



Regular Board Meeting Agenda

Monday, September 28, 2026

6:00 p.m.

Education Centre Board Room

A - 1 Opening

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In-Camera Session **(5:30 pm)**
 - (i) Personnel
 - (ii) Legal
 - (iii) Property
- (d) Welcome to Open Session / Land Acknowledgement Statement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Métis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn and play, and commit to working together in the spirit of Reconciliation.
- (e) [Mohawk Teaching](#) (C. VanEvery-Albert)
- (f) Call to Order
- (g) Approval of the Agenda

Recommended Motion:
"THAT the Agenda be approved."
- (h) In-Camera Report
- (i) Report of the CEO
 - (a) [Chief Executive Officer's Report – September 2026](#)

B - 1 Consent Agenda

- Recommended Motion:**
"THAT the Board accept the September 28, 2026 Consent Agenda and the recommendations contained therein."
- * (a) Approve the minutes of:
 - (i) Regular Board Meeting dated June 22, 2026
 - (b) Receive the minutes of:
 - (ii) [Special Education Advisory Committee Meeting dated June 4, 2026](#)
 - (iii) [Audit Committee Meeting dated June 11, 2026](#)
 - (iv) [Special Governance Committee Meeting dated June 18, 2026](#)
 - * (c) Receive the:
 - (i) [Annual Learning and Operating Plan 2021-25 – 5 Year Summary \(Addendum to 4 Year Summary\)](#)

C - 1 Committee Recommendations and Reports

- (a) [Governance Committee Meeting dated September 14, 2026](#) (S. Gibson)

Recommended Motion:
"THAT the Board approve the amendments to:
 - (i) Governance By-Law and Policy
 - (ii) Trustee Code of Conduct – Governance Policy #4
 - (iii) Director of Education Performance Appraisal – Governance Policy #5."

Recommended Motion:
"THAT the Board approve the following draft policies:
 - (iv) Access to Schools and Facilities Policy (SO-13)
 - (v) Bullying Prevention and Intervention Policy (SO-10)
 - (vi) Capital Related Fundraising Policy (BU-03)
 - (vii) Inclement Weather Policy (TR-01)



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- (viii) Major Construction Policy (FA-01)
- (ix) Purchasing Policy (BU-06)
- (x) Student Transportation Policy (TR-02)
- (xi) Workplace Violence Policy (HS-02)
- (xii) Naming/Renaming of Schools and Facilities Policy (FA-03)
- (xiii) Fraud Prevention and Management Policy – New.”

Recommended Motion:

“THAT the Board rescind the following policies:

- (xiv) Advocacy Policy (BU-05)
- (xv) New Construction Policy (FA-02)
- (xvi) Green Construction Policy (FA-10)
- (xvii) Trustee Honoraria Policy (BU-04).”

D-1 Action / Information Items

- (a) [Annual Learning and Operating Plan 2025-26 – Final Report – October 2026](#) (Senior Leadership Team) (I)
- (b) [Annual Learning and Operating Plan Open 2026-27](#) (Senior Leadership Team) (I)
- (c) [Multi-Year Accessibility Plan 2022-27](#) (L. Thompson) (I)
- (d) Education Service Agreement Annual Reports 2025-26 (J. White) (I)
 - (i) [Six Nations Students](#)
 - (ii) [Mississaugas of the Credit Students](#)
- * (e) Ministry Updates (L. Munro, J. Roberto) (I)
- * (f) Education, Quality and Accountability Office (EQAO) Provincial Assessment Results 2025-26 (L. Munro)(I)
- * (g) Safe and Accepting Schools Report 2025-26 – Suspensions, Expulsions and Exclusions (K. Graham, R. Vankerbroeck)(I)
- * (h) Secondary Program Review: Tollgate Technical Skills Centre Update (Senior Leadership Team) (I)
- * (i) Summer Learning Report (Senior Leadership Team) (I)
- * (j) Major Construction Project Report (R. Wyszynski) (I)
- * (k) Appointment of Non-Board Audit Committee Member (R. Wyszynski)

Recommended Motion:

“THAT the Board approve the re-appointment of Atit Thakker as a Non-Board Audit Committee member for a three-year term ending September 30, 2029.”

- * (l) Boundary Review: Paris North Elementary School (D. Atanas, R. Wyszynski)

Recommended Motion:

“THAT the Board approve the commencement of a Boundary Review process to establish an attendance area boundary for the new Paris North Elementary School involving Paris Central Public School, North Ward School, Cobblestone Elementary School, Burford Elementary School, and Glen Morris Central Public School.”

- * (m) Trustee Honoraria Report (R. Wyszynski)

Recommended Motion:

“THAT the Board approve the pending Trustee Honoraria for the period November 15, 2026, to November 14, 2027 in accordance with the draft provincial regulation governing Trustee Honoraria.”

- * (n) Naming of New Elementary School in Paris (D. Atanas)

Recommended Motion:

“THAT the Board name the new Paris Elementary School Willow Grove Public School.”



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6:00 p.m.

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E - 1 Adjournment

Recommended Motion:

"THAT the Regular Board Meeting be adjourned."



Regular Board Meeting Minutes

Monday, June 22, 2026

Education Centre, Boardroom

Present: Chair: B. Doyle, Trustees: G. Anderson, R. Collver, S. Gibson, L. Passmore, E. Thomas, T. Sault, C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt, L. Whiton, Student Trustees: P. Singh, R. Staats, H. Thompson

Administration: Chief Executive Officer: J. Roberto, Superintendents: D. Atanas, K. Graham, L. Thompson, J. Tozer, R. Vankerrebroeck, J. White, R. Wyszynski, Associate Director: L. Munro Senior Manager R. Strang, Senior Executive Assistant C. Dero, Recording Secretary: K. Ireland-Aitken

Regrets: J. Bradford

Guests: Legal Counsel: C. Neilsen

A - 1 **Opening (6:30 p.m.)**

(a) **Roll Call**

Chair Doyle confirmed roll call.

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

(c) **In-Camera Session (6:31 p.m.)**

Moved by: S. Gibson

Seconded by: T. Waldschmidt

THAT the Board move In-Camera.

Carried

(d) **Welcome to Open Session/Land Acknowledgment Statement**

Chair Doyle read the Land Acknowledgement Statement.

(e) **Mohawk Teaching**

Trustee VanEvery-Albert provided a Mohawk Teaching.

(f) **Call to Order**

Chair Doyle called the Regular Board meeting to order at 7:15 p.m.

Moved by: T. Waldschmidt

Seconded by: T. Sault

THAT the Board approve the absence of Trustee Bradford under Section 228 of the *Education Act*.

Carried

(g) **Additions/Deletions/Approval of the Agenda**

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the agenda be approved.

Carried

(h) **Memorials**

(i) **Liam Turner**

The memorial of Liam Turner was read by Vice-Chair Gibson.



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Monday, June 22, 2026

Education Centre, Boardroom

(ii) **Sophie Nirankari**

The memorial of Sophie Nirankari was read by Trustee Thomas.

