnon, Olivia O'Neill (Student Trustee)

**Senior Administration:**  
Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of  
Business & Treasurer), Patrick Daly, Michelle Shypula and Leslie Telfer (Superintendents of  
Education)

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- 1. Opening Business**
  - 1.1 Opening Prayer
  - 1.2 Attendance
  - 1.3 Approval of the Agenda Pages 1-2
  - 1.4 Declaration of Interest
  - 1.5 Approval of Committee of the Whole Meeting Minutes – April 17, 2018 Pages 3-8
  - 1.6 Business Arising from the Minutes
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
  - 4.1 Unapproved Mental Health Steering Committee Meeting Minutes Pages 9-13  
- March 27, 2018
  - 4.2 Unapproved Special Education Advisory Committee Meeting Minutes Pages 14-17  
- April 17, 2018
  - 4.3 Unapproved Budget Committee Meeting Minutes – April 18, 2018 Pages 18-19
- 5. Committee and Staff Reports**
  - 5.1 Renewed Math Strategy (RMS) Student Achievement Update Pages 20-32  
Presenter: Leslie Telfer, Superintendent of Education
  - 5.2 Strategic Planning – Vision 2020 – Report #2 Pages 33-34  
Presenter: Chris N. Roehrig, Director of Education & Secretary



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- 5.3 Excursion – New York City, NY USA Page 35  
Presenter: Patrick Daly, Superintendent of Education
- 5.4 Health and Safety – A District Priority Page 36-37  
Presenter: Chris N. Roehrig, Director of Education & Secretary
- 5.5 School and Community Violence Threat Risk Assessment Protocol Pages 38-69  
Presenter: Michelle Shypula, Superintendent of Education
6. **Information and Correspondence**
7. **Trustee Inquiries**
8. **Business In-camera**  
207. (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,  
a. The security of the property of the board;  
b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;  
c. The acquisition or disposal of a school site;  
d. Decisions in respect of negotiations with employees of the board; or  
e. Litigation affecting the board.
9. **Report on the In-Camera Session**
10. **Future Meetings and Events** Page 70
11. **Closing Prayer**  
*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***
12. **Adjournment**
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**Next meeting:** Tuesday, June 19, 2018, 7:00 pm – Boardroom



**Committee of the Whole**  
**Tuesday, April 17, 2018 ♦ 7:00 pm**  
**Boardroom**

**Trustees:**  
**Present:** Rick Petrella (Chair), Dan Dignard (Vice Chair), Cliff Casey, Bill Chopp, Carol Luciani, Bonnie McKinnon, Olivia O'Neill (Student Trustee)

**Senior Administration:**  
Chris N. Roehrig (Director of Education & Secretary), Thomas R. Grice (Superintendent of Business & Treasurer), Patrick Daly, Michelle Shypula, Leslie Telfer (Superintendents of Education)

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**1. Opening Business**

**1.1 Opening Prayer**

The meeting was opened with prayer led by Trustee Luciani.

**1.2 Attendance – As noted above.**

**1.3 Approval of the Agenda**

The Board Enrolment Update as of March 31, 2018 report was deferred to the next Board meeting.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the April 17, 2018 meeting, as amended.

**Carried**

**1.4 Declaration of Interest – Nil**

**1.5 Approval of Committee of the Whole Meeting Minutes – March 20, 2018**

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the March 20, 2018 Committee of the Whole meeting.

**Carried**

**1.6 Business Arising from the Minutes – Nil**

**2. Presentations - Nil**

**3. Delegations – Nil**



**4. Consent Agenda**

- 4.1** THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of March 20, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.
- 4.2** THAT the Committee of the Whole refers the unapproved minutes of the Council of Catholic Service Organizations Meeting of April 11, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Dan Dignard  
Seconded by: Bonnie McKinnon

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives all reports and approves all motions under the Consent Agenda.

**Carried**

**5. Committee and Staff Reports**

**5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting – April 5, 2018**

Trustee Casey provided a summary of the business of the April 5, 2018 Policy Committee meeting and presented the following recommendations:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Accessibility Standards Policy 200.33.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023 Policy 200.32.

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board approves the revised Multi-Year Integrated Accessibility Plan 2018-2023.

THAT the Policy Committee recommends that the Committee of the Whole refers the revised French Immersion Program Policy to the Brant Haldimand Norfolk Catholic District School Board for approval.

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Student Attendance Policy to the Brant Haldimand Norfolk Catholic District School Board for approval and rescind the Safe Arrival Policy 200.03 effective September 1<sup>st</sup>, 2018.

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Trustee Expenses Policy and Administrative Procedure 100.10 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the Chair of



the Board. Board events involving employees are not considered hospitality functions and cannot be reimbursed as the Broader Public Expenses Directive states that hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events, personal retirement parties and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.

THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Employee Expenses Policy and Administrative Procedure 700.04 to the Brant Haldimand Norfolk Catholic District School Board for approval:

5.0 Hospitality

5.3 Other costs related to Board business, which are incurred while attending conferences and workshops, will be reimbursed if approved by the employee's immediate supervisor. Hospitality may never be offered solely for the benefit of any individual covered by this policy. ~~Expenses that are not considered hospitality and will not be reimbursed are office social events and holiday celebrations.~~ Hospitality may be extended in an economical and consistent manner when:

- it can facilitate the business of the Board;
- it is considered desirable as a matter of courtesy or protocol;
- engaging in discussions or hosting receptions regarding Board matters with representatives from other governments; the broader public sector; business and industry; public interest groups or labour groups;
- providing individuals from national, international, or charitable organizations with an understanding or appreciation of Ontario and the workings of its government;
- honouring distinguished individuals for exceptional public service in Ontario;
- conducting prestigious ceremonies for heads of state, government or distinguished guests from the private sector;
- the business of the Board includes hospitality functions.



THAT the Policy Committee recommends that the Committee of the Whole refers the following revision to the Transportation of Students Policy and Administrative Procedure 400.19, effective September 1, 2018, to the Brant Haldimand Norfolk Catholic District School Board for approval:

1.0 Eligibility of Transportation

1.2 Reside in the attendance area for the assigned school.

1.2.1 The maximum walking distance for elementary school students living in urban areas shall be ~~4.6~~ **1.4** kilometers and the maximum walking distance for secondary school students living in urban areas shall be 3.2 kilometers. The maximum walking distance for students living in rural areas shall be 0.8

Moved by: Bonnie McKinnon

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the unapproved minutes of the Policy Committee Meeting of April 5, 2018 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

THAT the Committee of the Whole refers the recommendation of the Policy Committee Meeting of April 5, 2018 to the Brant Haldimand Norfolk Catholic District School Board.

**Carried**

**5.2 Restorative Practices**

Superintendent Shypula provided an overview of the work being done surrounding restorative practices. The use of restorative practices helps to reduce crime, improve behaviour and restore relationships. It also helps us look at social engagement over isolation. Some of our staff have participated in a variety of professional learning opportunities in student support services. The board has entered into an agreement with the John Howard Society of Hamilton-Wentworth and District. The agreement allows for an independent restorative practices facilitator to strain staff and students. Students have had the opportunity to participate in restorative circles allowing them to engage in an open dialogue surrounding conflict. Work will continue in order to build capacity in the area of restorative practices for the next school year.

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Restorative Practices Report.

**Carried**

**5.3 Research Initiated by External Agencies Update**

Director Roehrig provided an annual update regarding research initiated by external agencies. Dr. Dale Petruka coordinates and vets any research proposals received. A summary of incomplete, complete and research currently underway was reviewed. It was noted that most research involves early years, math and human resources. Schools voluntarily participate in the research. Challenges of external agencies conducting research is that a request may be



received but we the agency may not contact us again or research is not always completed and results not always presented.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole refers the Research Initiated by External Agencies Update to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**

#### **5.4 Board Enrolment Update as of March 31, 2018**

The Board Enrolment Update as of March 31, 2018 was deferred to the next Board meeting.

#### **5.5 Excursion – Mission Trip to New Orleans, LA**

Superintendent Daly presented a request from all three high schools for a mission trip to New Orleans, Louisiana. The trip will work alongside the St. Bernard Project which has been helping the New Orleans community since the devastation of Hurricane Katrina in 2006. Students were selected based on an application process. They will travel by bus and camp at a nearby state park. During their stay they will help the community with disaster relief by rebuilding through small construction projects and meeting with those affected by the disaster.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School, Holy Trinity Catholic High School and St. John's College for an excursion Mission Trip to New Orleans, Louisiana during the period of Friday, September 21, 2018 to Saturday, September 29, 2018.

**Carried**

#### **5.6 Excursion – Italy**

Superintendent Daly presented a request from Holy Trinity Catholic High School for an excursion to Italy. Students will have the opportunity to tour various sites in Venice, Florence, Assisi and Rome including the Vatican Museum, Sistine Chapel and St. Peter's Basilica. Students will experience local culture and be able to connect the trip to their subjects in art and religion.

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Holy Trinity Catholic High School for an excursion to Italy from Friday, March 8 to Sunday, March 17, 2019.

**Carried**



**6. Information and Correspondence**

**6.1 School Organizations Update**

Superintendent Daly presented an updated school organization chart. There were no significant changes reported. Some pressure point remained the same and enrolment has increased.

**6.2 Insights Report from Renewing the Promise**

Director Roehrig distributed a distilled copy of the Insights Report from Renewing the Promise through ThoughtExchange. The report focuses on engagement of youth with their faith.

Moved by: Bonnie McKinnon

Seconded by: Carol Luciani

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

**Carried**

**7. Trustee Inquiries - Nil**

**8. Business In-Camera**

Moved by: Bill Chopp

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera Session.

**Carried**

**9. Report on the In-Camera Session**

Moved by: Bonnie McKinnon

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-camera Session.

**Carried**

**10. Future Meetings**

Chair Petrella drew trustee attention to upcoming meetings and events.

**11. Closing Prayer**

Chair Petrella led the closing prayer.

**12. Adjournment**

Moved by: Cliff Casey

Seconded by: Bonnie McKinnon

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the meeting of April 17, 2018.

**Carried**

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**Board Mental Health Steering Committee Meeting  
Tuesday, March 27, 2018 ♦ 9:00 a.m.  
Catholic Education Centre**

**Present:** Dianne Wdowczyk-Meade (Chair), Pat Brophy, Keri Calvesbert, Keri Chartrand, Bill Chopp, Lesley Cunningham, Stephanie Haak, Amy Marlett, Connie McAllister, Carmen McDermid, Heidi Pasztor, Michelle Shypula, Lori Skye-LaForme, Janet Shaw, Arden Smelser

**Absent:** Jane Angus, Melissa Connelly, Becky Farrell, Charmaine Hanley, Bonnie McKinnon, Gerry McLellan, Cindy Miller, Sherry Pilon, Michael Pin, Colin Phee, Chandra Portelli, Terre Slaght, Paul Tratnyek, Shelley Wagstaff, Andrea Winger

**Minutes Only:** Tracey Austin, Dale Petruka

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**1. Opening Prayer**

Keri Calvesbert led the opening prayer.

**2. Introductions and Welcome**

Dianne Wdowczyk welcomed committee members and special guest Lesley Cunningham, Implementation coach from School Mental Health ASSIST. Amy Marlett was welcomed to the committee as the representative from Contact REACH and Dianne indicated Colin Phee from the Regional Parent Council indicated interest in sitting on this committee but was unable to attend today. Trustee McKinnon was unable to attend and Trustee Chopp was welcomed in her place.

**3. Approval of the Agenda**

The agenda was approved, as circulated.

**4. Information items**

**4.1 Young Carers-Michelle Lewis, Powerhouse Project, Haldimand Norfolk**

Dianne Wdowczyk invited Michelle Lewis to present to the MH Steering committee following a presentation at the Child and Youth Planning Network (CYPN) of Haldimand Norfolk. Michelle explained to the group that approximately 12% of youth currently serve in their families as young carers. Young carers support their loved ones by providing personal care, sibling care, financial/practical care, emotional support and by completing household chores beyond that of an average youth. <http://www.powerhouseproject.ca/>

Michelle indicated the act of young caring is expected to increase steadily, owing to a number of factors including Canada's ageing population and a growing proportion of Canadians with long-term health problems having all care increasingly provided at home. In order to improve the identification and support of young carers, Powerhouse is hoping to expand their in-school model of support (which currently runs in Niagara) to schools in Haldimand-Norfolk where the program currently does not reach. Additionally, Powerhouse is submitting a proposal to the



LHIN, which will include a request for a school outreach worker, which will greatly increase their capacity to reach more young carers.

The group was highly intrigued by Michelle's presentation and indicated further awareness should be brought to the attention of administrators and SERTS as a starting point. Michelle is slated to present at the Mental Health and Well-being PA day and is open to returning to address future audiences.

**4.2 Drug Strategy-Brant (tentative item) – Christina Rajsic &/or Laura Fretz, Brant County Public Health Unit**

Dianne indicated due to a scheduling conflict the Health Unit was unable to attend today's meeting. The Health Unit is slated to present information on Drug use at the Mental Health and Well-Being PA day in April

**5. Approval of the Minutes**

Dianne reminded the group that the meeting scheduled for December 13, 2017 was cancelled. The minutes of the September 27, 2017 Mental Health Steering Committee meeting were approved by consensus.

**6. Discussion Items**

**6.1 Research in Christian Meditation and Reflections – Paul Tratnyek**

In Paul's absence, Keri Calvesbert informed the group that the department heads from the Secondary panel would be gathering at the end of April to discuss this topic further. The group will look for an update at the June meeting.

**6.2 Student Engagement**

**i. Student Wellness Centre – Patrick Brophy, ACS**

Pat Brophy indicated the wellness centre is having a positive impact on students and has been demonstrating good growth. Pat spoke to the programming that has been offered to students through internal supports and through community partners. He spoke to the tracking system, which can provide data on student usage. Pat shared examples of the D2L learning modules students have access to and shared the teacher resource portal that has been created to assist teachers with social-emotional learning. Lesley Cunningham was particularly interested in the teacher portal and asked if Pat would be willing to share more with School Mental Health ASSIST.

**ii. Jack Chapter/Well-being team – Stephanie Haak, HT**

Stephanie Haak indicated her well-being team has approximately 15 students and has staff representation from almost every department. The initial impetus of the group was to promote student and staff well-being but attendance at staff events has been low and so the focus has shifted mostly to student well-being. The students are an eager group, show great leadership, and follow through. In November, the group led an entire week dedicated to mental health and wellness and was launched with a Jack Talk. On March 27, Holy Trinity was the host school for a Jack Summit, which was a regional event for the area of Haldimand-Norfolk.



**iii. Jack Chapter – Arden Smelser for Christine O’Sullivan, SJC**

Arden reported the Jack Talk for St. John’s was held on November 29 and was well received by the students. A Jack Chapter is now up and running and meets regularly. The students are also eager to find ways to promote well-being with their student body.

**iv. Board MH Steering Committee – Dianne Wdowczyk-Meade**

Dianne reminded the group that having student representation on the Mental Health Steering Committee has been a challenge. Research gleaned from recent youth focus groups suggests that youth voice is better collected by going where youth already congregant rather than having a single representative a committee made mostly of adults. In light of this, Dianne will make efforts to meet with existing student groups like Student Councils, Jack Chapters and Student Senate.