(i) **In-Camera Report** – Nil

(j) **Report of the CEO**

(a) **Chief Executive Officer's Report – June 2026**

Presented as published.

(k) **Learn Lead Inspire Awards**

Dr. Roberto presented Julie Hannigan, a Child and Youth Worker at Simcoe Composite School and Cayuga Secondary School, with a Learn Lead Inspire Award in recognition of exceptional dedication to students and staff. Julie was commended for fostering a strong sense of belonging and supporting student growth. Julie's leadership was further demonstrated by securing a \$5,000 grant for Cayuga Secondary School through advocacy for rural students.

(l) **Student Showcase**

(i) **Lakewood Elementary School**

Students in Grades 4 to 8 from Lakewood Elementary School performed a musical interlude from Seussical the Musical led by educators Madeline Wall and Lindsay Wall with technical support from Lori Burroughs.

(m) **Patti McCleister Award**

Dr. Roberto presented Scott McDonald, Principal of J.L. Mitchener Public School, with the Patti McCleister Award for demonstrating compassionate and authentic leadership that fosters a culture of trust, respect, and belonging. Through strong relationships, visible presence, and open communication, he supports students, staff, and families, through initiatives such as the Garden to Kitchen Project.

(n) **Delegation** - Nil

B - 1 **Consent Agenda**

Moved by: G. Anderson

Seconded by: C. VanEvery-Albert

THAT the Board accept the June 22, 2026 Consent Agenda and the recommendations contained therein.

(a) Approve the minutes of:

(ii) Regular Board meeting dated May 25, 2026

(b) Receive the minutes of:

(i) Indigenous Education Advisory Committee dated April 16, 2026

(ii) Six Nations Advisory Committee dated April 16, 2026

(iii) Audit Committee dated April 23, 2026

(iv) Special Education Advisory Committee dated May 7, 2026

(c) Receive the:

(i) Chief Executive Officer Highlights

Carried



Regular Board Meeting Minutes

Monday, June 22, 2026

Education Centre, Boardroom

C - 1 **Committee Recommendations and Reports**

(a) **Special Education Advisory Committee dated June 4, 2026**

Moved by: T. Sault

Seconded by: R. Collver

THAT the Board approve the Special Education Plan 2025-26 for submission to the Ministry of Education and uploading to the board website.

Carried

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the Board approve the appointment of Paige Collings as alternate to Tiffany Morgan, Representative for Lansdowne Children's Centre, to the Special Education Advisory Committee for the remainder of the Term 2022-2026.

Carried

(b) **Finance Committee dated June 8, 2026**

Moved by: G. Anderson

Seconded by: T. Waldschmidt

THAT the Board approve the 2026-27 Operating budget of \$435,477,086.

Carried

Moved by: T. Sault

Seconded by: S. Gibson

THAT the Board approve the 2026-27 Capital budget of \$21,742,099.

Carried

(c) **Audit Committee dated June 11, 2026**

Moved by: T. Waldschmidt

Seconded by: T. Passmore

THAT the Board approve the 2026-27 Internal Audit Plan.

Carried

(d) **Governance Committee dated June 18, 2026**

Moved by: C. VanEvery-Albert

Seconded by: T. Sault

THAT the Board approve the draft Governance By-law and Policy and rescind the General Working By-law and General Governance Policy.

Carried

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

E - 1 **Student Trustees' Report**

(a) **Student Trustees' Report – April**

Presented as printed.

(b) **OSTA-AECO Report – May**

Presented as printed.



Regular Board Meeting Minutes

Monday, June 22, 2026
Education Centre, Boardroom

- F - 1 **New Business - Action / Information Items**
- (a) **Strategic Communication Plan Update**
Presented as printed.
- (b) **Grand Erie Parent Involvement Committee Annual Report 2025-26**
Presented as printed.
- (c) **Quarterly Budget**
Presented as printed.
- (d) **Contract Award - Prime Design Consultant for McKinnon Park Secondary School**
Moved by: T. Waldschmidt
Seconded by: G. Anderson
THAT the Board approve the contract for Prime Design Consultant Services for the new addition to McKinnon Park Secondary School to Grguric Architects Inc.
Carried
- (e) **Strategic Plan 2026-2030**
Moved by: E. Thomas
Seconded by: S. Gibson
THAT the Board approve the 2026-30 Strategic Plan.
Carried
- G - 1 **OPSBA Update**
Trustee VanEvery-Albert provided the following update:
- The Annual General meeting was held virtually with professional development and Trustee elections held under new governance rules
- H - 1 **Adjournment**
Moved by: C. VanEvery-Albert
Seconded by: G. Anderson
THAT the Regular Board meeting be adjourned at 8:40 p.m.
Carried

Chair B. Doyle

Chief Executive Officer & Secretary of the Board J. Roberto



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Boardroom

Ministry Updates

Background

The Ministry of Education has recently announced several updates. The provincial education updates for the 2026-27 school year include:

- Classroom Supplies for Elementary Homeroom Teachers
- Student and Family Support
- Police – School Partnerships Bill 33
- School Naming and Renaming Bill 33
- Financial Literacy Graduation Requirement
- Assessment, Evaluation, Attendance and Participation Requirement for Secondary School Students
- Edwin Digital Learning Resources

Classroom Supplies for Elementary Homeroom Teachers

Elementary homeroom teachers received access to \$750 for classroom supplies. The amount is from existing funding of \$300 per homeroom teacher with the remaining \$450 designated as new funding. Eligible supplies include commonly used classroom materials such as writing supplies, notebooks, arts and crafts materials, calculators, classroom posters and décor, paper towels, and tissues. Teachers can access the allocation through a provincial ordering website using a Classroom Supplies Card. Supplies are selected from a provincially approved catalogue and delivered directly to schools.

Student and Family Support

Grand Erie implemented the Student and Family Support Office (SFSO) program and platform in March 2026. Communication was delivered to committees in the spring of 2026. This came into effect province wide in September of 2026. Grand Erie will continue to support school community inquiries through its existing processes while also monitoring and responding to inquiries and concerns received through the SFSO.

Police – School Partnerships Bill 33

Grand Erie has implemented the program across the district to include School Resource Officers and our unique curriculum program offering Police Resource Outreach Supporting Education (PROSE). Grand Erie's revised program has been recognized provincially and has been in place since September 2025. Additionally, supports in schools include presentations, programming and volunteering along with our joint protocol and lockdown procedures and communications. The program implementation for school boards to work with local police services to implement School Resource Officer programs came into effect in September 2026 province wide.

School Naming and Renaming Bill 33

As amended in the Education Act the approval process for naming new schools and renaming existing schools must be submitted to the Minister of Education for approval. The final approval authority now rests with the Minister of Education. A school name or renaming cannot take effect until Ministerial approval has been received. Grand Erie's Naming policy and procedure will now reflect this component as part of the process in the Naming /Renaming of Schools and Facilities [FA-03](#) and [FA-003](#).