**6.3 Mental Health Week/Catholic Education Week – Dianne Wdowczyk-Meade**

Dianne indicated as in the past we would be bridging the themes of the two weeks. Chalk will again be available should anyone need it for the Let’s Chalk initiative which has become a staple for the week. Additionally, Dianne will send out a resource page for educators.

**6.4 Early Years Mental Health – Dianne Wdowczyk-Meade, Connie McAllister, Carmen McDermid**

In February, Dianne, Connie, Carmen and Barb Mitchell (coordinator, Parent Family Learning Centre), collectively participated in a survey that was to be used to provide a clearer understanding of the mental health challenges that some children may face between three to six years of age, and how early mental health can be supported through the use of evidence-based strategies. The survey was part of a joint research project whose partners included Infant Mental Health Promotion (IMHP), the Ontario Centre of Excellence for Child and Youth Mental Health (the Centre) and School Mental Health ASSIST (SMH ASSIST).

Additional project partners were from child and youth mental health organizations, early learning and care programs, school boards, representatives from the Ministries of Education, and children and youth services to better understand what parents, educators, practitioners, clinicians and others who work with young children can do to support every child’s optimal mental health development.

In meeting, it was realized that approximately 18% of EA support in our board is allocated to children in Kindergarten classes. Provincially, professionals from various settings have noted a perceived increase in the number of children between the ages of three to six years who are demonstrating challenges with social emotional development such as poor regulation, difficulties with communication, and aggression towards others.

The survey will inform a policy ready paper, which will be shared at the Early Years Special Interest, group being hosted by School Mental Health ASSIST in April where both Dianne and Connie will attend.

**6.5 Compassionate Care Response Guidelines – Kerri Calvesbert, Dianne Wdowczyk**

Kerri and Dianne discussed the need to re-visit and perhaps revise the Compassionate Care Response Guidelines, which was released in the fall of 2014. A review committee will be formed and will include administrators who have had to utilize the document while supporting their school community through loss.



**6.6 School MH ASSIST Principal package – Dianne Wdowczyk-Meade**

Dianne shared that School Mental Health ASSIST has created a principal package with the intention to be a resource to administrators. As the resource is rich and robust, a dissemination plan is required to be able to put the tool to good use. It was discussed including this tool on either an AAC agenda or Family of Schools.

**6.7 Communication re: Traumatic World Events Decision Support Tool – Dianne Wdowczyk-Meade**

Dianne shared a communication tool has been created by School Mental Health ASSIST in order to aid in decisions surrounding messages of tragic world events. This tool will be shared with the District Safe and Accepting Schools Team next month and with Tracey Austin for further consideration.

**7.0 Information Items**

**7.1 Mental Health & Well-Being PA Day- Dianne Wdowczyk-Meade, Keri Chartrand**

Dianne and Keri reported the day is shaping up well with close to 1000 staff planning to attend. See attached for PA day agenda.

**7.2 Literacy and Mental Health update (tentative item) – Keri Chartrand for Melissa Connelly**

Melissa was unavailable for today's meeting however sent an update with Keri. Please see attached.

**7.3 Restorative Practices-John Howard Society Update- Dianne Wdowczyk-Meade**

Dianne indicated the uptake of Restorative Practice training and support offered through the John Howard Society has been positive. To date, Garth Bell and his team have dedicated approximately 20 hours/week to our board, specifically at St. Leo's, St. Pius, Sacred Heart-Langton St. Michael's- Dunnville and Blessed Sacrament.

Dianne reminded the group the funder for this service has allocated funds to support in-risk youth from the Brantford/Brant community only. As there are needs across the district, we are looking at ways we can expand Restorative practices within the Student Support Services team in order to eliminate this barrier.

**7.4 Violent Risk Threat Assessment Community Protocol Update- Dianne Wdowczyk-Meade, Michelle Shypula**

Michelle reported there have been good review meetings between the Grand Erie Board and ourselves and a signing meeting is slated to occur in June when Kevin Cameron will be in town to facilitate a training with the Grand Erie Board.

**7.5 Student Support Services Update- Dianne Wdowczyk-Meade**

Dianne reported that upon reviewing the stats for CYW's, the team has served as many students from September-December 2017 as they did between September-March of the previous school year. The addition of two CYWs to the team has allowed for deeper involvement with students although the team still feels they could use more staff to meet the needs in our schools.



**8. Upcoming events & training:**

- ASIST training: March 28-29, July 3-4 2018
- Mental Health & Well-Being PA Day: April 13, 2018
- Supporting Children and Caregivers Coping with Grief and Loss with Liana Lowenstein: April 23, 2018
- Understanding Haudenosaunee Philosophies and Guiding Principles: April 25, 2018
- Rewired: Understanding the Impact of Technology on Our Students with Dr. Larry D. Rosen: May 1, 2018
- Mental Health Week & Catholic Education Week: May 7-12, 2018
- SJC & feeder schools Parent Information night: May 9, 2018
- St. Joseph Catholic Elementary School Wellness night: May 16, 2018
- St. Michael's Student Mental Health and wellness fair: during MH week
- OACAS conference: Keynote: Resilience across cultures and context with Michael Ungar: May 31-June 1, 2018

**9. Adjournment**

The meeting was adjourned and members were thanked for their involvement.

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**Mental Health Steering Committee:** Next Meeting: June 13, 2018

All meetings will run 9am-12pm and will occur at the Catholic Education Centre: 455 Fairview Drive.



**SPECIAL EDUCATION ADVISORY COMMITTEE  
Tuesday, April 17, 2018 – 10:00 a.m. - Boardroom**

- Present:** Bonnie McKinnon (Trustee), Jennifer Chapman, Jill Esposto, Mischa Jansink, Carmen McDermid, Paul Sanderson, , Michelle Shypula, Teresa Westergaard-Hager, Nil Woodcroft
- Regrets:** Christine Dragojlovich (Pearce), Krista Emmerson, Tracey Taylor
- 

**1. Opening Prayer**

Carmen McDermid led the group in the opening prayer. Debbie Dignan introduced the students from the Senior Job Skills Class from Assumption College School.

**2. Welcome and Opening Comments**

Superintendent Shypula welcomed the staff and Senior Job Skills class students and Debbie Dignan introduced the Assumption College School (ACS) students accompanied by their teacher - Stephen MacNeil, Educational Assistant (EA) - Barb Hannam and Special Education Department Head - Mary Bradford.

**3. Approval of Agenda**

Moved by: Paul Sanderson

Seconded by: Teresa Westergaard-Hager

THAT the SEAC Committee approves the agenda of the April 17, 2018 meeting.

**Carried**

**4. Approval of Minutes – February 20, 2018**

Moved by: Teresa Westergaard-Hager

Seconded by: Jennifer Chapman

THAT the SEAC Committee approves the minutes of the February 20, 2018 meeting.

**Carried**

**Approval of Minutes – March 20, 2018**

Moved by: Mischa Dinsmore

Seconded by: Jill Esposto

THAT the SEAC Committee approves the minutes of the March 20, 2018 meeting.

**Carried**

**5. Presentation**

**5.1 Celebration of Inclusivity**

Debbie Dignan provided an overview of the Senior Job Skills Class, which is a special education program aimed at teaching practical and necessary skills to students in preparation for the workplace. The Celebration of Inclusivity derived from the liturgy they created and shared with other classes at ACS, was part of their curriculum. Students were then invited to perform their prayer service in celebration of Jean Vanier and the L'Arche (deriving from French, Noah's Ark) communities Jean created for people with intellectual and physical disabilities.



**6. Community Agency Updates**

***Teresa Westergaard-Hager- Supervisor, Community Outreach- Norfolk Association for Community Living***

Teresa shared that the Norfolk Association for the Community Living is preparing for their sixth annual *Can You Dig It* on Saturday, May 5, 2018 at the Port Dover Community Centre. The Game Show Extravaganza is a fundraiser where audience members compete for fabulous prizes on adaptations of classic game shows such as; Family Feud, The Price is Right and many more. The agency will be having their Annual General Meeting on Friday, June 22, 2018.

***Nil Woodcroft- Manager of Early Childhood Intervention Programs- Haldimand-Norfolk REACH***

Nil updated that Haldimand-Norfolk REACH is currently working with Grand Erie and Brant Haldimand Norfolk Catholic District School Boards to support children involved in transition into school in September. The Haldimand-Norfolk Coordinated Service Planning Advisory Committee continues to meet to review priorities around Coordinated Service Planning. REACH also continues to support the coordinated service process through the Community of Practice. Employees have an opportunity to meet to review next steps and best practices.

***Jennifer Chapman- Child Welfare Supervisor- Children's Aid Society of Haldimand-Norfolk***

Jennifer shared that the Children's Aid Society of Haldimand-Norfolk held their Annual Easter dinner for youth and that it was a great gathering. Youth who are no longer receiving service were also in attendance and contributed to the dinner's success. The agency continues to observe youth from 16 to 18 years of age and their Board has approved some post 21 youth to remain connected to them. The hope is that new legislation will be announced by the end of the April providing further clarification. The agency has completed their review of Crown Wards and received very good feedback from the government. The agency has now fully implemented the new Child Protection Information Network (CPIN), an information collection and computer storage system that is being used by all Child Welfare agencies across the Province.

***Jill Esposto- Director of Services, Brant Family & Children Services***

Jill updated that Brant Family & Children Services will be "going live" onto the Provincial Child Protection Information Network (CPIN) for two weeks starting May 14, 2018. The agency is in the process of training all of their staff on the new information collection and storage system. Effective April 1, 2018 Ogwadenedeo has successfully completed the child welfare designation process and will provide all child welfare services for Six Nations families. All Six Nations families currently working within Brant Family & Children Services will be transferred to Ogwadenedeo services. The agency will continue to serve families who are members of the New Credit Band. The agency has received over 30 referrals for 16 and 17 year old youths since January 2018. This is an expansion of mandated services for all Child welfare agencies in Ontario to include youth aged 16 and 17.

Jill updated that all child protection workers must now be authorized which is a four to six month procedure, followed by an exam through the Ontario Association of Children's Aid Societies (OACAS). The agency has experienced a shortage of authorized workers during this transition. Jill updated that on June 11, 2018 they will be holding their Annual General Meeting and extended an invitation to anyone interested in attending or becoming a member to attend. Jill passed around a booklet labeled



'My Book of Safety" designed for youth that provides information on Internet Safety to how to get involved in their communities and feeling good about themselves.

***Paul Sanderson- Resource Coordinator, Contact Brant***

Based on new initiatives for Fetal Alcohol Spectrum Disorder (FASD) in Canada, Contact Brant have hired a new employee to improve outcomes for those who are already identified, including their families and targeted area communities. The new FASD resource coordinator is Linda McFadyen who began her position on April 1, 2018.

***Mischa Dinsmore- Family Service Coordinator, Lansdowne Children's Centre***

Mischa announced that during her maternity leave, Lansdowne is hoping to be able to backfill her position until she returns. On Saturday, May 12, 2018, Lansdowne will be holding their 14<sup>th</sup> Annual Charity Motorcycle Ride fundraising event to support of Every Kid Counts program. Mischa updated on a new family support worker position that will be overseeing the Autism Intervention Program (AIP) where there is currently a very large waitlist. Lansdowne is presently working with both school Boards on the entry to school transition meetings for entry in September 2018.

***Bonnie McKinnon- Trustee, Brant Haldimand Norfolk Catholic District School Board***

On behalf of the Board, Bonnie thanked all of our agencies for their continued time, support and input into our monthly SEAC meetings. She expressed her gratitude on behalf of students in our Board.

**7. Reports**

**7.1 Student Achievement Leader: Special Education**

Allocation of Supports Meetings - Carmen shared with the group an example of a student support rubric used as part of the discussion when assessing school/student needs for the purpose of allocating supports/services. The student support rubric has been revised throughout the years to address ongoing, ever changing student needs. The updated rubric incorporates criteria from the Board's previous rubric, while incorporating some criteria from two other Boards' rubrics as well as having it reviewed by system level personnel. Principals and SERTs are responsible for completing the rubrics prior to their assigned meeting date for students requiring support. Information is then shared with the team. The team is comprised of Michelle Shypula, Carmen McDermid, System Special Education Resource Teachers (SERTs) and the Child and Youth Worker or Social Workers attached to a particular school. Face-to-face meetings are scheduled over a period of two weeks with each individual school. This new process has been very well received by Principals/Vice-Principals and SERTs as it provides them an opportunity to have their school's profile/needs discussed regarding requests for support.

The April 13<sup>th</sup> PA Day had a dedicated focus on mental health and well-being. Over 30 workshops were offered to staff to self-select based on their own personal learning needs. The afternoon included a Health and Safety presentation with Deborah King-Bonafacio, BHNCDSB Disability Management & Safety Coordinator, followed by guest speaker, Valerie Spironello, MSW, RSW. Valerie enthusiastically shared stories of personal challenges over her 25 year career as a Social Worker in supporting others and then discussed personal and professional self-awareness and self-care strategies. Approximately





250 staff were in attendance to hear Deborah and Valerie's presentations. Attendees included EAs, ECEs, Library Technicians, System staff and some Principals.

On March 27, the Special Education Services Team hosted a full day New Teacher Induction Program (NTIP) training for 33 newly hired permanent and LTO teachers. Participants spent the morning with the Applied Behaviour Analysis Leads learning about Autism Spectrum Disorder (ASD), Applied Behaviour Analysis (ABA) methods and strategies, functions of behaviours and transition planning for students with Autism. The system special education staff shared information about the Individual Education Plan (IEP) development process, with an emphasis on the process/steps needed to develop effective/measurable IEP expectations. Participants also had an opportunity to explore the resource 'The Zones of Regulation' which has been supplied to every school, and discussed how to successfully utilize available sensory materials/rooms. The day was capped off by reviewing available system level and community supports and how to access them. Exit slips were completed by participants which included an opportunity for new teachers to request further follow up with any of the topics discussed or to request support in another area. Feedback received was very positive and further NTIP days are being planned for May.

## **7.2 Superintendent of Education**

Following up on Carmen's update, Superintendent Shypula shared that they received a lot of great feedback on this year's mental health PA Day. She commented on how the team was responsive to feedback from attendees from last year's PA Day. Staff shared their experiences from some of the excellent workshops they attended

## **7. Closing Remarks/ Adjournment**

The meeting adjourned at 11:55 am and Superintendent Shypula thanked the Students from the Assumption College Job Skills Class for their presentation to SEAC.



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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**Budget Committee  
Wednesday, April 18, 2018 – 4:00 p.m.  
Boardroom**

**Present:** Rick Petrella (Chair), Bill Chopp, Pat Daly, Dan Dignard, Tom Grice, Carol Luciani,  
Bonnie McKinnon, Pat Petrella

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**1. Opening Prayer**

Rick Petrella opened the meeting with prayer.

**2. Approval of the Agenda**

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Budget Committee approves the agenda of April 18, 2018.

**Carried**

**3. Approval of the Minutes**

Moved by: Bonnie McKinnon

Seconded by: Carol Luciani

THAT the Budget Committee approves the Minutes of January 11, 2018.

**Carried**

**4. Declaration of Conflict of Interest: Nil**

**5. Business Arising from the Minutes: Nil**

**6. Staff Reports and Information Items**

**6.1 2018-19 Departmental Expenditure Budget**

Superintendent Grice reviewed some of the revenue difficulties as they relate to the Ministry's tardiness in providing school boards with access to the software needed to generate the preliminary budget. Mr. Grice reviewed the revised budget impact on the preliminary budget for the year. Superintendent Grice provided an overview of the departmental expenditure budget. The key changes were reviewed according to the following categories: curriculum, special education, information technology, facilities, transportation and administration. Discussion occurred with respect to electronic technology devices within the Special Education Department and operational cost pressures within the Transportation Department.

Moved by: Carol Luciani

Seconded by: Bonnie McKinnon

THAT the Budget Committee recommends that the Committee of the Whole refers the 2018-19 Department Expenditure Budget to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**Carried**



**BRANT HALDIMAND NORFOLK  
Catholic District School Board**

**Minutes**

Catholic Education Centre  
322 Fairview Drive  
Brantford, ON N3T 5M8

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7. **Trustee Inquiries:** Nil
8. **Business of the In-Camera Committee** – n/a
9. **Report on the In-Camera Session** – n/a
10. **Adjournment**

Moved by: Bonnie McKinnon

Seconded by: Carol Luciani

THAT the Budget Committee adjourns the meeting of April 18, 2018.

**Carried**

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Next Meeting: Tuesday, May 16, 2018 – 4:00 pm, Boardroom

# REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Leslie Telfer, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: May 15, 2018  
Submitted by: Chris N. Roehrig, Director of Education & Secretary

## RENEWED MATH STRATEGY (RMS) STUDENT ACHIEVEMENT UPDATE

Public Session

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### **BACKGROUND INFORMATION:**

The Ministry of Education Renewed Math Strategy was introduced in 2016 and includes the following directives:

1. Increased student achievement, well-being and engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise;
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement; and
4. Increased parent engagement in their children's mathematics learning.

Our goals continue to be improving student learning and achievement in mathematics and increasing and enhancing principal and teacher learning in mathematical content knowledge and instruction. The collective work of the district continues to focus on the Fundamental Principles for Student Achievement identified in the Board Improvement Plan for Student Achievement (BIPSA):

Educators are responsive practitioners who seek first to know their learners and design instruction and assessment to meet the precise needs of each student

Educators make regular, intentional use of Assessment for and as Learning to improve student learning

### **DEVELOPMENTS:**

In the area of Student Achievement in Mathematics, we have implemented several initiatives that are embedded in the Board Improvement Plan for Student Achievement 2017-2018. **Below is a table that outlines the initiatives and their current status as of May 15, 2018.**

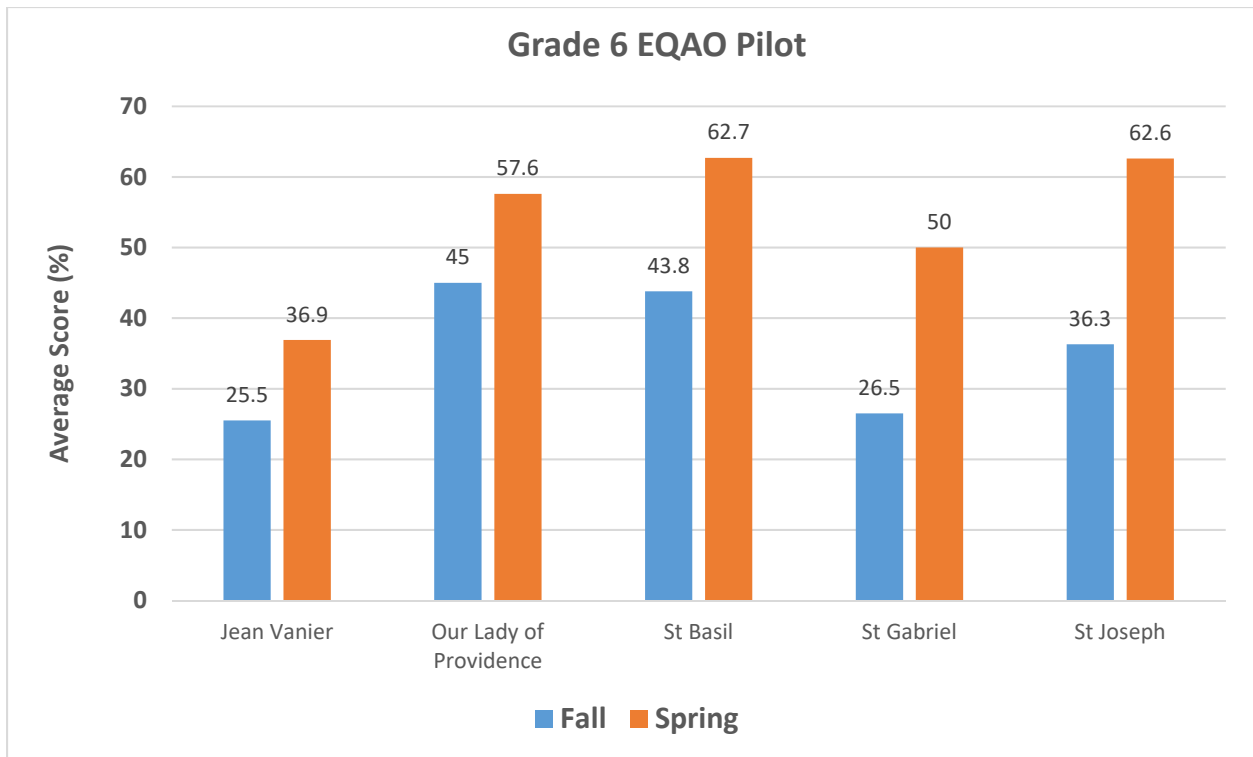
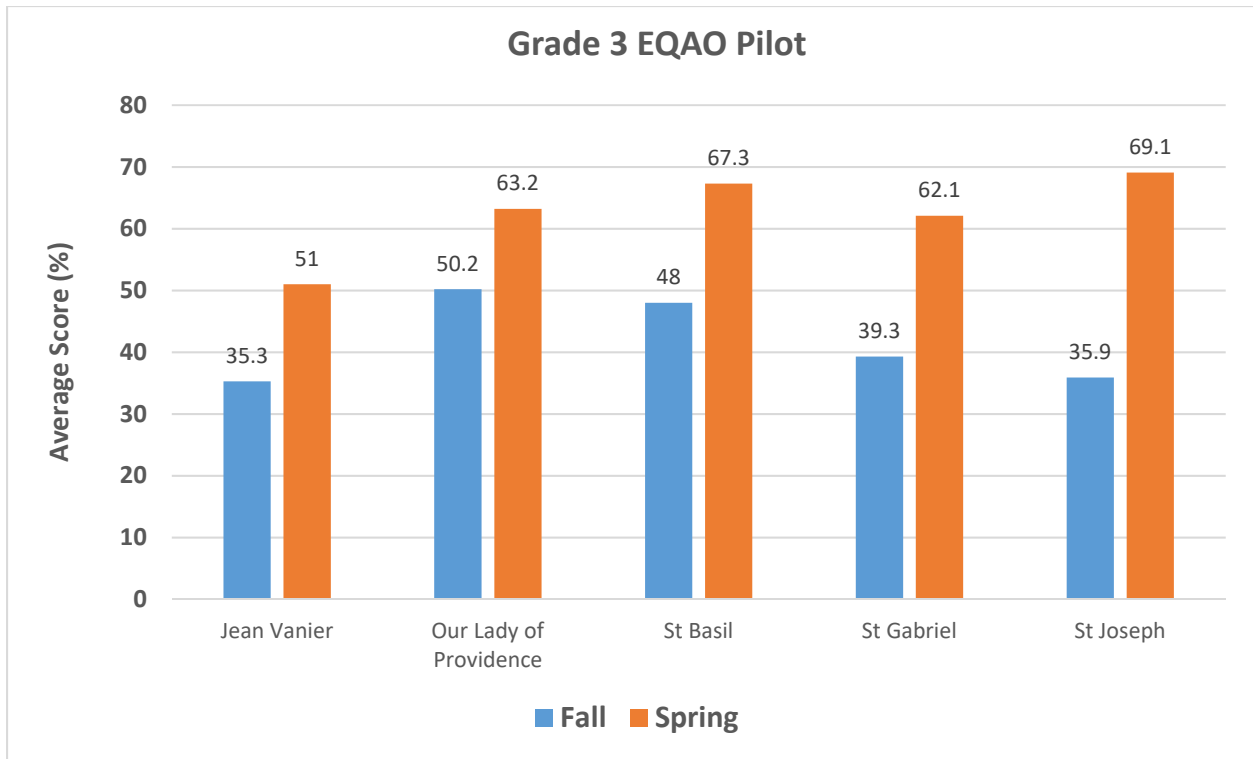
Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p><b>School-based Numeracy Professional Learning Communities (PLCs): K-3</b> Teachers have participated in 3 of 3 planned modules at the school-level to deepen their understanding of concepts related to <b>computational fluency</b>. This extends their learning from last year's work in the area of <b>foundational concepts of number sense</b>.</p> <p>The final module took place in January 2018.</p>	<ul style="list-style-type: none"> <li>• 28 elementary schools</li> <li>• 155 K-3 teachers</li> <li>• 49 Early Childhood Educators</li> <li>• 16 Special Education Resource Teachers</li> </ul> <p>Educator learning has been measured by a pre and post survey as well as an exit survey after each module's learning.</p>	<ul style="list-style-type: none"> <li>• 2570 students completed diagnostic assessment</li> </ul> <p>Data is being tracked for 631 students in the Grade 3 cohort.</p> <p>Post-learning data for students will be collected and analyzed in April/May 2018. <b>*Comparative data will be available in June.</b></p>
<p><b>School-based Numeracy Professional Learning Communities (PLCs): 4-8</b> Teachers have participated in 3 of 3 planned modules at the school-level to deepen their understanding of <b>concepts related to fractions</b>.</p> <p>This extends their learning from last year's work related to <b>multiplicative thinking and foundational concepts of multiplication</b>.</p> <p>All educators of grades 7 and/or 8 participated in one additional module focusing on <b>operations involving fractions</b>. This module was completed in February/March 2018.</p>	<ul style="list-style-type: none"> <li>• 28 elementary schools</li> <li>• 135 Grade 4-8 teachers</li> <li>• 19 Special Education Resource Teachers</li> </ul> <p>Educator learning has been measured by a pre and post survey as well as an exit survey after each module's learning. Results were shared in march report.</p>	<ul style="list-style-type: none"> <li>• 3369 students completed diagnostic assessment</li> </ul> <p>Data is being tracked for 683 students in the Grade 6 cohort.</p> <p>Post-learning data for students will be collected and analyzed in <b>April/May 2018</b> subject to completion of post assessment. <b>*Comparative data will be available in June.</b></p>
<p><b>Grade 1 and Grade 4 Measurement Networks</b> Teachers participated in three modules of learning related to building content and <b>math knowledge for teaching in the area of Measurement</b>. <b>Teachers have participated in three modules; December, February and April.</b></p>	<ul style="list-style-type: none"> <li>• 45 Grade 1 or Grade 1/2 teachers</li> <li>• 44 Grade 4, 3/4 or 4/5 teachers</li> </ul> <p>Educator learning has been measured through a self- reflection tool. Qualitative Data was shared in March report.</p>	<ul style="list-style-type: none"> <li>• 635 Grade 1 students participating</li> <li>• 687 Grade 4 students participating</li> </ul> <p>Student learning will be tracked for the student cohorts with an assessment tool that we are in the process of purchasing for fall implementation, 2018. <b>The target for overall improvement is Primary and Junior EQAO, spring 2020.</b></p>

Initiative	Building Teacher Capacity Quantity of Effort	Impact on Student Achievement Quantity of Effect
<p><b>EQAO Pilot</b> An optional assessment was offered to teachers participating in this project.</p> <p>The optional assessment included 10 multiple choice questions.</p>	<ul style="list-style-type: none"> <li>• 5 elementary schools (St. Joseph's, St. Basil, St. Gabriel, Our Lady of Providence, and Jean Vanier)</li> <li>• 13 Grade 3 teachers</li> <li>• 12 Grade 6 teachers</li> </ul> <p>Grade 3 and 6 teachers involved in the pilot were invited to an optional day of learning on <b>March 26, 2018</b>, which focused on deepening understanding of achievement categories, Knowledge &amp; Understanding, Thinking, and Application.</p>	<ul style="list-style-type: none"> <li>• 212 Grade 3 students participating</li> <li>• 227 Grade 6 students participating</li> </ul> <p>See Appendix 1A, B and C Pre and Post assessment results attached</p>
<p><b>EQAO Monthly Assessment Project</b> Grade 3 and 6 students from four tier three schools (Jean Vanier, Christ the King, Holy Cross, and Blessed Sacrament) have participated in <b>four</b> monthly assessments which targeted skills in the areas of Number Sense and Numeration and Measurement.</p>	<ul style="list-style-type: none"> <li>• 7 Grade 3 teachers</li> <li>• 7 Grade 6 teachers</li> </ul> <p>Feedback has been provided to individual teachers based on student results to assist in planning for instruction.</p> <p>Gap closing information, based on information collected across the sample, was shared with all administrators on <b>April 24, 2018</b>.</p> <p>Student specific feedback was provided to teachers, end of April.</p>	<ul style="list-style-type: none"> <li>• 97 Grade 3 students participating</li> <li>• 110 grade 6 students participating</li> </ul> <p>See Appendix 2 Feedback sample attached</p>
<p><b>Curriculum Alignment Project</b> Two focus groups were released for two days to create a document, which outlines the alignment between the current board-purchased math text (<i>Math Makes Sense</i>) and the curriculum.</p> <p>Focus groups noted within each document, where supplementary material is necessary for instruction and for which concepts greater instructional time is needed.</p>	<ul style="list-style-type: none"> <li>• 4 Grade 3 teachers</li> <li>• 3 Grade 6 teachers</li> </ul> <p>The documents were shared with all administrators for distribution to their teachers on <b>February 22, 2018</b>.</p> <p>Grade 3 and Grade 6 Math Makes Sense/Curriculum booklets</p>	<ul style="list-style-type: none"> <li>• 472 students in grade 3</li> <li>• 539 students in grade 6</li> </ul> <p>Curriculum alignment will continue with additional grades in 2018-2019.</p>
<p><b>Principal Learning</b> At monthly Family of Schools meetings, principals are provided with learning that deepens their own understanding of the math concepts and the instructional practices that are delivered at the school-based PLCs.</p>	<p>Principals participated as co-learners in PLC's.</p> <p>Principals continue to support staff capacity building and monitor the implementation of targeted strategies specific to Number Routines, Problem Solving and Visual Representations.</p>	<p>Principals continue to monitor and track student progress based on diagnostic information.</p> <p>Family of Schools Superintendents continue to track progress of grade 3 and grade 6 students through DSAT and school visits.</p>

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Renewed Math Strategy (RMS) Student Achievement Update report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