Financial Literacy Graduation Requirement

As previously shared through the June 2024 Curriculum Update report, beginning in the 2026-27 school year, students who entered Grade 9 in the 2025-26 school year and onward will be required to complete a new Financial Literacy Graduation Requirement to earn the Ontario Secondary School Diploma. Students will complete the requirement as part of the compulsory Grade 10 Career Studies course (GLC2O).

The requirement consists of TVO-developed learning modules and assessment questions, typically completed in one class period. The first administration of the Financial Literacy Graduation requirement will be administered within the first half of the Career Studies course (e.g., weeks 3-5 in a semester schedule). Students will have two attempts during the Grade 10 Career Studies course and must earn 70% or higher to meet the requirement. Results will count for 5% of the final Grade 10 Career Studies mark and will be recorded on the Ontario Student Transcript once the requirement has been met.

The Ministry has also provided direction for locally developed mathematics courses. Students who completed a locally developed Grade 9 Mathematics course before September 2027 will not be required to complete the financial literacy requirement. Beginning with students taking Grade 10 Career Studies in September 2028 and beyond, students taking locally developed Grade 9 Mathematics will be required to complete the requirement. Grade 9 and Grade 10 locally developed mathematics courses will be update by September 2027 to include new mandatory learning in financial literacy.

Assessment, Evaluation, Attendance and Participation Requirement for Secondary School Students

Attendance and participation are critical components to student success. Recent requirements for secondary students include an emphasis on attendance, assignment completion, exams and participation aligned with Growing Success and Credit Integrity as it applies to students' final grades. An overview was issued to administrators, educators and families in June 2026 with a recent update to also reflect student needs as situations may arise. Final grades will reflect attendance and participation, with excused absences not negatively affecting a student's mark. Final marks will be calculated as follows:

Grades	Classroom Work	Final Evaluations	Attendance & Participation
9 and 10	65%	20%	15%
11 and 12	65%	25%	10%

Courses exempt from mandatory written exams include Grades 9 and 10 Locally Developed Compulsory Credits, Grades 11 and 12 Workplace level courses, Grades 11 and 12 Open level courses, Guidance and Career Education, Co-operative Education, Interdisciplinary Studies, and American Sign Language as a Second Language. In these courses, student learning will be assessed through in-class culminating tasks such as projects, presentations and portfolios.

Edwin Digital Learning Resources

The Ontario Ministry of Education has provided modernized classroom resources through a new province-wide digital learning platform. Effective September 2026, all teachers will have access to learning resources through Nelson Education's Edwin platform, which covers Grades 1 to 12 subjects in English and French. Additionally, students will gain access to interactive learning tools that help them track and improve their progress.

The platform provides teachers with curriculum-aligned materials organized by subject and grade, including ready-made lesson plans, interactive tools, activities, videos and presentations. Teachers will be able to use the resources flexibly, including by downloading printed activities

or using the resources directly during classroom lessons. Nelson Education's Edwin implementation Training materials and online demonstration sessions were provided to Grand Erie teachers.

We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Associate Director of Curriculum and Student Achievement
JoAnna Roberto, Chief Executive Officer/Chief Education Officer



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Boardroom

Education, Quality and Accountability Office (EQAO) Provincial Assessment Results 2025-26

Background

Grand Erie District School Board (Grand Erie) Grades 3 and 6 students participated in the assessment of reading, writing and mathematics. Additionally, Grade 9 students completed the math assessment conducted by Ontario's Education Quality and Accountability and eligible students completed the Grade 10 Ontario Secondary School Literacy Test (OSSLT).

The results for Grand Erie in 2025-26 demonstrated improvements in reading, writing and mathematics in Grade 6. In Grade 3, improvement was demonstrated in math and writing. Grade 9 mathematics performance slightly decreased. Grade 10 OSSLT academic results remained the same for academic and applied results decreased.

Highlights of Grand Erie's EQAO mathematics results over **five** years include:

- Grade 3 math results increased by 16%
- Grade 6 math results increased by 13%
- Grade 9 math results increased by 8%
- OSSLT academic results remain at 90%

EQAO Year over Year Result Summary 2021-2026

Grade 3

2021-22	Reading	Writing	Math
Grand Erie	62%	52%	48%
Province	73%	65%	59%
2022-23	Reading	Writing	Math
Grand Erie	63%	52%	50%
Province	73%	65%	60%
2023-24	Reading	Writing	Math
Grand Erie	62 %	54%	52%
Province	71%	64 %	61 %
2024-25	Reading	Writing	Math
Grand Erie	70%	58%	65%
Province	74%	65%	64%
2025-26	Reading	Writing	Math
Grand Erie	69%	59%	64%
Province	75%	67%	65%

Grade 6

2021-22	Reading	Writing	Math
Grand Erie	78%	75%	34%
Province	85%	84%	47%
2022-23	Reading	Writing	Math
Grand Erie	77%	74%	37%
Province	84%	84%	50%

2023-24	Reading	Writing	Math
Grand Erie	74%	70%	41%
Province	82 %	80%	50%
2024-25	Reading	Writing	Math
Grand Erie	79%	77%	45%
Province	86%	85%	51%
2025-26	Reading	Writing	Math
Grand Erie	79%	79%	47%
Province	86%	85%	52%

Grade 9

2021-22	Gr. 9 De-streamed Math
Grand Erie	39%
Province	52%
2022-23	Gr. 9 De-streamed Math
Grand Erie	39%
Province	54%
2023-24	Gr. 9 De-streamed Math
Grand Erie	41%
Province	54 %
2024-25	Gr. 9 De-streamed Math
Grand Erie	50%
Province	58%
2025-26	Gr. 9 De-streamed Math
Grand Erie	47%
Province	59%

Grade 10 OSSLT

2021-22	Overall Pass	Academic	Applied
Grand Erie	70%	88%	48%
Province	82%	91%	50%
2022-23	Overall Pass	Academic	Applied
Grand Erie	76%	91%	55%
Province	85%	91%	55%
2023-24	Overall Pass	Academic	Applied
Grand Erie	76%	90%	56%
Province	85%	90%	58%
2024-25	Overall Pass	Academic	Applied
Grand Erie	74%	90%	60%
Province	85%	91%	60%
2025-26	Overall Pass	Academic	Applied
Grand Erie	73%	90%	58%
Province	86%	92%	61%

Grand Erie's incremental gains in EQAO are the result of an intentional, system-wide commitment to learning at every level of the organization guided by the moral imperative that students can achieve.

The strategies to support this work include coherent, accountable professional learning focused on curriculum implementation with fidelity and math content learning, increased instructional math coaches working with classroom teachers, and the use of data-Informed practice. School teams engage in professional learning and use diagnostic and formative assessments and resources aligned with the curriculum to support and improve student outcomes.

Next Steps

Grand Erie's learning plan includes intentional practices to sustain the upward trend. Strategies outlined in Grand Erie's [Annual Learning and Operating Plan Open 2026-27](#) continue to be responsive in instruction and practice.

We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Associate Director of Curriculum & Student Achievement



Grand Erie District School Board

Monday, September 28, 2026

Education Centre, Boardroom

Safe and Accepting School Report 2025-26 – Suspensions, Expulsions and Exclusions

Background

Grand Erie District School Board (Grand Erie) promotes positive behaviour, healthy relationships, and social-emotional development among all students. As part of our approach, we consider alternatives to suspension, which include the following strategies:

- Sustained support staffing levels to foster student self-regulation through responsive interventions at the school level
- Additional Administrator training in decision-making regarding suspensions, expulsions, exclusions, mitigating factors and access to student support
- Alternative programming opportunities for students on, or at risk of, long-term suspensions or expulsions
- Superintendents of Education consultation with school Administrators regarding suspensions, expulsions and support options

Progressive discipline is an essential anti-oppressive, anti-racist, and inclusive component of this approach. Further, Grand Erie recognizes that the suspension, expulsion or exclusion of a student are possible steps in this support process and may be required, when mandated or warranted, to ensure the safety of all members of the school community.

For the 2025-26 school year, students on long-term suspensions that ranged from six (6) to 10 days, were offered social-emotional support from their school-based Social Workers and/or Child and Youth Workers.

Furthermore, the Safe and Accepting Schools (SAS) team provided support for schools and students who were on a long-term suspension (11 days or greater), expulsion, or exclusion and was focused on preparing students for success at school. The SAS team assisted with school-based planning to create and maintain conditions at school that foster the success of students. Administrator supports may have been implemented to support students to include strategies such as:

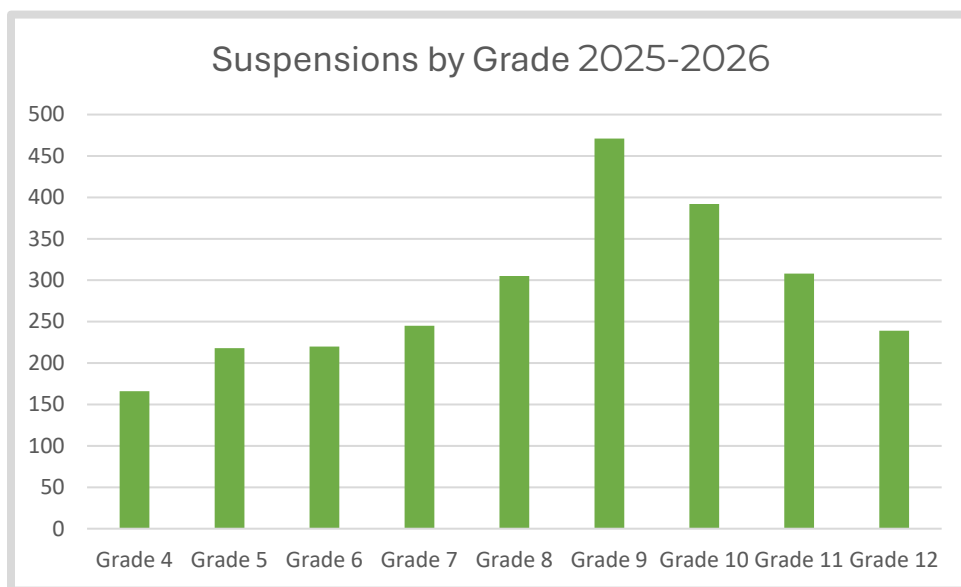
- Academic supports to maintain, or gain, credits while on long term consequences
- Facilitation of culturally relevant student support
- Student counselling through SAS Social Worker
- Student safety planning support for schools
- Facilitation of community service referrals for students
- ARTO (Assessment of Risk to Others) assessments
- Case conference coordination and participation
- Student Action Plans (SAPs)
- Provision of, or referral to, family supports
- Self-regulation skill building through SAS Child and Youth Workers
- Re-entry meeting and planning support, including student transitional support back to school

- Experiential learning opportunities for students to build personal skills and school readiness
- Re-engagement of students through equity work in schools

1.0 Overall Suspension Data

From September 2, 2025, to June 26, 2026, a total of 2,564 suspensions were issued:

- 1,154 suspensions issued to elementary students, and
- 1,410 suspensions issued to secondary students.



1.1 Suspension Data by Length of Suspension

The number of suspensions issued by length of suspension are as follows:

- 1 day - 55%
- 2-5 days - 43%
- 6-10 days - 1%
- 11-20 days - <1%

1.2 Suspension Data by Reason for Suspension

The three (3) primary reasons for suspensions were as follows:

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

2.0 Expulsion Data

In Grand Erie, <1% of incidents resulted in student expulsions. These data sets are too small to report while ensuring the confidentiality of individual students in reporting.

3.0 Exclusion Data

No students received an exclusion in 2025-2026.

4.0 Next Steps

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

- Ongoing access to school-based support staff, such as Child and Youth Workers, Social Workers, and Early Learning Coaches, to provide responsive student support and support educator programming that meets the needs of all students.
- Continued staff training in student self-regulation (Shanker Method 101 Self-Regulation Training) to enhance staff capacity to provide students with responsive interventions at the school level with expansion for parent/caregiver training opportunities.
- Continuation of a secondary Safe and Accepting Schools classroom for long-term suspension, expulsion and exclusion. The classroom is designed to provide students with academic support along with experiential learning opportunities to build social-emotional skills that will allow them to successfully reintegrate into a secondary school.
- Continuation of a partnership with the YMCA in supporting students with the "Back on Track" program to support alternatives to suspension for students.

We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education
Regan Vankerrebroeck, Superintendent of Education



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Boardroom

Secondary Program Review: Tollgate Technological Skills Centre Update

Background

Grand Erie's *Long-Term Accommodation Plan (LTAP), 2025-2030*, includes a set of Guiding Principles to frame decisions of the board. The following principles (LTAP, p. 45) guided the outcome of this report:

- put students first;
- support a range of programs in elementary and secondary schools; and
- provide access to sustainable, quality, and equitable public education in every school.

Historically, Tollgate Technological Skills Centre (TTSC) has offered programming for students interested in entering the workplace directly after secondary school. Many of the course options included technology courses which were open to students primarily in the City of Brantford. TTSC does not have a designated boundary but rather has accepted students interested in the programming offered at the site.

Enrolment

This year, there are 70 students enrolled at TTSC.

Tollgate Technological Skills Centre Enrolment							
Grade	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Gr. 9	52	45	69	58	48	0	0
Gr. 10	50	50	47	75	49	40	0
Gr. 11	47	50	50	42	55	30	30
Gr. 12	69	75	70	60	51	47	40
Total	218	220	236	235	203	119	70

Since the early 2000s, secondary schools have offered an increasing number of technology courses, thereby providing students in all pathways (apprenticeship, college, university and workplace) with opportunities to take technology courses at their designated home schools.

Course Offerings

Student enrolment drives staffing and course offerings in the secondary panel. In 2026-27, 30 Grade 11 students are enrolled at TTSC. Low student enrolment has resulted in TTSC offering 14 Grade 11 courses (9 non-technology and 5 technology).