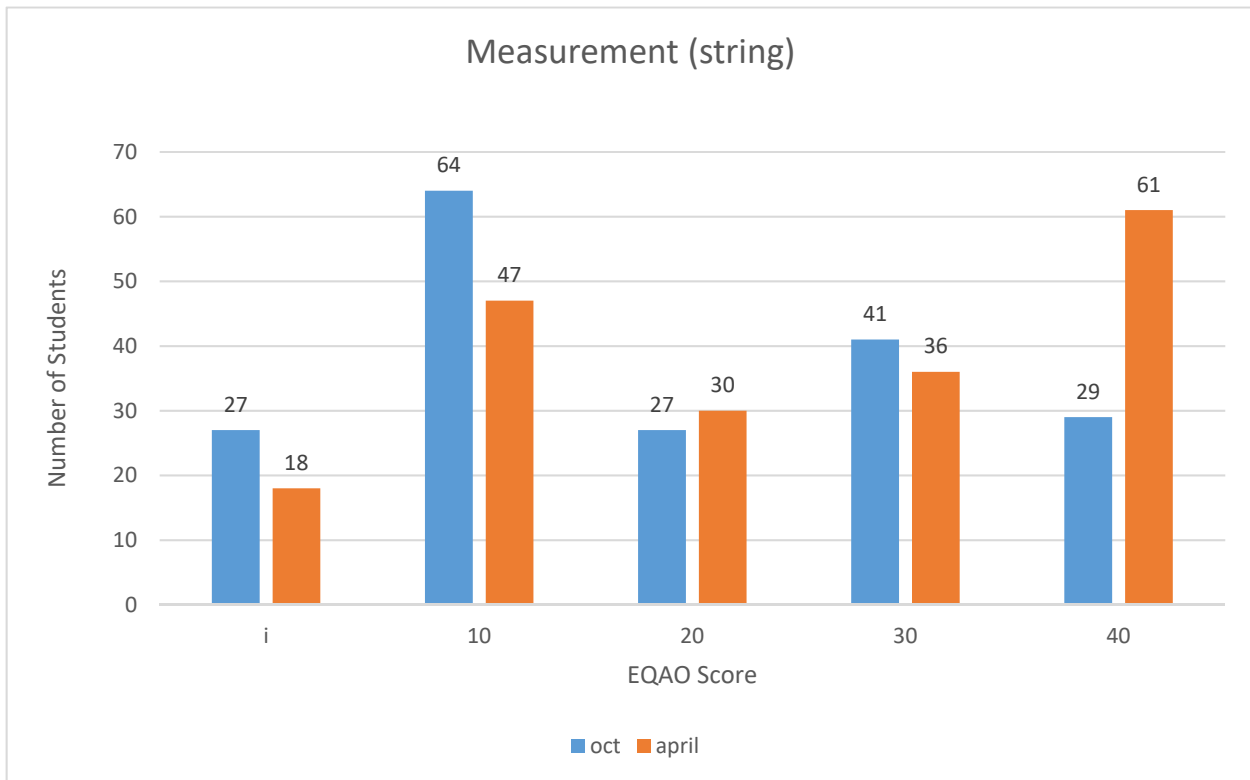
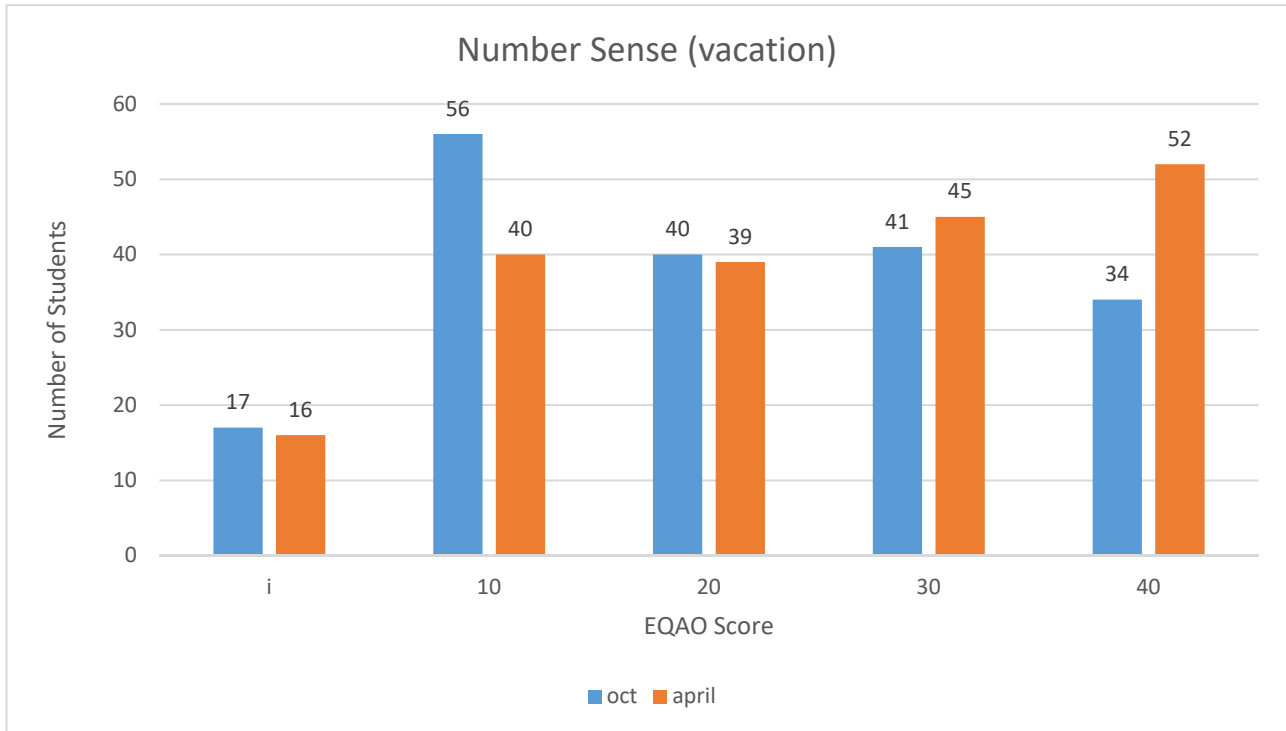
EQAO Pilot Comparative Results, Multiple Choice

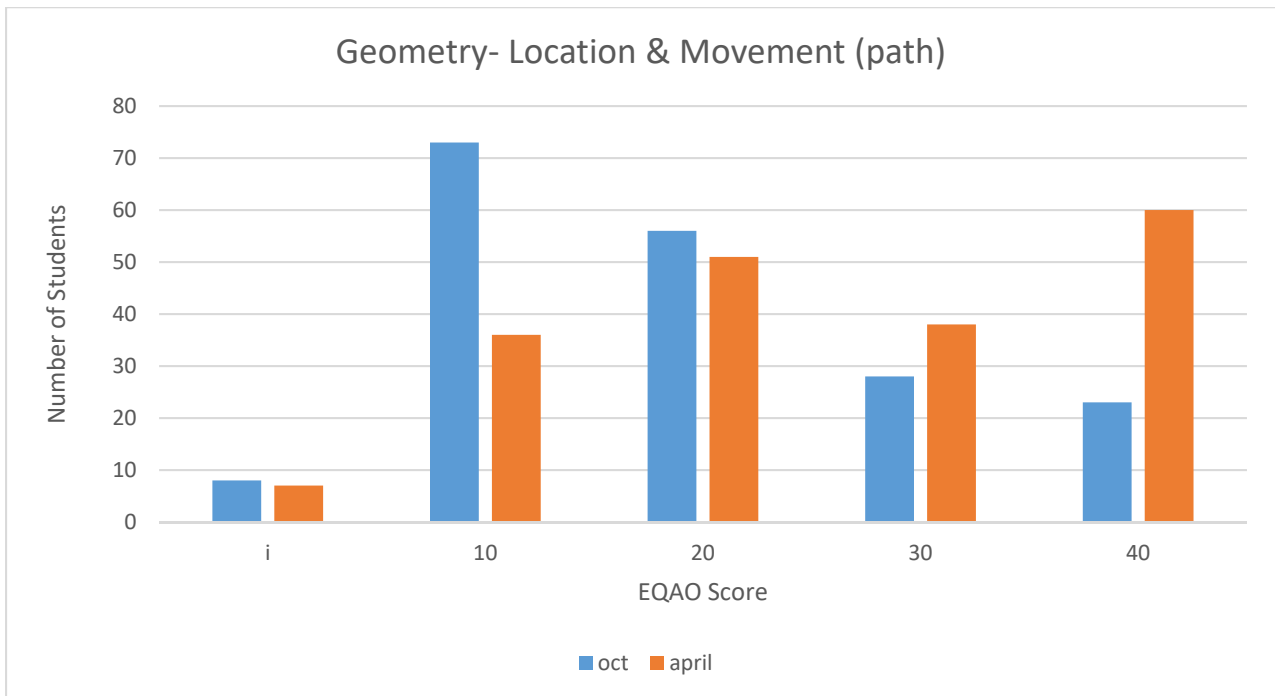
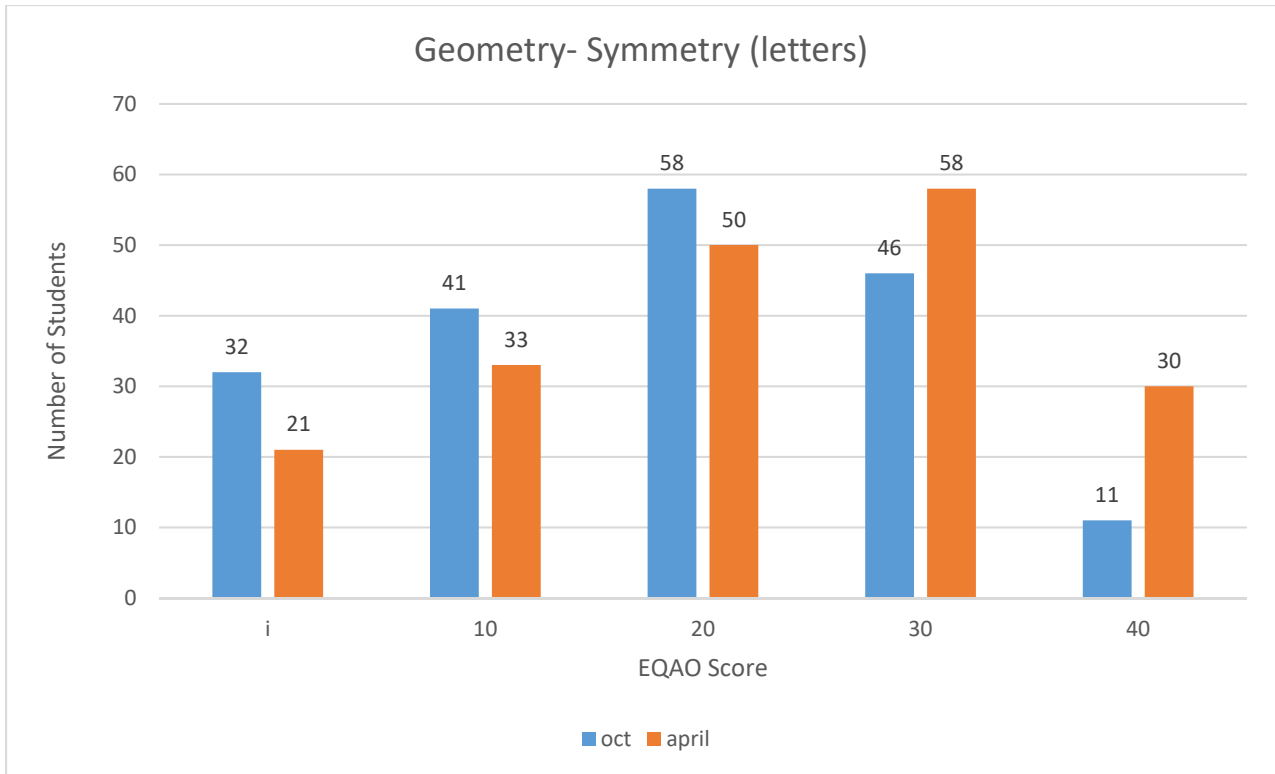




Gr 3 April EQAO Pilot Comparative Results, Open Response

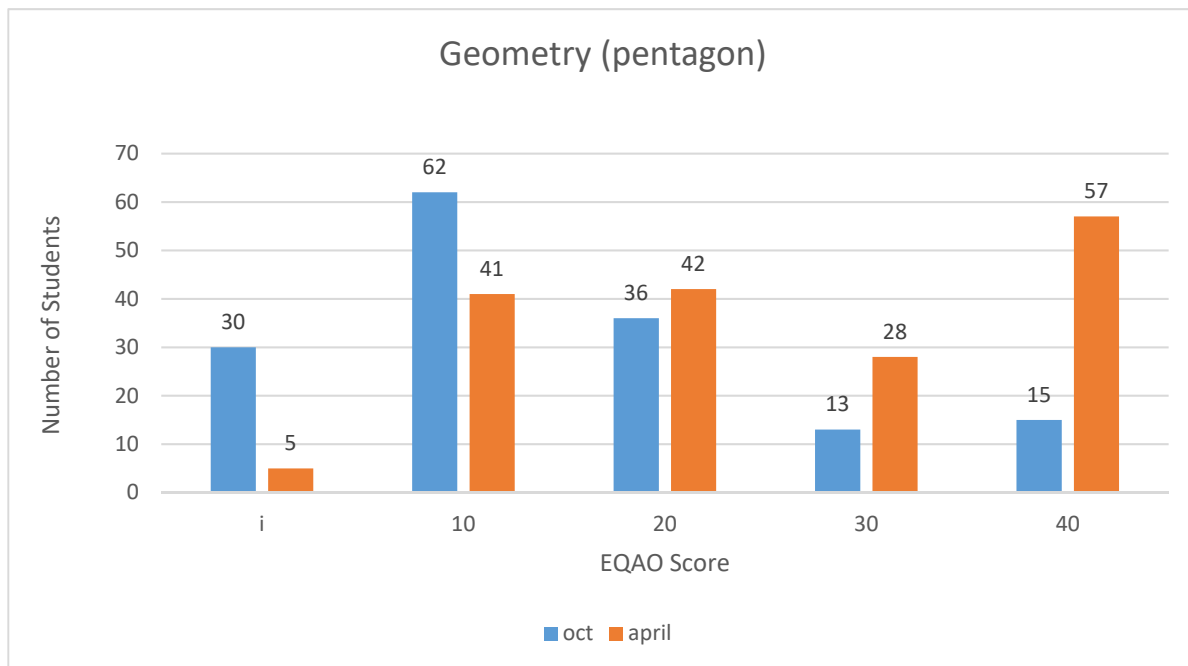
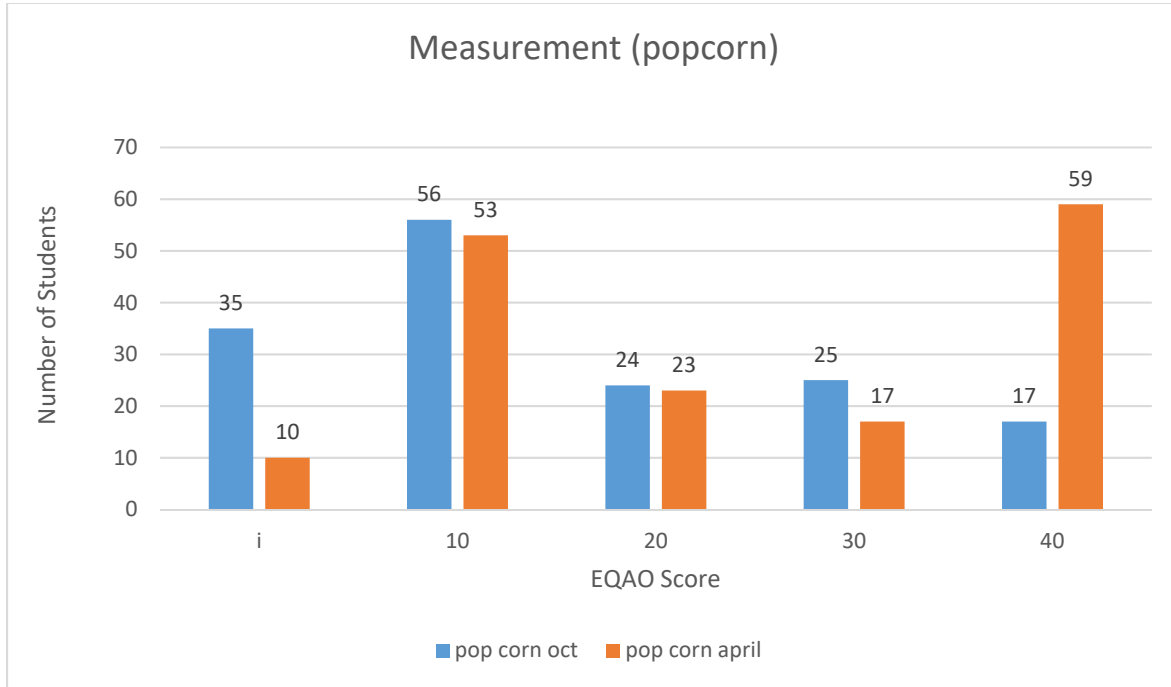
Grade 3 Students = 194