Brant County / Brantford Course Offerings 2026-27				
School	Grade	Non-Tech Courses	Tech Courses	# of Course Options
BCI	11	34	5	39
NPC	11	38	18	56
PDH	11	26	10	36
PJC	11	39	9	48
TTSC	11	9	5	14

Magnet Programs

The recent establishment of the Technology and Innovation Hub at North Park Collegiate Institute and Vocational school provides the opportunity for students to receive a wide variety of technological course options, with transportation provided to the school. As such, there is no longer a need for magnet programs at TTSC. This approach is in alignment with technology program access for students in Haldimand and Norfolk secondary schools.

Summary

Enrolment data, course offerings at all schools within Brant County/Brantford and Focus Group feedback have provided valuable insights. Therefore, to support increased programming opportunities for students, effective September 2027, there will be no Grade 11 intake for the program at Tollgate Technological Skills Centre. Students will continue to register at their designated community or technology hub school.

Designating Technology and Innovation Hubs in each region of the district provides students with regional opportunities to participate in technology courses removing the need to designate magnet programs at TTSC.

We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education
 Lisa Munro, Associate Director of Curriculum & Student Achievement
 Regan Vankerrebroeck, Superintendent of Education



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Boardroom

Summer Learning Report

Background

Grand Erie District School Board (Grand Erie) continues to offer rich and engaging summer learning opportunities for students and staff. Building on past success, several innovative programs were offered for students to enhance their language, mathematics and technology skills, earn credits, make new connections and prepare for a smooth transition into the next school year.

Program Highlights

Camp SAIL

Camp SAIL 2026 hosted 100 learners from Grades 2 to 4 across four elementary school sites throughout Grand Erie. An Administrator, Program Coordinator, Site Coordinators, Educators, and Educational Assistants worked collaboratively to create a successful and engaging learning experience that strengthened literacy and numeracy skills, fostered student confidence, and inspired a joy of learning. Campers participated in theme day activities and benefited from community-based partnerships with the local library, firehouse, and Scientists in School, which provided hands-on STEM learning opportunities.



Focus on Youth

With the support of the Ministry of Education, Grand Erie proudly facilitated summer employment, training, and mentorship opportunities for 18 secondary students from the Brant/Brantford area. Participants engaged in paid employment readiness training focused on youth engagement, workplace health and safety, resume development, and First Aid and CPR certification.

Through their participation, students gained valuable workplace experience while earning a Co-operative Education credit, enhancing the academic and career focused value of their summer employment. This initiative was made possible through strong partnerships with community organizations, including the YMCA, the City of Brantford, the Boys and Girls Club, Glenhyrst Art Gallery, and Grand Erie's Facility Services team.



Indigenous Education

During July, summer E-Learning homework help drop-in support was offered. The drop-in program was held in Six Nations and included structured daily support from a qualified teacher, access to technology and Wi-Fi and daily snacks while ensuring a welcoming and culturally safe learning environment.

OYAP Skilled Trades Camps

During the summer of 2026, Grand Erie successfully delivered six Ontario Youth Apprenticeship Program (OYAP) Skilled Trades Camps across three regions of the district. Hosted at Brantford Collegiate Institute, Waterford District High School, and McKinnon Park Secondary School, the camps provided students with authentic hands-on learning experiences in the Hospitality and Tourism sector, specifically Culinary Arts, as well as the Construction skilled trades sector.



The camps were designed to introduce students to apprenticeship pathways while developing foundational technical skills, workplace competencies, and an understanding of career opportunities within the skilled trades. Through experiential learning activities led by qualified educators and industry-informed programming, participants gained valuable exposure to trade-related tools, techniques, and workplace practices in a safe and engaging environment.

Student interest in the camps remained exceptionally strong, with a total of 154 registrations across the six camps. The high level of participation reflects the growing interest in skilled trades education and apprenticeship opportunities and demonstrates the continued success of OYAP programming in supporting career pathway exploration, skills development, and workforce readiness.

Secondary Summer School (Credit Bearing)

With 76 Secondary summer school courses to choose from in all pathways. Co-operative Education was once again offered throughout the summer to support experiential learning and provide opportunities tied to Specialist High Skills Major requirements for those students progressing toward their Red Seal. Opportunities for reach ahead courses provided students entering high school an opportunity to receive a credit in *Building the Entrepreneurial Mindset (BEM10)*, *Civics (CHV20)*, or *Careers (GLC20)*. In total, there were 6228 students enrolled in summer school (10% increase from 2025). 5647 students achieved their credit. All courses were offered online through Brightspace.

Specialized Services Summer Programs

The Summer Learning in Assistive Technology (SLAT) programs were offered through Specialized Services this summer in 8 elementary schools. The program provided opportunities for students going into Grade 3 or Grade 6 that would benefit from extra instruction and practice using assistive technology to support their learning to build independence.



Students in 8 schools took part in small-group, hands-on learning activities. They received direct instruction and guided practice from their classroom teacher or learning resource teacher using assistive technology tools in ways that are connected to everyday classroom tasks.

Key Components of the Program

- Small-group learning environments.
- Individualized assistive technology skill development based on student needs.
- Explicit instruction in assistive technology tools and strategies.
- Opportunities for application using curriculum-related tasks.
- Collaborative support from special education and assistive technology staff.
- Family engagement resources to support continued learning at home.

By the end of the program, students demonstrated increased independence and confidence in using assistive technology features appropriate to their learning profile. Some examples include Text-to-Speech to support reading, Word Prediction to support writing, Digital note-taking tools to support organization and study skills, and various accessibility features.

Impact on Students

- Built confidence and independence in using assistive technology tools.

Impact on Staff

- Supported successful student transitions into classrooms.
- Provided insight into students' current AT skills and support needs.
- Enhanced collaboration between classroom teachers, special education staff, and support teams.

Impact on Parents/Caregivers

- Increased understanding of the assistive technology tools their child uses.

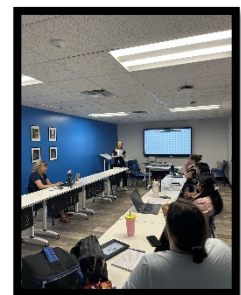
Mental Health and Well-Being Department

Throughout the summer, Mental Health & Well-Being staff continued to support student engagement, family connection, and successful transitions into the new school year. Attendance postcards were shared to maintain connections with students and families and to support ongoing student engagement, while groceries were delivered to multiple families weekly. Backpacks containing school supplies and essential resources were also provided to help students transition successfully into the new school year. Social workers provided individual outreach and family support to help remove barriers and connect families with community resources.



Summer Institute

This year's Summer Institute brought together employees from across the district to engage in a diverse range of educational experiences. With 16 different offerings available, participants had the opportunity to explore topics that spanned instructional innovation, cultural awareness, and student support strategies. This year's sessions included learning about Artificial Intelligence and Six Nations and Mississaugas of the Credit tours, as well as mathematics and literacy professional development.



Summer Additional Qualifications

This summer, 39 educators successfully completed Additional Qualifications courses. 9 educators took First Nations, Métis and Inuit People, 30 educators took Math Part 1, 2 or 3.

Next Steps

Summer learning programs continue to be an integral part of Grand Erie's education service to the district. All Departments who offered summer learning opportunities this year will review and incorporate stakeholder feedback in their planning for 2026 summer learning programs.

We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

D. Atanas, Superintendent of Education
K. Graham, Superintendent of Education
L. Munro, Associate Director of Curriculum & Student Achievement
L. Thompson, Superintendent of Education
R. Vankerrebroeck, Superintendent of Education
J. White, Superintendent of Education



Grand Erie District School Board

Monday, September 28, 2026
Education Centre Boardroom

Major Construction Project Report

Background

As per Grand Erie District School Board's (Grand Erie's) Major Construction Policy ([FA-01](#)), the statuses of all active major capital projects are attached. The report includes budgeted and actual costs to date, details of project progress and schedule for completion.

Status

Cobblestone Elementary School

Construction at Cobblestone Elementary School is complete, and students are now occupying the new space. The child care area is still undergoing minor construction and licensing, with opening expected in November.

Blanche E. Williams Public School

Blanche E. Williams Public School is now open to students. The full joint facility will come online in phases as remaining sections of the larger building are completed, including the gym, library and child care space. The library is expected to open to students in October. The child care space is expected to open in early to mid-November, pending completion of remaining work and licensing requirements.

West Elgin Public School

Construction of the interior renovations and addition continues to progress. Unforeseen conditions within the existing building have required redesign work and resulted in a revised opening date of January 2027.

All active project details are listed in Appendix A.

We Lead Forward: Strategic Plan 2026-30

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Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Appendix A

Project	Type	Phase	Ministry Approval	Target Opening Date	Architect	Site Acquisition	Site Plan Approval (SPA)	Tender Awarded	General Contractor	Budget	Actual	Cost Forecast
West Elgin Public School (Simcoe)	Addition / Renovation	Construction in Progress.	Aug 04, 2017	Feb 01, 2027	Salter Pilon Architecture	N/A	Approved.	Yes	Reid & DeLeye Contractors Ltd	\$ 18,695,928	\$ 9,850,456	\$ 18,695,928
Blanche E. Williams Public School (Brantford)	New School	Substantial completion. Occupancy	Oct 20, 2020	Sep 08, 2026	ZAS Architects	Completed	Approved.	Yes	Aquicon	\$ 37,276,746	\$ 32,240,592	\$ 37,276,746
Grand River Public School (Caledonia)	New School	Project Complete.	Nov 23, 2021	Aug 25, 2025	Svedas Architects	Completed	Approved.	Yes	Tambro	\$ 18,935,580	\$ 16,341,126	\$ 18,935,580
Cobblestone Elementary School + Child Care (Paris)	Addition	Substantial completion. Occupancy	Mar 25, 2021 Mar 27, 2024	Sep 08, 2026	Grguric Architects Inc.	Completed	Approved.	Yes	Elgin Contracting and Restoration Ltd.	\$ 8,460,083	\$ 6,026,411	\$ 8,460,083
New Paris Elementary School (Paris)	New School	Design.	Jan 27, 2025	Sep 01, 2028	Snyder Architects	In Progress	Pre-consultation.	No	TBD	\$ 26,518,283	\$ 487,011	\$ 26,518,283
McKinnon Park Secondary School (Caledonia)	Addition	Pre-Design.	Mar 31, 2026	Mar 31, 2028	Grguric Architects Inc.	N/A	Pre-consultation.	No	TBD	\$ 12,478,950	\$ 32,810	\$ 12,478,950

Learn

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Grand Erie District School Board

Monday, September 28, 2026
Education Centre Boardroom

Appointment of Non-Board Audit Committee Member

Recommended Motion:

"THAT the Board approve the re-appointment of Atit Thakker as a Non-Board Audit Committee member for a three-year term ending September 30, 2029."

Background

Ontario Regulation 361/10 made under the Education Act requires every board to establish an Audit Committee.

Under Ontario Regulation 361/10, the term of office of a member of the audit committee who is not a board member shall be determined by the board but shall not exceed three years. Non-board members may be reappointed no more than two terms.

The current non-board member term of Atit Thakker expires September 30, 2026 and the member confirmed non-board membership for an additional three-year term as permitted by the regulation.

Mr. Thakker's reappointment as a non-board audit committee member for the upcoming three-year term, ending September 30, 2029, would provide strong continuity and represent a sound and strategic decision for the Audit Committee.

We Lead Forward: Strategic Plan 2026-30

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Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Grand Erie District School Board

Monday, September 28, 2026
Education Centre Boardroom

Boundary Review: Paris North Elementary School

Recommended Motion:

THAT the commencement of a Boundary Review process to establish an attendance area boundary for the new Paris North Elementary School involving Paris Central Public School, North Ward School, Cobblestone Elementary School, Burford Elementary School, and Glen Morris Central Public School be approved.

Background

In January 2025, the Grand Erie District School Board (Grand Erie) received Ministry of Education approval and funding for a new 536-pupil-place elementary school and 64-space childcare facility, to be located south of Watts Pond Road and east of Pinehurst Road as part of the 2024-25 Capital Priorities Program (CPP). The facility is anticipated to open in September 2028. Prior to opening, an attendance area boundary for the new Paris North Elementary School must be established through a Boundary Review process.

Recent residential growth in the town of Paris has contributed to enrolment pressure at existing elementary schools. Continued and planned development in both north and south Paris is also expected to increase enrolment pressure at North Ward School. A new eight-classroom addition at Cobblestone Elementary School, which opened in September 2026, has provided additional capacity at that school, while the opening of the new Paris North Elementary School is expected to relieve enrolment pressures at North Ward School and Paris Central Public School.

In preparation of the anticipated 2028 opening of the new school, a boundary review for the Paris community is required.

Additional Information

An initial accommodation option has been developed to establish an attendance boundary for the new Paris North Elementary School, while addressing enrolment pressures and supporting the effective use of available capacity across Paris Central Public School, North Ward School, Cobblestone Elementary School, Burford Elementary School, and Glen Morris Central Public School. This option is intended to serve as basis for public consultation through the boundary review process.

The proposed boundary for the new Paris North Elementary School incorporates much of the planned residential development surrounding the new school site, together with selected existing residential areas to the south. In developing the initial accommodation option, consideration was given to maximizing the use of existing and planned school facilities, the number of students within walking distance of each school, minimizing transportation requirements, limiting student transitions, and accommodating projected residential growth.

Existing and projected enrolment and utilization for each school are provided in Tables 1 and 2, respectively. The initial accommodation option is illustrated in Appendix A.

Table 1: Existing and projected enrolment: initial accommodation option

School	Capacity	Current Portables	Enrolment ¹									
			Prior to New School Opening				After New School Opening					
			2024	2025	2026	2027	2028	2029	2031	2033	2035	2037
Burford District Elementary School	541	2	505	508	503	506	514	520	520	520	535	544
Cobblestone Elementary School ²	720	4	595	596	600	601	472	481	508	549	572	620
Glen Morris Central Public School	176	0	204	213	207	201	195	196	210	224	235	258
North Ward Public School	489	0	504	521	514	503	438	449	452	446	450	468
Paris Central Public School	259	0	243	257	269	275	181	182	188	192	201	211
New Paris School	536	0	0	0	0	0	374	391	421	445	457	486
Total	2721	6	2051	2095	2093	2086	2174	2219	2299	2376	2450	2587

NOTES:

1. Including OOB students

2. Cobblestone ES capacity was 536 prior to 2026

Table 2: Existing and projected utilization: initial accommodation option.