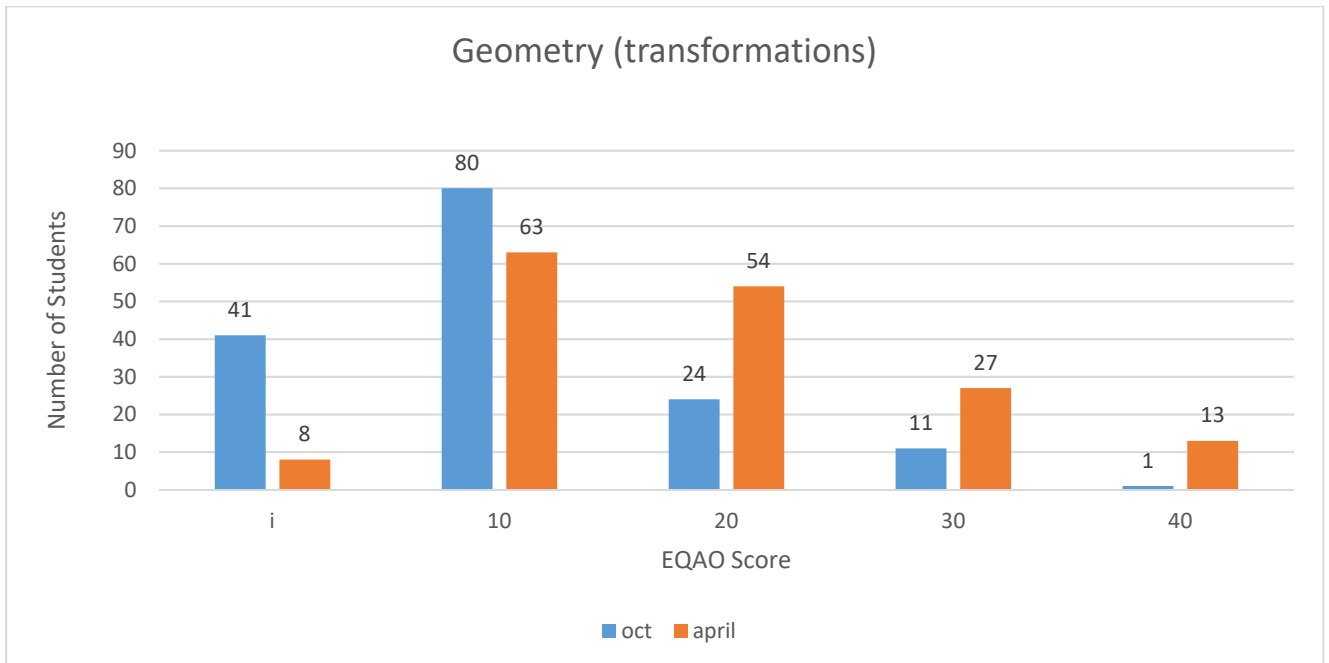
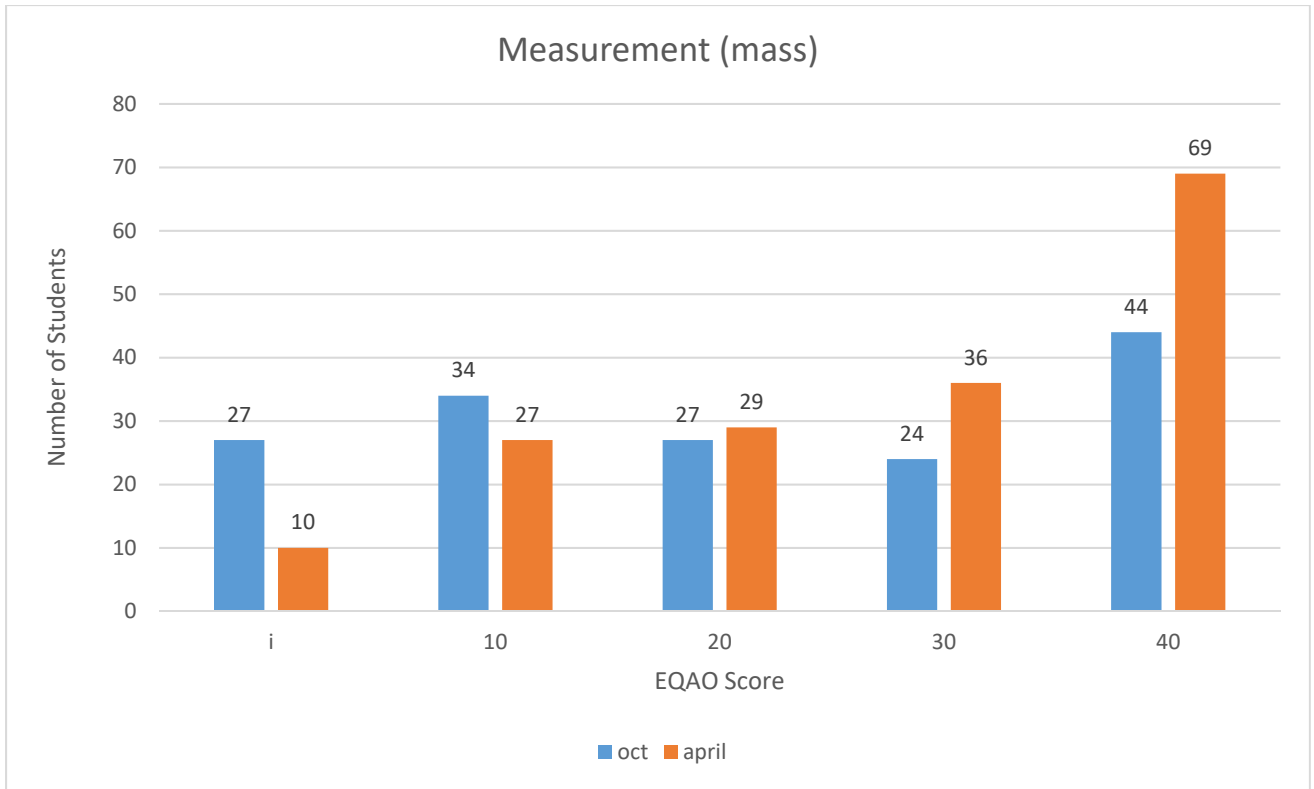


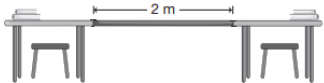


Gr 6 EQAO Pilot Comparative Results, Open Response Questions

Grade 6 students = 189

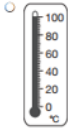
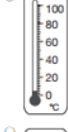
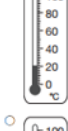
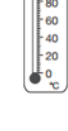




Question	Overall Expectation	Specific Expectation	Observations	Next Steps
<p>1. Sammy joins 3 pieces of wood to make the 2 m bridge between these two desks.</p>  <p>The first piece is 70 cm.</p> <p>What could the measurements of the other two pieces be? Show your thinking in the space below.</p>	<p>M2</p> <p>TH</p>	<p>b</p>	<p>-many students showed an understanding of the relationship between metres and centimetres (i.e. 1m = 100cm)</p> <p>-only a few students showed thinking that connected accurately to the problem (<i>names of students have been removed*</i>)</p> <p>- a few students were not able to get started because they did not seem sure about what the question was asking</p> <p>-some students thought that all pieces of wood must be 70cm if the first one was 70cm</p> <p>-the struggle did not seem to be with the measurement relationship concept but more with the underlying number sense that was needed to think about the question</p>	<p>-provide opportunities for students to work with more than two addends to find a known sum (e.g. my sum is 24, if I already have 9, what could the other two numbers be? OR my total is 100, what three numbers could I use to make that total?)</p> <p>-continue to urge students to write a final sentence that communicates their thinking so one does not need to guess what their calculations mean and where their final answer is</p>

<p>2. Which numbers are missing from this pattern?</p> <p>415, 410, 405, ____, ____, 390, 385</p> <p>a) 405, 400</p> <p>b) 410, 415</p> <p>c) 400, 390</p> <p>d) 400, 395</p> <p>Justify your thinking.</p>	<p>NSN2</p> <p>AP</p>	<p>b</p>	<p>-almost all students chose the correct response (d)</p> <p>-some students described the pattern as “counting by 5s” but did not indicate in which direction (i.e. forward or backward)</p> <p>-a few students (<i>*names of students have been removed</i>) chose the correct answer but did not provide any/accurate reasoning to justify their thinking</p> <p>-many other students seemed to choose an option that had one of the numbers from the pattern within it (e.g. “I chose b because I see 410 and that’s in the pattern”)</p>	<p>-continue to encourage students to mark up a pattern to show what is happening each time to the numbers in the pattern (e.g. from 415 to 410 a student could write -5 and then check to see if that keeps happening to the other terms of the pattern)</p> <p>-use smaller numbers to practice identifying and describing patterns (e.g. 35, 30, ____, ____, 15, 10 )</p> <p>-continue to have students discuss patterns orally and in writing to practice describing patterns</p>
<p>3. What is <math>24 \div 6</math>?</p> <p>a) 3</p> <p>b) 4</p> <p>c) 18</p> <p>d) 30</p> <p>Show your thinking!</p>	<p>NSN3</p> <p>KU</p>	<p>e</p>	<p>-only a few students were successful with this question (<i>names of students have been removed</i>)</p> <p>-many students expressed that they did not know division but my guess is that they were mostly stumped by the actual division symbol (e.g. once a prompt was given to help them think about division as “sharing equally”, some students showed that they could begin to think about the question and its meaning)</p> <p>-for students who were successful with this question, various strategies were used to show thinking about the problem including</p>	<p>-this concept could very easily fit into the use of number talks as it will most likely not take very long for the students to understand how to use the division symbol and what it represents (i.e. equal sharing or fair sharing)</p> <p>-start with discussing the idea of fair sharing and equal groups to build on to students’ learning in previous grades</p> <p>-use visual models (e.g. groupings, arrays) to provide a visual anchor for students’ thinking</p>

			<p>thinking about groups of 6, and skip counting</p>	
<p>4. Brock has 112 trading cards. His brother gives him 108 more. Brock then gives away 130 cards to a friend.</p> <p>How many trading cards does Brock have left? Show all of your thinking in the space below.</p>	<p>NSN3  TH</p>	<p>a</p>	<p>-a few students were able to complete this successfully on their own (<i>names of students have been removed</i>)</p> <p>-most students seemed to understand that they needed to combine the first two numbers (i.e. addition)</p> <p>-it appeared that students had various strategies for thinking about the numbers that they needed to combine and then take away but their work lacked detail to fully understand the process that they used</p> <p>-many students did not have a final sentence to communicate their response to the question, leaving their calculations open for interpretation</p> <p>-many students used the standard algorithm to think about the problem and to show their thinking but did not use the algorithm successfully (i.e. added or subtracted incorrectly)</p>	<p>-allow students the opportunity to estimate first so they can check their answer for reasonableness</p> <p>-highlight successful strategies such as breaking apart numbers by their place value</p> <p>-continue to expose students to the use of the number line as a way to visualize what's happening within the problem's context (e.g. adding up and then removing the trading cards)</p> <p>-use smaller numbers for students who have difficulty understanding the problem when using large 3-digit numbers)</p> <p>-continue to urge students to write a final sentence that communicates their thinking so one does not need to guess what their calculations mean and where their final answer is</p>

<p>5. Which thermometer shows the temperature on a warm day? Explain your thinking!</p> <p><input type="radio"/> </p> <p><input type="radio"/> </p> <p><input type="radio"/> </p> <p><input type="radio"/> </p>	<p>M1</p> <p>KU</p>	<p>e</p>	<p>-all students but a few (<i>names of students have been removed</i>) selected the correct answer and were able to explain their reasoning in a way that made sense and was easy to understand</p> <p>-almost all students were able to show that they knew options b and c would be ones that represented “cold” temperatures</p> <p>-the students listed above chose 100 degrees because most thought that was the highest and would mean “warm”</p> <p>-it appeared that even some of the students who chose the correct answer may have a misconception about the degree of hotness that 100 degrees Celsius represents</p>	<p>-continue to make real-life connections to weather and temperature so that this kind of learning is meaningful and relevant to the students</p> <p>-exaggerate how hot 100 degrees Celsius actually would be (e.g. water boils at 100 degrees so your blood would boil at 100 degrees Celsius....could that happen?)</p>
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## REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Chris N. Roehrig, Director of Education & Secretary  
Presented to: Committee of the Whole  
Submitted on: May 15, 2018  
Submitted by: Chris N. Roehrig, Director of Education & Secretary

## STRATEGIC PLAN – VISION 2020 – REPORT #2

Public Session

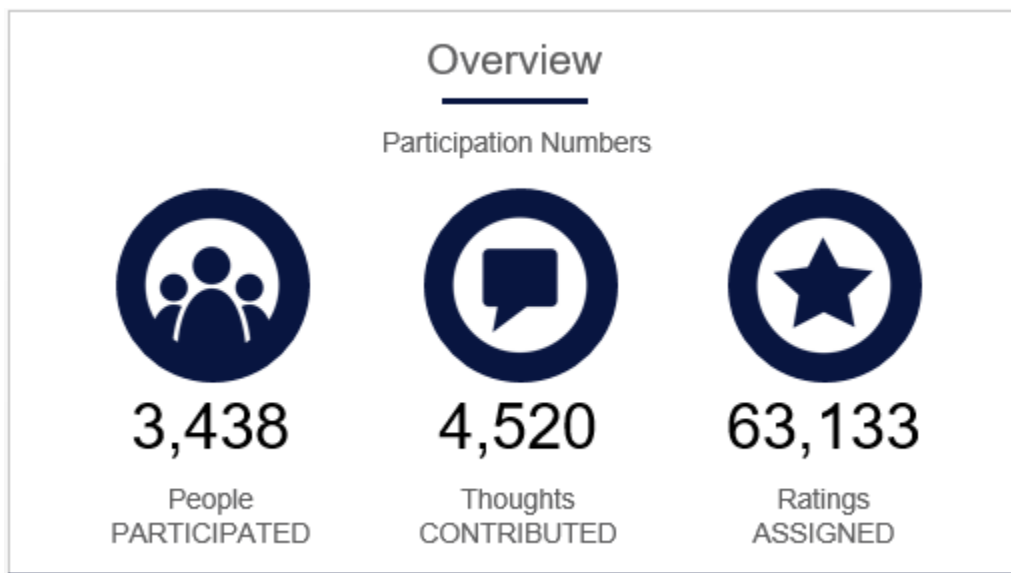
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### **BACKGROUND INFORMATION:**

The Board of Trustees approved a series of timelines for the creation of its next multi-year plan that will extend from 2018 – 2021 earlier this year. As part of the work that will precede the ambitious project of developing the next multi-year strategic plan was an environmental scan regarding that reflects the community's view of our collective strengths and next steps. In March, of 2018 the Catholic community connected to our district participated in a community consultation using ThoughtExchange.

### **DEVELOPMENTS:**

The level of participation for this exercise was quite high. Participation numbers are:



Areas for improvement that were noted related to the following themes.

- Bullying and behaviour issues
- EAs and academic support
- Student supervision (parking lots)
- Snow day protocols

Areas of strength were noted as follows:

- Faith education
- Parent and community involvement
- Quality teachers and staff

It should be noted that some of the data may have been impacted by three issues:

- The unusually high number of snow events this year
- The fact that the consultation took place during anti-bullying week
- A high number of thoughts came from St. Joseph during their parking lot consultations with school council and community policing.

The entire 'insights report' will be shared with trustees when it becomes available. These data points as well as the data points from the Renewing the Promise exercise, the 2016 school climate survey, the IBM student achievement consultation and a future town hall will be used as sources of information for the development of the next multi-year strategic plan.

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Strategic Plan – Vision 2020 – Report #2 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC  
DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE**

Prepared by: Patrick Daly, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: May 15, 2018  
Submitted by: Chris N. Roehrig, Director of Education & Secretary

**EXCURSION – NEW YORK CITY, NY USA**  
Public Session

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**BACKGROUND INFORMATION:**

Assumption College School is requesting approval for an excursion to New York City, NY, from Thursday, May 16, 2019 (departing at 3:30 pm after school) to Victoria Day Monday, May 20, 2019 (one school day missed). There will be 4 supervising teachers that will include both male and female staff members. The estimated cost of the trip is \$995.

**DEVELOPMENTS:**

Approximately forty (40) students from Assumption College School will travel by Bus to New York City to allow students to see in person a variety of significant works of art and architecture they have studied. Viewing art works in the culturally rich museums of New York City provides opportunities for students to become directly involved with artwork produced over many centuries from diverse cultures. New York City itself is an amazing tribute to the architecture of the last century and the richness of cultural diversity. This tour visits the Metropolitan Museum of Art, the Museum of Natural History, the Guggenheim Museum and visit the High Line in West Chelsea. Students will also visit the World Trade Centre site, explore Greenwich Village, see a Broadway show, and attend mass at St. Patrick's Cathedral.

All information has been provided in accordance with Board policy and procedures.

**RECOMMENDATION:**

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the request from Assumption College School for an excursion to New York City, NY from Thursday, May 16, 2019 to Monday, May 20, 2019.

## REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Chris N. Roehrig, Director of Education & Secretary  
Presented to: Committee of the Whole  
Submitted on: May 15, 2018  
Submitted by: Chris N. Roehrig, Director of Education & Secretary

### HEALTH AND SAFETY – A DISTRICT PRIORITY Public Session

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#### **BACKGROUND INFORMATION:**

During the first round of central bargaining, the central parties and the Crown agreed to the creation of a Provincial Health and Safety Working Group to consider matters related to health and safety in the education sector, as well as to continue to build and strengthen a culture of health and safety mindedness. As a result of coordinated advocacy on the part of numerous education sector unions, in June 2017, the Ministers of Labour and Education jointly issued correspondence to the Provincial Working Group outlining three priority items which the government was committed to addressing. These included:

- The Ministry of Labour conducting an enhanced initiative on workplace violence in schools and the creation of guidance material with respect to workplace violence,
- Sharing of information with respect to student behaviours that may present a risk of harm, and
- Clarifying and streamlining Ontario's existing reporting requirements for incidents of violence in schools.

In October 2017, the Ministry of Labour formally announced that they would be visiting each school board in Ontario to review and discuss compliance with the Occupational Health and Safety Act, specifically with respect to workplace violence. Additionally, the meetings were expected to comprise a discussion regarding the strength of the school board's internal responsibility system, inclusive of the effectiveness of the joint health and safety committee. There was discussion through the Provincial Health & Safety Working Group and OASBO that this audit process would be happening long before October. The Ministry of Labour provided a lengthy list of items which they would be reviewing during the Audit Process.

#### **DEVELOPMENTS:**

In preparation for this process, the following Health & Safety Initiatives were completed after identifying areas of need and improvement and presented to the Ministry of Labour.

- Creation of the Health & Safety Reporting Site which was launched in November 2017 where Employees can report workplace accidents/incidents/incident of workplace violence. The information gathered from this site will assist in measuring and identifying hazards and risks in the workplace, allowing the Board to assess identified hazards and risks and work to implement risk control measures which address and reduce potential hazards and risks in the workplace.
- Review and Revision of the Workplace Violence Prevention Policy & AP and the Workplace Harassment Policy & AP to ensure compliance with the Occupational Health & Safety Act
- Risk Assessments were conducted at each site in December 2017/January 2018 and a plan to conduct risk assessments at a minimum on an annual basis is now in place (as required under the OHSA)
- Creation of the following Administrative Procedures:

- Workplace Accident/Incident Reporting AP 300.04
- Work Refusal AP 300.21
- Creation of the “Notification of Risk of Injury and Student Safety Plan AP” which is still in the draft process

On March 27<sup>th</sup>, 2018 the senior administration, along with the Board’s OHSC met with Ministry of Labour representatives. There were no orders given by the MOL and they were pleased with the progress that we have made in these areas.

In April 2018 the Ministry of Labour released a publication – **Workplace Violence in School Boards A Guide to the Law** – and the MOL has continued to attend at school boards across the province based on its stated intention to conduct an enhanced initiative on workplace violence in schools.

**RECOMMENDATION:**

THAT the Committee of the Whole refers the Health and Safety – A District Priority Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

## REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Michelle Shypula, Superintendent of Education  
Presented to: Committee of the Whole  
Submitted on: May 15, 2018  
Submitted by: Chris N. Roehrig, Director of Education & Secretary

# SCHOOL AND COMMUNITY VIOLENCE THREAT RISK ASSESSMENT PROTOCOL

Public Session

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### **BACKGROUND INFORMATION:**

The Brant Haldimand Norfolk Catholic District School Board is committed to providing safe, caring and accepting school environments for students, staff and the community. The Board supports the use of positive practices as well as consequences and interventions for inappropriate behavior.

As part of the ongoing goal of promoting safety in schools and responding to serious bullying, violence and/or threats, the Brant Haldimand Norfolk Catholic District School Board will respond to all student behaviours that pose a potential risk to self, other students, staff, and/or members of the community. On the continuum of intervention is the *Threat or Risk Assessment*. A *Threat or Risk Assessment* may be required to help determine a student's level of risk as well as to inform the development of an intervention plan to reduce the risk factors identified.

A *Threat Assessment* is the process of determining if a student actually poses a risk to the target(s) they have threatened.

A *Risk Assessment* is the process of determining if a student of concern may pose a risk to self (e.g. suicide) or risk to some target(s) at some unknown period.

Since 2009, *Threat Risk Assessment Trainings* with Canadian expert Kevin Cameron from the *Canadian Centre for Threat Assessment and Trauma Response* have been offered in the communities of Brant, Haldimand and Norfolk. Social Workers and Child and Youth Workers were among the first from the board to receive this training in addition to a large number of individuals from the co-terminus board, Police, Child Welfare, Probation, Contact Agencies and a variety of counselling agencies.

In June 2014, a number of community partners signed off on *A School and Community Threat/Risk Assessment Protocol: A Collaborative Community Response to Student Threat Making Behaviour*, authored by the Grand Erie District School Board.

### **DEVELOPMENTS:**

In April 2016 and January 2017 the board hosted *Threat Risk Assessment Trainings* (Level One and Two respectively). Approximately 80 staff attended these trainings and included Senior Administration, Elementary and Secondary Administration, Student Success Educators, School Social Workers and Child and Youth Workers, in addition to representatives from our community partners. Plans are underway to offer training in *Family Assessment* for our Senior, Elementary and Secondary Administrators, Student Success Teams and Student Support Services in early 2019.

Informally, over the past two years, schools have been conducting threat and risk assessments based on the training received and the community protocol. In addition, during the past number of years, the *Canadian Centre for Threat Assessment and Trauma Response* has enhanced its training resulting in the need for a revised version of the community protocol.

The goal of this revised protocol (See Appendix A) continues to be to remove or reduce as much as possible, any threats to the safety of students, parents, school staff, other persons, the school, or other buildings or property, arising from any actions or behaviours by students or their peers on school property or in the community. It is hoped that support for early intervention measures by the Brant Haldimand Norfolk Catholic District School Board, the Grand Erie District School Board and community partners will both prevent and reduce violence in our schools and in the community.

The document includes both the process for how to initiate a threat/risk assessment as well as the specific information to be gathered as part of that process. As it is a multidisciplinary assessment, each participant has a role in assisting in the information gathering and development of the intervention plan.

Teams at the school level work collaboratively to complete a threat/risk assessment. Where necessary, consultation with Police and/or Child Welfare agencies can assist in information gathering as to the level of risk for a particular student. Other agencies may be included depending on the student's involvement in the community.

To facilitate formalizing a commitment to the revised community protocol, a community meeting will be held in June where representatives from both School Boards and community partners will sign off on the document.

**RECOMMENDATION:**

THAT the Brant Haldimand Norfolk Catholic District School Board approves the School and Community Violence Threat Risk Assessment Protocol.

Grand Erie District School Board and Brant Haldimand  
Norfolk Catholic District School Board

# A School and Community Violence Threat Risk Assessment Protocol

Revised: November 2017



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# **School and Community Violence Threat Risk Assessment Protocol**

## **Rationale**

The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board's shared vision is to engage, support and inspire all learners to achieve and succeed. Safety in schools is fundamental to learning and well-being for all students. The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board are both committed to creating and maintaining safe, caring, and accepting school environments.

As a result, the Boards will respond to all student behaviours that pose a potential risk to other students, staff, and members of the school community through the process of threat/risk assessment.

The effective implementation of the Violence Threat Risk Assessment Protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students at risk for violence towards self and/or others will ensure that supportive plans are put in place for the student and school community.

The goal of this protocol is to remove, or reduce as far as possible, any threats to the safety of students, parents, school staff, other persons, the school, or other buildings or property, arising from any actions or behaviours by students or their peers on school property or in the community. It is hoped that support for early intervention measures by the Grand Erie District School Board, the Brant Haldimand Norfolk Catholic District School Board and community partners will both prevent and reduce violence in our schools and in the community.

## **Vision**

Violence Prevention in our schools and neighborhoods is a community responsibility. All partners are accountable and have a shared obligation to take active steps to prevent and reduce threats and acts of violence in our schools and community. This means the timely sharing of information, advice, and support to assist in the prevention of violence.

## **What is Violence Threat Risk Assessment (VTRA)?**

The assessment of violence, threat and risk is a team approach to identifying, evaluating and addressing potential threats from students toward other students, staff and parents within the school and community environment. The purpose of carrying out a violence threat risk assessment is to ensure that those who have knowledge of the student carry out a careful analysis of the potential severity of the threat and determine an appropriate response to the threat-maker.

A multi-disciplinary assessment of student behaviour helps determine whether or not a student is moving on a pathway towards violence against him/herself or others, and creates an opportunity to intervene to decrease the risk identified. Through developing an individualized intervention plan, the underlying issues that have contributed to high-risk behaviour can be addressed.

Where a high risk is identified, a student may require further assessment from community professionals, including but not limited to, child protection agencies and medical practitioners.

**Threat Assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened.**

A threat is when a person utters, writes, or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school staff, and the community agencies that may have access to information relevant to the threat being made.

**Risk Assessment is the process of determining if a student of concern may pose a risk to self (e.g. suicide) or risk to some person(s) at some unknown period of time.**

Typically risk assessment is a lengthier process that may involve a number of assessments, tests, and measures beyond the scope of the school-based multidisciplinary team. Consultation with the School Social Worker is required in order to request a Risk Assessment for a student.

## **High Risk Behaviour: When to Enact the Violence Threat Risk Assessment Protocol**

Student behavior that poses a threat or risk to self or others can present in a variety of ways. Examples of high risk behaviours addressed in this protocol include, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- Verbal/written threats to kill others (“clear, direct and plausible”)
- The use of technology to communicate threats to harm/kill others or cause property damage (e.g.: computer, cell phone)
- Possession of weapons (including replicas)
- Bomb threats (making and/ or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Ongoing issues with bullying and/or harassment
- Gang related intimidation and violence
- Hate incidents motivated by factors including, but not limited to; race, culture, religion, and/or sexual orientation
- Rehearsal behaviours or evidence of planning an attack

Students who have experienced ongoing harassment and/or bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a Risk Assessment.

**All behaviours that may *pose a risk or threat to others* are to be reported to the school Administrator. This includes the behaviour of students, staff or community members.**

**Note: Students who are displaying self-harm behaviour and/or suicidal ideation *pose a risk to themselves*. This behaviour may *not* require enacting the VTRA protocol. Both the Grand Erie District School Board and the Brant Haldimand Norfolk Catholic District School Board have procedures for dealing with students who are expressing suicidal ideation. Consultation with parents, school Social Worker and/or community agencies is required to determine next steps for both assessment and intervention with students at risk of self-harm or suicide.**

**Any of the behaviours below may lead a school towards a process of VTRA and should be reported to school administration:**

<b>Worrisome Behaviours</b>	<b>High Risk Behaviours</b>	<b>Immediate Threat: Call 911</b>
Include but are not limited to:  Violent Content: - drawing pictures - writing stories/journals - vague threatening statements - unusual interest in fire - significant change in anti-social behaviour - suicidal ideation	Include but are not limited to:  - bomb threat plan - verbal/written plan to kill/injure - internet website threats to kill or injure self/others - fire setting - threatens violence - suicidal and/or homicidal ideation (fluidity) - hate incidents and bullying - evidence of planning, rehearsal behaviours - gang related violence	Include but are not limited to:  - possession of a weapon or replica - plan for a serious assault - homicidal/suicidal behavior that threatens safety (fluidity) - fire setting

**In the case of immediate threats and high risk behaviours, the Violence Threat Risk Assessment Protocol is to be initiated.**

**Worrisome behaviour** can be addressed through consultation with School Social Worker, Student Support Services and/or community professionals, Resource Team Meetings and case conferences. If a school administrator is uncertain as to whether or not to enact the VTRA Protocol, a consultation with the School Social Worker or Safe Schools Team is recommended. If a Risk Assessment is required, contact the School Social Worker designated to the school. If staff from a community agency is concerned about worrisome behaviour, with consent, information can be shared with the school administrator who will determine appropriate next steps.