School	Capacity	Current Portables	Capacity Utilization ¹									
			Prior to New School Opening				After New School Opening					
			2024	2025	2026	2027	2028	2029	2031	2033	2035	2037
Burford District Elementary School	541	2	93%	94%	93%	94%	95%	96%	96%	96%	99%	101%
Cobblestone Elementary School ²	720	4	111%	111%	83%	83%	66%	67%	71%	76%	79%	86%
Glen Morris Central Public School	176	0	116%	121%	118%	114%	111%	111%	119%	127%	134%	147%
North Ward Public School	489	0	103%	107%	105%	103%	90%	92%	92%	91%	92%	96%
Paris Central Public School	259	0	94%	99%	104%	106%	70%	70%	73%	74%	78%	81%
New Paris School	536	0	0%	0%	0%	0%	70%	73%	79%	83%	85%	91%
Total	2721	6	75%	77%	77%	77%	80%	82%	84%	87%	90%	95%

NOTES:

1. Including OOB students

2. Cobblestone ES capacity was 536 prior to 2026

Next Steps

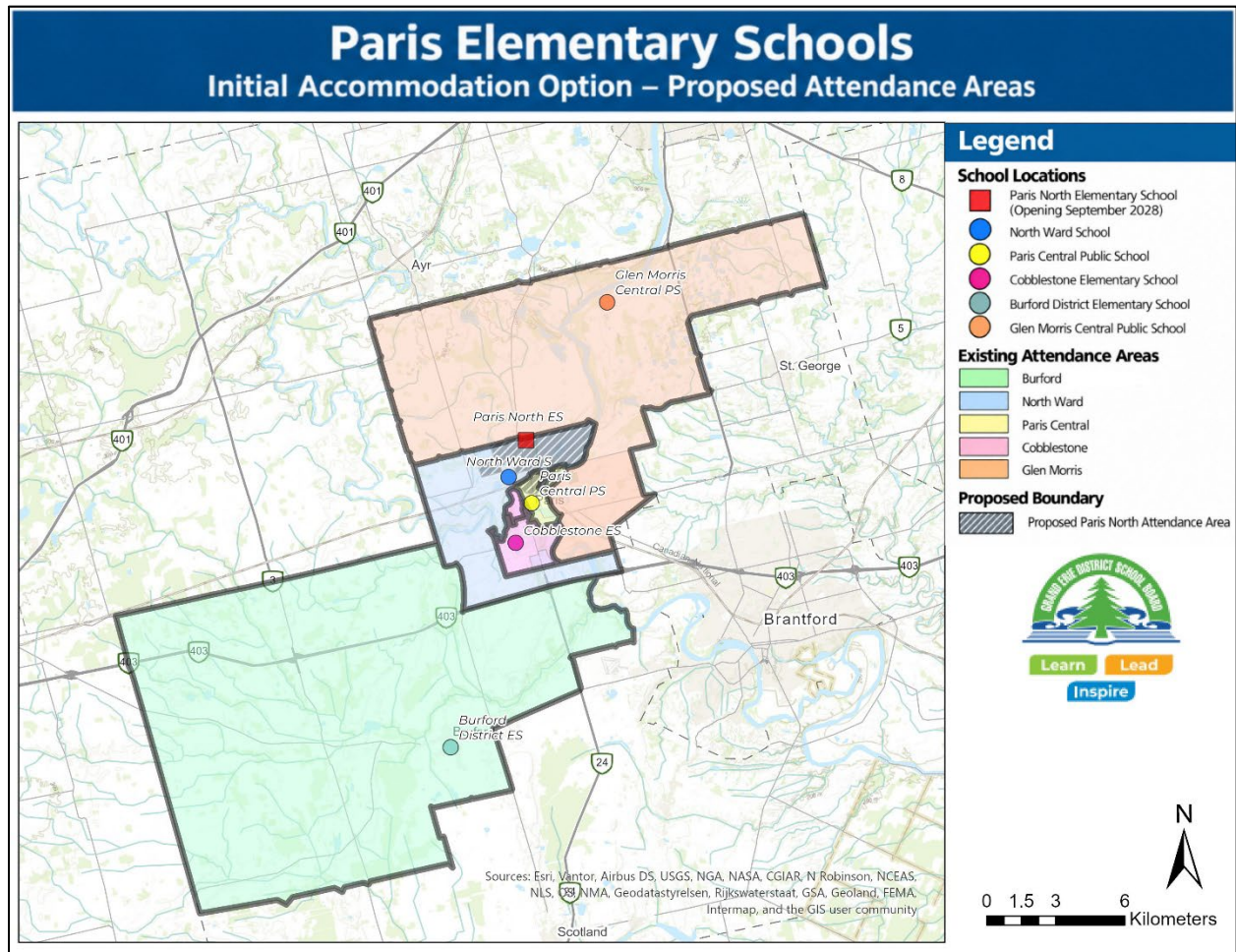
Pursuant to the steps outlined in Grand Erie's Boundary Reviews Policy ([FA-08](#)) and Boundary Review Procedure ([FA-008](#)), Senior Administration, with approval, will establish a working committee, which will be tasked with the coordination of a public meeting. The goal is to present a recommendation at the November 30, 2026 Regular Board meeting.

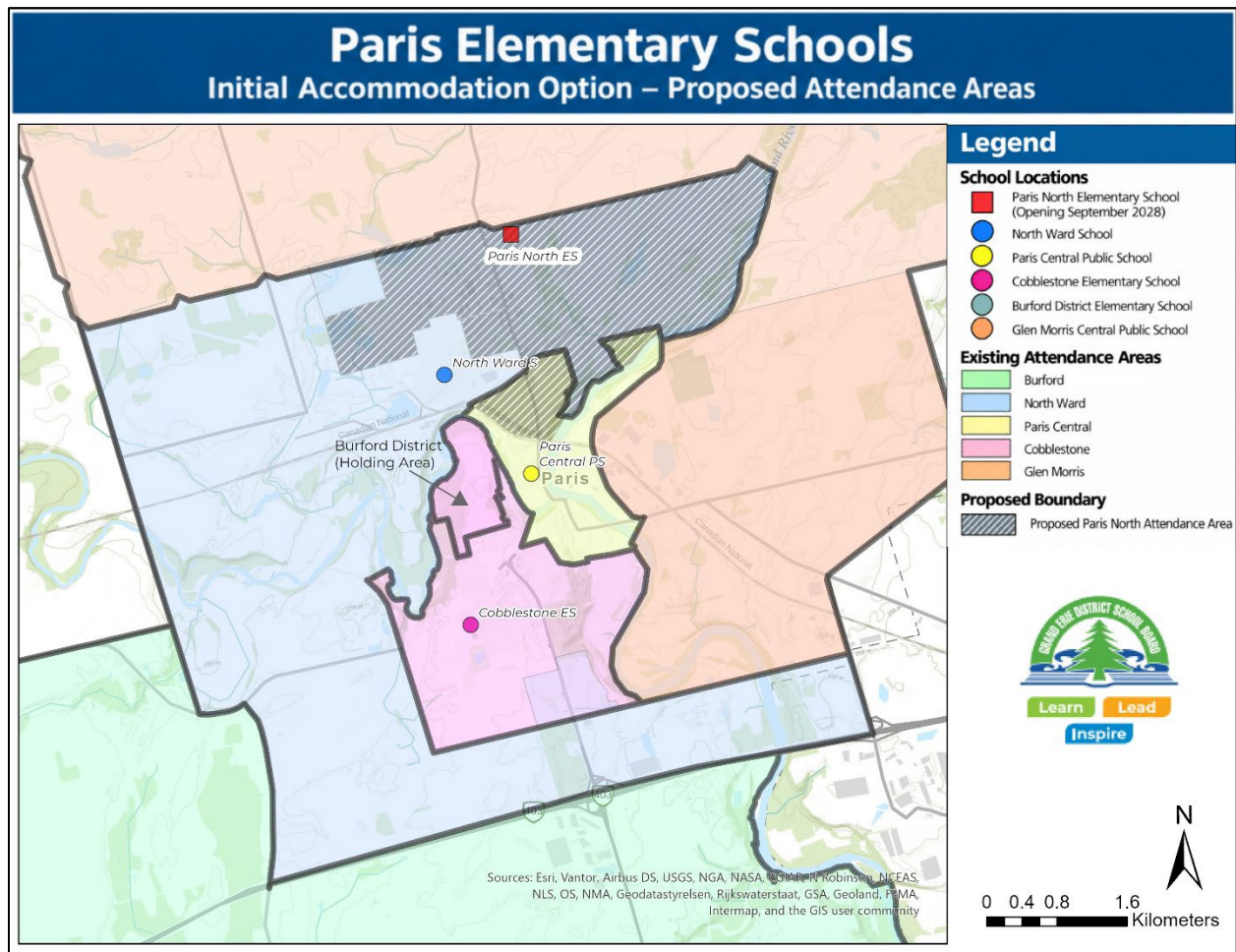
We Lead Forward: Strategic Plan 2026-30

This report supports all indicators within Learn, Lead and Inspire, and advances our shared commitment: Together, we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Dina Atanas, Superintendent of Education
Rafal Wyszynski, Superintendent of Business & Treasurer

Appendix A: Initial Accommodation Option (Attendance Boundary - Visual Overview)

Appendix B: Initial Accommodation Option (Town of Paris Boundaries - Visual Overview)



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Boardroom

Trustee Honoraria Report

Recommended Motion:

"That the Board approve the pending Trustee Honoraria for the period November 15, 2026, to November 14, 2027 in accordance with the draft provincial regulation governing Trustee Honoraria."

Background

The Ministry of Education has proposed amendments to the trustee honoraria framework to promote greater consistency, transparency, and accountability in how Honoraria are determined across Ontario district school boards. The proposed regulation would require all school boards to provide Honoraria to elected Trustees and would establish standardized annual Honoraria as follows:

- amounts of \$9,000 for trustees,
 - with an additional amount of \$500 for the Vice-Chair, or
 - with an additional amount of \$1,000 for the Chair.

Adoption of the proposed honoraria framework demonstrates the Board's commitment to transparency, public accountability, and alignment with provincial expectations.

Additional Information

- Honoraria shall be paid on a semi-monthly basis if confirmed.
- The proposed Honoraria rates would remain in effect unless modified by future legislative or regulatory changes.

We Lead Forward: Strategic Plan 2026-30

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Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Grand Erie District School Board

Monday, September 28, 2026

Education Centre Board Room

Naming of New Elementary School in Paris

Recommended Motion:

That the Board name the new Paris Elementary School Willow Grove Public School.

Background

Grand Erie District School Board's (Grand Erie) will be welcoming a new elementary school in the Paris community in 2027. Grand Erie's Naming/Renaming of Schools and Facilities Policy FA-03, is followed when naming a new school.

Additional Information

On April 13, 2026, Trustees approved a request from Superintendent Atanas to name the new Paris elementary school and that a Special Ad Hoc School Naming Committee be struck to name the new school in the 2026-27 school year as per policy FA-03.

The first committee meeting took place June 4, 2026 and the launch date for community input was set as June 20, 2026 for a 60-day period. The 60-day period for community input ended August 26, 2026.

Submissions were considered by the naming committee whose members were:

- R. Collver, Trustee
- T. Waldschmidt, Trustee
- T. Cronkwright, Principal, New Paris Elementary School
- B. Deakin, Parent/Community Member, Cobblestone Elementary School
- R. Deakin, Student, Cobblestone Elementary School
- Jayne Hexamer, Principal, North Ward Public School
- Cooper Joynt, Student, Cobblestone Elementary School
- Rob Joynt, Teacher/Parent/Community Member, Cobblestone Elementary School
- Carly Montgomery, Vice Principal, Burford District Elementary School
- Stephanie Pike, Teacher, Paris Central Public School
- Joelle Renton, Teacher, Paris Central Public School
- Andy Schuyler, Principal, Burford District Elementary School
- Sarah Stratton, Vice Principal, North Ward Public School
- Charlotte Wilson, Parent/Community Member, Paris Central Public School

There were 216 submissions in total. Each submission was accompanied by a rationale, which formed part of the committee's deliberations. Names were vetted using the criteria included in Grand Erie's Naming/Renaming of Schools and Facilities Procedure FA-003 to include a final list of 11 names.

On September 17, 2026, the New Paris Elementary Special Ad Hoc School Naming Committee proposed the name Willow Grove Public School for consideration by Trustees. The rationale for this choice is as follows:

The name Willow Grove Public School reflects themes of growth, resilience, belonging and connection to the natural environment. The imagery of a grove, where individual trees grow together within a shared environment, provides a meaningful representation of a school community in which students are supported to learn, develop and thrive.

The name also complements the natural character of Paris, Ontario, which is situated at the confluence of the Nith and Grand Rivers. Willow Grove provides a welcoming and enduring identity that reflects community, stewardship and a sense of place.

The following comments were offered in support of the submission and proposed name, Willow Grove Public School:

“The willow symbolizes resilience, adaptability and strength. It reflects a community growing together, rooted in belonging and shared commitment, and embodies values that support a strong school mission.”

“The resilience and strength of the willow tree align with Grand Erie’s 2026-30 Strategic Plan and Graduate Profile, particularly its commitment to developing adaptable, future-ready and resilient learners.”

Communication Plan

Once approved, the name for the new Paris Elementary School will be circulated to all partners.

We Lead Forward: Strategic Plan 2026-30

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Respectfully submitted,

Dina Atanas, Superintendent of Education