## **VTRA Reminders:**

### **Students With Diverse Learning Needs and VTRA**

The VTRA protocol will not necessarily be activated when students with diverse learning needs engage in threat making or aggressive behaviours typical to their baseline. In other words, if the person's conduct is consistent with their diagnosis or how they're known to typically present, then a VTRA response is not required.

However, if the student with diverse needs moves beyond their typical baseline—either a single incident or a slow-and-steady increase—and is engaged in high-risk behaviour it would warrant a VTRA response.

The role of the VTRA team is to determine why there was an increase in the baseline behaviour and whether the student poses a risk to self or others. The process of data collection and assessment is not modified other than to ensure the appropriate interviewing strategies are used for the student with diverse needs. Staff members from the school and Special Education staff who are responsible for program planning and service delivery must consult with the VTRA teams in these cases.

As a note of caution, sometimes school and community members may under react to a serious threat posed by a student with diverse needs. They may assume all of the behaviours are a result of their functional impairment rather than considering a student with diverse needs can move along “the pathway to justification” as well.

### **Early Elementary Aged Children and VTRA**

When younger students engage in violent or threat related behaviour, developmental and exceptionality issues need to be taken into consideration. Generally speaking, most threat-related behaviour exhibited by elementary-aged students falls into the category of “worrisome behaviours.” However, just because a student is elementary age doesn't mean they can't pose a risk. If high-risk behaviours are identified, a VTRA protocol should be activated.

### **VTRA Trumps Suspension**

In most cases, unless the individual of concern already poses an imminent or obvious safety concern such as brandishing a weapon, a Stage 1 VTRA should occur before suspension is considered. A suspension can unintentionally create the necessary context for a student who is already struggling with suicidal or homicidal ideation to take the final step, from planning to taking action. Therefore, it is important to ensure that steps are taken to complete a Stage 1 VTRA and ensure that the student is connected with healthy supports in the home and community.

## **Crisis and Trauma Management**

**Supporting Those Who May Impacted:** The school Administrator and the VTRA lead for the school are responsible for ensuring any possible victims of the threat are assessed and services are provided as necessary. The circumstances of the threat, whether directed towards one or more individuals, an entire class or the school population, will dictate how far reaching the intervention needs to be. The VTRA lead in consultation with the school administrators, should determine if crisis counselling or trauma follow up is needed to re-establish calm.

### **System Communications**

Any communication regarding violence threat risk assessment situations are directed to the Communications Department for vetting and consultation. Where multiple sites are affected by VTRA, a central point for communication will be established to ensure consistent and timely communication.

### **School Violence Threat Risk Assessment (VTRA) Team:**

The VTRA team is a multi-disciplinary team comprised of the school Administrator(s), School Social Worker and/or Behaviour Counsellor, Child and Youth Worker, Resource Officer (Secondary School), Police Services, and Guidance Counsellor (Secondary school). Teachers and school staff who have knowledge of the student, but who are not trained in Violence Threat Risk Assessment (Level One), can also provide valuable information.

(see Appendix F for further information regarding training)

**Community Partners:** Where applicable, other members from the community may be involved in information sharing and planning (e.g. Police Services, Children's Aid Society, Youth Justice agencies, counselling agencies, public health units, hospitals). Agreements both formal and informal between the school boards and agencies exist to allow active collaboration and information sharing. This collaborative process will respect the individual's rights to privacy and the safety of all. Information sharing may take place at a community team meeting. (See Appendix B Community Teams) Where there is acutely elevated risk, or threat to personal safety, consent is *not* required to share information relevant to the identified risk.

Community professionals who become aware of student behaviour that may pose a threat are encouraged to initiate the Violence Threat/Risk Assessment Protocol through contacting the Principal or designate at the school. Community tables in both Brantford and Haldimand Norfolk may also recommend a VTRA on behalf of a student of concern. (See Appendix F: Community Teams)

Community agencies participating in the threat/risk assessment on behalf of a student may be included in the development of an intervention plan. A review of the student's intervention plan may include the student, parent(s), school staff and community professionals, and will be initiated by the school administrator as required.

### **Non-Work Hour Cases**

If information is received by a VTRA member regarding serious violence, weapons possession or a threat that is clear, direct and plausible during non-work hours for protocol partners, Police will be called. Steps will also be taken to assess the person of concern and the target(s) will be notified and protected as required. The site specific VTRA team members and Police will determine if team members need to assist beyond regular work hours or if the non-Police aspects of the case can wait until regular work hours. In many cases, evening or weekend incidents continue to escalate into the workplace, school or community. The school Boards will be notified about any potential VTRA situations by partner agencies.

### **Is a student making a threat, posing a threat or neither?**

Anyone in a moment of emotion can deliver a threat (verbal, written, electronic) that sounds foreboding or sinister, however that does not mean that anybody who "makes" a threat actually "poses" a threat. This document outlines the data collection process used in order to assess and evaluate the level of threat. Part of the process is to evaluate the person making the threat in order to determine whether the student has the intention, the ability or the means to carry out the threat.

### **Three Primary Hypothesis in Violence Threat Risk Assessment**

1. Is it a conscious or unconscious "Cry for Help"?
2. Conspiracy of two or more: Who else knows about it? Who else is involved?
3. Is there any evidence of fluidity (flow between both suicidal and homicidal thoughts or actions)?



## Information Sharing between Schools and Community Agencies

There are two main pieces of privacy legislation in Ontario. They are the PHIPA (Personal Health Information Protection Act, 2004) and the FIPPA (Freedom of Information and Protection of Privacy Act, 1990). In addition, both the Youth Criminal Justice Act (2002) and the Child, Youth and Family Services Act (2017) speak to information sharing on behalf of children and youth.

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. **Wherever possible and reasonable, consent should be obtained.** The individual should know what he/she is consenting to, and understand the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.

Challenges to the privacy legislation through the Supreme Court of Canada resulted in the decision that in cases of potential imminent danger, **safety trumps privacy.**

Green Light	Yellow Light	Red Light
<p>Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:</p> <ul style="list-style-type: none"> <li>• with written consent</li> <li>• to avert or minimize imminent danger to the health and safety of any person</li> <li>• to report a child who might need protection under the Child, Youth and Family Services Act</li> <li>• by order of the court</li> <li>• to facilitate the rehabilitation of a young person under the Youth Criminal Justice Act</li> <li>• to ensure the safety of students and/or staff under the YCJA</li> <li>• to cooperate with a police and/or child protection investigation</li> </ul>	<p>Obtain more information and/or get advice from a supervisor, or the board lawyer in any of the following circumstances:</p> <ul style="list-style-type: none"> <li>• consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s)</li> <li>• to report criminal activity to the police</li> <li>• to disclose records</li> <li>• where there is a demand or request to produce information for a legal proceeding</li> <li>• when a professional code of ethics may limit disclosure</li> </ul>	<p>Information can NEVER be shared under any of the following circumstances:</p> <ul style="list-style-type: none"> <li>• there is a legislative requirement barring disclosure</li> <li>• no consent is given and there is no need to know or overriding health/safety concerns</li> <li>• consent is given but there is no need to know or overriding health/safety concerns</li> </ul>

### **Keeping Records and Statistics**

The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board will maintain records of violence threat/risk assessments through the generation of summary reports which will be shared with parents/guardians. Summary reports will be completed by the school Social Worker and/or the school Administrator. Reports will be shared with community agencies with signed consent. Raw data collected will not be shared, and will be maintained in Social Work or Principal files at the Grand Erie District School Board and the Brant Haldimand Norfolk Catholic District School Board.

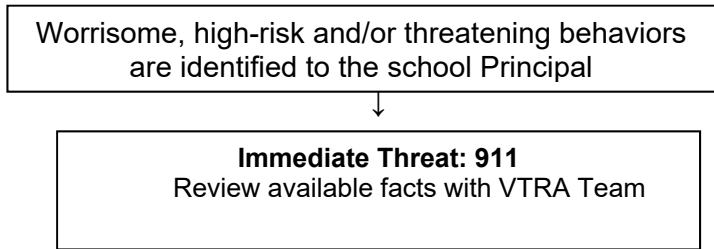
For the purposes of expulsion hearings, the summary findings of a Violence Threat Risk Assessment will be shared with the Student Discipline Committee.

Each community partner is responsible for documenting and storing information as required by their own policy or legislation.

### **Review**

The School and Community Violence Threat Risk Assessment Protocol will be reviewed bi-annually by the Grand Erie District School Board, Brant Haldimand Norfolk Catholic District School Board and community partners. It is considered a living document and will be adjusted to accommodate new community partners and changes in process, policies and procedures.

**Violence Threat Risk Assessment Quick Guide**



**Evidence Indicates VTRA is Required**

**Evidence Does not Support VTRA**

**STAGE 1: Data collection and immediate risk-reducing intervention**

1. Make sure all students are safe. Contact Police.
2. Contact Threat Assessment Team: (Principal, Vice Principal, Social Worker, CYW, Guidance, Police, Children’s Aid Society)
3. Determine if threat maker has access to weapons. (locker check, bedroom check)
4. Interview students and witnesses.
5. Notify the parents/guardians of students involved, Superintendent(s) and Safe Schools.
6. Refer to *Threat Risk Assessment Report Form* to guide data gathering process.
7. Interview the student of concern after data has been gathered.
8. Review findings with Threat Assessment Team.
9. Develop a plan to mitigate risk and share with student, parent/guardians.

**TIME FRAME:** within hours

↓

Review concerns with school team, Social Worker  
Contact parent/family to discuss next steps  
Consult with community agencies  
Referral to Resource Team  
Referral to Community Team

→

**Variable, low risk identified**

Risk has been mitigated  
School team will monitor plan  
Plan is reassessed within 30 days.

↓  
**Risk is deemed high; requires further intervention**  
↓

**STAGE 2: Multidisciplinary Risk Evaluation**

1. Conduct additional interviews as required.
2. Contact community partners for additional background information.
3. Arrange meeting (s) with school Threat Assessment Team and community partners, and parents/guardians.
4. Review findings and recommendations for further assessment and/or intervention. Consider needs of school community.
5. Develop an intervention plan involving school, family and community. Contact the student(s) parent(s) or guardian(s) to discuss the intervention plan.
6. Review the plan within 30 days.

## Appendix B

### **Guidelines for Administrators: The Threat Assessment Process**

#### **Step 1: Make Sure All Students Are Safe and Call Police (911)**

- Appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
- Do not allow access to coats, backpacks, desks or lockers.
- Contact Superintendent(s) of Safe Schools and Family of Schools.
- Contact School Social Worker and Threat Assessment Team.
- Contact Resource Officer at Secondary School; if not available, keep him/her informed.

#### **Step 2: Determine if the threat maker has access to the means (knife, gun, etc). School personnel are to check locker, backpack, clothing, work area, and/or desk to look for possible weapon(s). If there is any evidence of bombs or traps, contact Police immediately and do not search the locker.**

#### **Step 3: Interview witnesses including all participants directly and indirectly involved.**

#### **Step 4: Notify the Student's Parent(s) or Guardian(s) as well as the parent(s) or Guardian(s) of the intended target.**

- explain the VTRA response is not intended to be disciplinary, rather, it is a collaborative process to ensure risk and safety of all
- explain the data collection is an important part of the VTRA process, and their perspective is integral to developing a plan of support for their child
- request that they come in to the school
- advise them that as per VTRA protocol, the Police may be informed about the situation, as they are part of the Threat Assessment Team

**Remember to ask parent if the student has access to weapons, as well as ask them to check student's bedroom for evidence of planning.**

**For the parents or guardians of the student making the threat or the student who is the target, it is important to provide basic information about the incident and reassurance that steps are being taken to mitigate immediate risk. Ask the parent**

**for their perspective on the incident, or any relevant information that may assist in the investigation. Keep in mind the information can sometimes leave them feeling fearful or traumatized. Therefore, any notification should be conducted with skill, compassion and planning.**

#### **Step 5: Initiate Data Collection with Team members.**

Sources of Immediate Data may be obtained from multiple sources including:

- Reporter(s)
- The student who has made a threat
- Target(s)
- Witness(es)
- Teachers and other school staff (secretaries, teacher assistants, bus drivers)
- Friends, classmate, acquaintances
- Parents/caregivers (Call both parents. Ask them to do a bedroom check.)
- Current and *previous* school records, OSR (Call the sending school.)
- Police record check
- Check the student(s) locker, desk, backpack, recent text books/ assignment binders, cars, etc.
- Activities: Internet histories, diaries

Determine who will interview which parties and who will be responsible for which tasks. Ensure team members have a copy of the Threat Assessment Form to record information.

#### **Interviewing the Threat Maker:**

When possible, interview the threat maker(s) or student(s) of concern **after** the initial data is collected—locker check, interviewing the person who reported the threat, interviewing potential targets or witnesses and background checks with Police and relevant partners. These will provide the interviewers with the comprehensive data needed to develop case-specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview.

No more than two people should be present when interviewing the threat maker—one of whom must be a clinician or counselling team member. It's important to consider and explore all relevant aspects of the threat maker's life using the VTRA Report Form (Appendix C).

**Community Agencies:** Other agency partners may be involved in the process as consultants to the school/police Threat Assessment Team. Agencies may be sources of initial data relevant to the case at hand, based on past or current involvement. Beyond initial school/police data collection related to the risk at hand, agencies may require a signed release form in order to share further information or physically join the team.

Determine which team member will contact community agencies. Some examples include but are not limited to:

- Children’s Aid Society (Child Protection) for record check relevant to the case at hand
- Family Doctor/Specialist/Mental Health Nurses
- St. Leonard’s’ Community Services
- Youth Probation Services
- Haldimand Norfolk REACH/Woodview Mental Health and Autism Services
- Contact agencies (i.e.: Contact Haldimand-Norfolk, Contact Brant)
- Hospitals, Public Health Units
- Counselling agencies
- Domestic violence agencies

The questions in the **Violent Threat Risk Assessment (VTRA) Report Form** (Appendix C) are offered to guide the VTRA process. The purpose of this process is to determine whether a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action?

The Four-Pronged Assessment Model is used as a framework for evaluating a student in order to assess the intention, ability, and means to carry out a threat. Under each area there are a number of “warning signs” which can be observed to help facilitate a determination of level of threat. The four factors include: personality of the student, family dynamics, school dynamics and social dynamics. The VTRA report form includes questions that guide information gathering pertaining to the four identified factors.

#### **Step 6: Review Findings with the Threat Assessment Team**

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *“To what extent does the student pose a threat to school/ student safety? “Do they pose a threat to themselves or someone outside the school (i.e. family)?*

#### ***Variable/Low Level of Concern:***

- Risk to the safety of target(s), students, staff, and school is minimal.
- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behavior

- **Note:** Categorization of low risk doesn't imply no risk. Rather, it indicates the individual is at little risk for violence at this time and monitoring the concern is appropriate.

***Medium Level of Concern:***

- The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e.: possible place and time).
- No clear indication that the student of concern has taken preparatory steps (i.e.: weapons seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty. "I'm serious!"
- There are moderate or lingering concerns about the student's potential to act violently.
- Increase in baseline behavior.

***High Level of Concern:***

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests legitimate concern about the student's potential to act violently.
- Significant increase in baseline behavior

**Step 7: Decide on a Course of Action**

With the input of Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

**Variable to Medium Level of Concern**

Implement the Intervention Plan. *(Most students can be managed at school with interventions.)*

**Medium to High Level of Concern**

The Threat Assessment Team has determined that further medical/psychiatric/family assessment is needed.

If there is *imminent danger*, call 911 (i.e. a gun is found)

A Stage Two Violent Threat Risk Assessment is recommended. This means that a longer term intervention plan needs to be developed in order to mitigate risk. This will require involvement of the multi-disciplinary team, and both school and community partners. Stage One Interventions will continue until the Stage Two Assessments have been completed.

**Step 8: Develop an Intervention Plan**

Use the VTRA Intervention Planning Worksheet to address all concerns identified during the Violence Threat Risk Assessment (Stage One or Two) to help create a plan to mitigate risk. (Appendix D) Best practice is to schedule a follow up meeting within a 30-day time frame to review the intervention plan.

To reflect the level of risk and corresponding intervention plan, a VTRA summary report form (Appendix E) will be completed by the school Social Worker and/or the school Administrator. This report will be signed by both the author of the report along with the school administrator. A copy of the summary report will be provided to parents. The summary report will also be stored in the student's Ontario Student Record and a copy sent to Superintendent of Safe Schools for tracking purposes.



## Appendix C

### **Violence Threat Risk Assessment Report Form**

(Note: For raw data collection only: store in Principal file or Social Work file. Do not place in O.S.R.)

Student: \_\_\_\_\_ School: \_\_\_\_\_

DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Parents Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

#### **Three Primary Hypotheses in Threat Risk Assessment:**

**One:** Is it a conscious or unconscious “cry for help”?

**Two:** Conspiracy of two or more: who else knows about it? Who else is involved?

**Three:** Is there any evidence of fluidity?

<b>Series 1 Question (The Incident)</b>	<b>Notes: Indicate Author/Interviewer</b>
Where did the incident happen and when?	
How did it come to the interviewee’s attention?	
What was the specific language of the threat, detail of the weapon brandished, or gesture made? Was there stated: Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower risk?	
Who was present and under what circumstances did the incident occur?	
What was the motivation or perceived cause of the incident?	
What was the response of the target (if present) at the time of the incident?	
What was the response of others who were present at the time of the incident? Did they add to or detract from the Justification Process?	
<b>Series II Questions Attack-Related Behaviours</b>	<b>Notes: Indicate Author/Interviewer</b>
Has the student sought out information consistent with their threat making or threat related behavior?	

Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
Has the student attempted to gain access to weapons or do they have access to the weapons they have threatened to use?	
Have they developed a plan & how general or specific is it? (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)	
Has the student been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in school or elsewhere, schedules & locations of police or security patrol?	
Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting? (I.e. Lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc.)?	
Is there any evidence of attack related behaviours in their locker (back pack, car trunk, etc.) at school or bedroom (shed, garage, etc.) at home?	
Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"	
<b>Series III Questions The Threat Maker/Subject</b>	<b>Notes: Indicate Author/Interviewer</b>
Does the student have a history of violence or threats of violence?	
Does the student appear to be more: a) Traditional Predominately Behavioural Type b) Traditional Predominately Cognitive Type? (Puppet master) c) Mixed Type? d) Non-Traditional?	
If yes, what is the frequency, intensity & recency (FIR) of the violence? Has there been an increase in baseline behavior?	
Does the student have a history of perceived victimization?	

What has been their past human target selection?	
What has been their past site selection?	
Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity (i.e. both suicidal and homicidal thoughts)?	
Where does the student see themselves within the power structure of their class, school and community?	
<b>Series IV Questions The Person/Target</b>	<b>Notes: Indicate Author/Interviewer</b>
Does the person targeted have a history of violence or threats of violence?	
If yes, what is the frequency, intensity and recency (FIR) of the violence?	
What has been their past human target selection?	
What has been their past site selection?	
Is there evidence the person being targeted has instigated the current situation?	
<b>Series V Questions Peer Dynamics</b>	<b>Notes: Indicate Author/Interviewer</b>
Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
Who is in the student's peer structure & where does the student fit (i.e. leader, co-leader, and follower)?	
Is there a difference between the student's individual baseline & their peer group baseline behaviour?	
Who is in the target's peer structure & where does the target fit (i.e. leader, co-leaders, and follower)?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	
<b>Series VI Questions Empty Vessel</b>	<b>Notes: Indicate Author/Interviewer</b>
Does the student of concern have a healthy relationship with a mature adult?	
Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school based attacks?	

How has the student responded to prior violent incidents (local, national, etc.)?	
What type of violent games, movies, books, music, Internet searches, does the student “fill” themselves with?	
Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?)	
What related themes are present in their writings, drawings, etc.?	
Is there evidence of fluidity and/or religiosity?	
<b>Series VII Questions Contextual Factors</b>	<b>Notes: Indicate Author/Interviewer</b>
Has the student experienced a recent loss, such as death of a family member or friend, recent break up, rejection from a peer or sports team?	
Have his/her parents just divorced or separated?	
Is she/he the victim of child abuse, either currently or in the past?	
Has he/she recently had an argument or “fight” with a caregiver?	
Has he/she recently been suspended or charged with an offence?	
Is the place where he/she has been suspended to likely to increase or decrease his/her level of risk?	
Is he or she being initiated into a gang?	
<b>Series VIII Questions Family Dynamics</b>	<b>Note: Indicate Author/Interviewer</b>
How many homes does the student reside in (shared custody, goes back and forth from parent to grandparent’s home)?	
Is the student connected to a healthy/ mature adult in the home?	
Who lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing the level of risk?	
Who seems to be in charge of the family and how often are they around?	
Has the student engaged in violence or threats of violence towards their siblings or parent(s), caregiver(s)? If so, what form of violence and to	

whom including Frequency, Intensity, Recency (FIR)?	
What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
Are parents or caregivers concerned for their own safety or the safety of their children or others?	
Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.	
Has the student been diagnosed with a DSM IV diagnoses (e.g. mental health diagnosis of Anxiety, Depression, ADHD)?	
Is there a history of mental health disorders in the family?	
Is the student involved with other community services?	
Is there a history of drug or alcohol abuse in the family?	
Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off limits?	
Are there indicators of domestic violence?	

*\*\* consider including a genogram on the back of this document*

**Appendix D**

**VTRA Intervention Planning Worksheet**

**Student:**

**School:**

**Date:**

<b>Risk Enhancer: (c) confirmed (h) hypothesis</b>	<b>Intervention</b>	<b>Lead Professional/Agency</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
<b>5.</b>		
<b>6.</b>		
<b>7.</b>		

## Sample Intervention Plan

**Disciplinary action taken:** \_\_\_\_\_

- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- Stage Two Violence Threat Risk Assessment Initiated
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or weekly check-in with (Title/Name).
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check- out by:
- Late Arrival and/or Early Dismissal
- Increased supervision in these settings.
- Modify daily schedule by:
- Safety Plan (attach as required)
- Intervention by Support Staff
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension.  
Describe:
- Drug and or alcohol intervention with: \_\_\_\_\_
- Referral to school Resource Team and/or Student Support Services.
- If Special Education student, review IEP goals and placement options.
- Review community-based resources and interventions with parents or caretakers.
- Obtain permission to share information with community partners such as counsellors and therapists.
- Present student and/or family at a Community Team Meeting

**PARENT/ GUARDIANS**

Parents agree to provide the following supervision and/ or intervention:

Parents:

Community Agency Support:

**Threat Assessment Team Members:**

Principal or Vice-Principal Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Social Worker Date: \_\_\_\_\_

Signature: \_\_\_\_\_

School Resource Officer Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Community Agency: Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian: Date: \_\_\_\_\_

Signature: \_\_\_\_\_

***Monitor this Intervention Plan regularly and modify as appropriate. Ensure review within 30 days.***



**Appendix E**

**Threat/Risk Assessment- Summary Form**

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

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

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

Parent/Guardian Names: \_\_\_\_\_

Principal: \_\_\_\_\_

Referral

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Referred By: \_\_\_\_\_

School Resource Officer: \_\_\_\_\_

Team Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessment Rating:

Rating Rationale

Low/Variable

\_\_\_\_\_

Medium

\_\_\_\_\_

High

\_\_\_\_\_

Identify any protective (+) or risk (-) factors that would change the current level of risk:

Intervention Plan:

Disciplinary Action Taken: \_\_\_\_\_

Safety Plan: (attach) \_\_\_\_\_

Further Assessment Recommended: \_\_\_\_\_

Referral to Support Staff: \_\_\_\_\_

- Community Referral/Consultation:** \_\_\_\_\_
  
- Modified Day:** \_\_\_\_\_
- Review I.E.P./Spec. Ed. Documents:** \_\_\_\_\_
- Communication:** \_\_\_\_\_
- Consent and Information Sharing:** \_\_\_\_\_
- Other:** \_\_\_\_\_
- \_\_\_\_\_

**Principal:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Social Worker:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**This report reflects the student’s current level of risk at the time of the assessment. A reassessment can be initiated as requested or required by the school.**

**Copies: Parents/Guardian   Superintendent   Safe Schools (to be centrally stored)   O.S.R.**

## Appendix F

### Guiding Principles of Threat Assessment: Kevin Cameron

1. Serious violence is evolutionary and contextual: no one just “snaps”.
2. Violent incidents are most frequently planned and shared with others.
3. A common characteristic of an “offender” is that they are an “empty vessel”.
4. There are predictable time frames for threat making behaviour.
5. Assessment of a student’s behaviour must be a multi-dimensional approach.

### Definitions

**Baseline Behaviours:** To determine baseline behaviour, ask the question, “Is this behaviour typical for this individual?” If the behaviour is typical, then that serves as the baseline for future reference. If the behaviour is not typical, or if a deviation from a previously identified baseline is observed, then evolution can be inferred.

**Community Teams:** Community teams, or “crisis tables” represent community agencies who meet as a team to review individuals and families in the community who are at an acutely elevated risk. The teams are in place to provide immediate response to individuals and families through community collaboration.

**Empty Vessels:** A person who is not connected to a healthy mature adult will search for people or things to identify with. A person who feels empty will try to fill themselves with something. In Threat/Risk assessment, the question is “What are they filling themselves up with?”

**Genogram:** A pictorial display of a person’s family relationships and connections. Those trained in Level One VTRA are introduced to this assessment tool, if it is not already part of their practice.

**High Risk Behaviours:** Words or actions that express a potential intent to do harm or act out violently against someone or something. “High Risk” behaviours include but are not limited to: interest in violent content, unusual interest in setting fires, an escalation of physical aggression, significant change in anti-social behaviour, unusual interest in or possession of a weapon or replica, bomb threats, threatened violence, electronic threat to be violent or kill or cause injury to self and/or others.

**Immediate Threat:** In this case always call “911” and then contact the school administrator or designate. The school will also contact their school Superintendent as well as make contact with the Superintendent of Safe Schools. The Principal can then activate a Threat Risk Assessment.

**Open vs. Closed System:** a school system that is naturally open is one where the leadership openly shares information relevant to each level of the system and all levels of the system openly share information with the leadership. A closed system is one where there is a lack of information flow between the levels of the system.

**Threat:** Is the expression of intent to do harm or act out violently against someone or something. Threats can be spoken, written or symbolic and can be classified as direct, indirect, veiled or conditional.

**Violence Threat Risk Assessment Training, Level One:** Is the training that forms the basis of this protocol. Developed by Kevin Cameron, of the Canadian Centre for Threat Assessment and Trauma Response, Level One training educates participants about the concepts behind the protocol as it relates to addressing violence and threat/risk behaviour. It is recommended that team members participating in Threat/Risk Assessment have taken Level One training, if available.

**Worrisome Behaviour:** Those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. These behaviours include but are not limited to drawing pictures that contain violence, writings that contain violence, making vague or generalized statements about violence towards others that do not constitute a threat as defined by law. However, the nature of the threat may cause concern for some members of the school community because of their violent content.

The majority of high risk behaviour, from Junior Kindergarten to Grade 12, falls into this category. All worrisome behaviours must be communicated to the Principal and/or a community agency for consultation. In these cases, a threat/risk assessment may not be initiated. The Principal consults with another professional who knows the student or the community agency and will decide whether or not a threat/risk assessment needs to be activated. In many cases, follow up on worrisome behaviour results in good intervention measures. There are also cases where “a little data leads to a lot” and what seems like a minor case can quickly evolve into a formal threat/risk assessment.

## **Acknowledgements**

This protocol has been adapted from the works of Kevin Cameron, Director of the Canadian Centre for Violence Threat Risk Assessment and Trauma Response. In addition, protocols from Elk Island Catholic Schools, Waterloo Region District School Board, Halton District School Board, and Limestone District School Board were referenced to help create the current version of the Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board protocol.

### References:

Canadian Centre for Violence Threat Risk Assessment and Trauma Response and Violence Threat Risk Assessment Level One Training Guide, Fourth Edition, 2011.

Community Protocol for Violence Threat Risk Assessment (V.T.R.A.) and Intervention, Ninth Edition, January 2011.

Elk Island VTRA Protocol: Working Together to Keep our Communities Safe, August 2017

Halton Community Violence Threat Risk Assessment (V.T.R.A.) Protocol, 2013.

A Community Threat Assessment Protocol: A Collaborative Response to Student Threat Making Behaviours, February, 2011. Limestone District School Board and Partners.

A Community Threat Risk Assessment Protocol: A Collaborative Community Response to Student Threat Making Behaviour, December 2011. Waterloo Region District School Board

**2017-18**  
**Trustee Meetings and Events**

<b>Date</b>	<b>Time</b>	<b>Meeting/Event</b>	<b>New / Revised</b>
<b>May 15, 2018</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>	
May 22, 2018	9:00 am	STSBHN Governance Meeting	
May 22, 2018	10:00 am	SEAC Meeting	
<b>May 22, 2018</b>	<b>7:00 pm</b>	<b>Board Meeting</b>	
June 5, 2018	4:00 pm	Budget Committee	
June 7-9, 2018		CCSTA AGM & Convention	
June 7, 2018	9:00 am	SAL Committee Mtg. (SJC)	
June 7, 2018	1:00 pm	SAL Committee Mtg. (ACS)	
June 13, 2018	9:00 am	Mental Health Steering Committee	
June 13, 2018	9:00 am	SAL Committee Mtg. (HT)	
June 13, 2018	3:00 pm	Executive Council Meeting	
June 13, 2018	4:30 pm	Audit Committee	
June 19, 2018	10:00 am	SEAC Meeting	
<b>June 19, 2018</b>	<b>7:00 pm</b>	<b>Committee of the Whole</b>	
<b>June 26, 2018</b>	<b>7:00 pm</b>	<b>Board Meeting</b>	
June 28, 2018	4:45 pm	Assumption College Graduation	
	6:30 pm	Holy Trinity Graduation	
	7:00 pm	St. John's Graduation	

Meetings scheduled at the Call of the Chair: Accommodations Committee, Audit Committee, Budget Committee, Communications and Information Technology Advisory Committee, Legal Expenses Review Committee, Mental Health Leadership Steering Committee, Policy Committee.