



Policy and Program Committee Meeting

Monday, March 3, 2025

6:30 p.m.

Norfolk Room, Education Centre

AGENDA

A - 1 **Opening Call to Order**

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

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

B - 1 **Approval of the Agenda**

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

C - 1 **Consent Agenda**

* **Recommended Motion:**

"THAT the Policy and Program Committee accept the March 3, 2025 Consent Agenda and the recommendations contained therein."

- (a) Approve the minutes of:
 - (i) Policy and Program Committee meeting dated January 13, 2025

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

E - 1 **New Business - Program**

- (a) [Equity Action Plan Final Report 2023-24](#) (L. Munro) (I)
- * (b) Information Technology Services Annual Update (L. Munro) (I)
- * (c) Curriculum Updates (L. Munro) (I)
- * (d) Graduation Coach to Support Black Students (L. Munro) (I)
- * (e) Kick-Start to Kindergarten (L. Munro) (I)
- * (f) Right to Read Inquiry Report: Grand Erie Summary (L. Munro) (I)

F - 1 **New Business - Policy**

- * (a) Budget Development Process Policy (BU-02) (R. Wyszynski)
Recommended Motion:
THAT Budget Development Process Policy (BU-02) be forwarded to the March 24, 2025 Regular Board meeting for approval."
- * (b) Major Construction Policy (FA-01) (R. Wyszynski)
Recommended Motion:
"THAT the Major Construction Policy (FA-01) be forwarded to the March 24, 2025 Regular Board meeting for approval."
- * (c) Boundary Review Policy (FA-08) (R. Wyszynski)
Recommended Motion:
"THAT the Boundary Review Policy (FA-08) be forwarded to the March 24, 2025 Regular Board meeting for approval."

Learn

Lead

Inspire



Policy and Program Committee Meeting

Monday, March 3, 2025

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Norfolk Room, Education Centre

AGENDA

- * (d) Fundraising Policy (SO-01) (R. Wyszynski)
Recommended Motion:
"THAT the Fundraising Policy (SO-01) be forwarded to the March 24, 2025 Regular Board meeting for approval."
 - * (e) Equity and Inclusive Education Policy (SO-14) (L. Munro)
Recommended Motion:
"THAT the Equity and Inclusive Education Policy (SO-14) be forwarded to the March 24, 2025 Regular Board meeting for approval."
 - * (f) Community Partnerships Policy (SO-34) (L. Thompson)
Recommended Motion:
"THAT the Community Partnerships Policy (SO-34) be forwarded to the March 24, 2025 Regular Board meeting for approval."
 - * (g) Student Concussion and Head Injury Policy (HS-10) (J. Tozer)
Recommended Motion:
"THAT the Student Concussion and Head Injury Policy (HS-10) be forwarded to the March 24, 2025 Regular Board meeting for approval."
 - * (h) Environmental and Climate Change Education and Stewardship Policy (SO-18) (R. Wyszynski)
Recommended Motion:
"THAT the Environmental and Climate Change Education and Stewardship Policy (SO-18) be forwarded to the March 24, 2025 Regular Board meeting for approval."
- G - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."
- H - 1 **Next Meeting Date:** April 14, 2025

Learn

Lead

Inspire



Policy and Program Committee

Monday, January 13, 2025

Norfolk Room, Education Centre

MINUTES

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

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

Guests: J. Tibbits, S. Schelling, P. Gouveia, T. Schill, K. Edgar, M. Moynihan, L. Morgulis

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed. Acting Committee Chair B. Doyle called the meeting to order at 6:31 p.m.

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

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

Acting Committee Chair B. Doyle read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: T. Waldschmidt

Seconded by: S. Gibson

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

December 2, 2024

Moved by: L. Whiton

Seconded by: T. Sault

THAT the Minutes of the Policy and Program Committee meeting dated December 2, 2024, be approved.

Carried

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

E - 1 **New Business - Program**

(a) **Specialized Services Program Report**

Presented as published.

(b) **Safe and Inclusive Schools Report 2023-24 - Suspensions, Expulsions and Exclusions**

Presented as printed.

In response to a question, increased supports for students and staff at all levels continue to be implemented and monitored. In addition, the Safe Schools team is working closely with the Indigenous Education team to provide culturally responsive supports.



Policy and Program Committee

Monday, January 13, 2025

Norfolk Room, Education Centre

MINUTES

- (c) **Draft School Year Calendars 2025-26**
Moved by: T. Waldschmidt
Seconded by: L. Whiton
THAT the draft School Year Calendars 2025-26 be forwarded to the January 27, 2025, Regular Board meeting for approval.
Carried
- (d) **Grand Erie - Conestoga College Partnership**
Presented as printed.
It was noted that a communication plan for families and the public will be distributed later this week.
- (e) **Secondary Transitions Report**
Presented as printed.
- (f) **Literacy Skills Course Update Report**
Presented as printed.
- (g) **Grand Erie Learning Alternatives (GELA) 2023-24 Annual Report**
Presented as printed.
It was noted that a new site is scheduled to open in Ohsweken.
- (h) **Indigenous Land-Based Learning Course Bundle Update Report**
Presented as printed.
- (i) **Lacrosse Report**
Presented as printed.
- (j) **Cricket Report**
Presented as printed.
- (k) **Health and Safety Report 2023-24**
Presented as printed.
- F - 1 **New Business – Policy - Nil**
- G - 1 **Adjournment**
Moved by: T. Waldschmidt
Seconded by: T. Sault
THAT the Policy and Program meeting be adjourned at 7:46 p.m.
Carried
- H - 1 **Next Meeting Date:** March 3, 2025



Information Technology Services Annual Update

Grand Erie Multi-Year Plan

Information Technology Services supports Grand Erie's Multi-Year Strategic Plan by embedding technology opportunities for staff and students through professional learning and enhanced technology tools.

Purpose

Information Technology Services (ITS) provides and maintains a state-of-the-art, reliable and cost-effective technology environment to support learning in the classroom, optimize the administrative functions of the board and, ultimately, improve student achievement in alignment with the Board's Multi-Year Strategic Plan.

ITS Milestones 2024-25

18,787
Tickets Logged
18,361
Tickets Closed

ITS Help Desk

ITS Help Desk, School Technicians and Network/Server Administration started the year with 450 open tickets from the previous year, logged 18,337 service tickets throughout the year and closed 18,361 service tickets

1,674
Tickets Logged
1,665
Tickets Closed

ITS PowerSchool Help Desk

The PowerSchool Help Desk was introduced using TopDesk software. The ITS PowerSchool Help Desk logged 1,674 service tickets throughout the year and closed 1,665 service tickets



OnSIS Ministry Submissions

PowerSchool/OnSIS team submitted the March, June and October OnSIS reports to the Ministry of Education within the mandated time frames



3,200

Classroom and Teacher Laptops (6th Wave)

Deployed 3,200 laptops to classrooms and educators. This year for the first year our educators were provided a 14" laptop



100%

Access Point Replacement in Elementary Schools

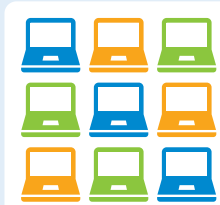
Access points and the Management Software (Aruba Central) updated for all Elementary school sites



Hired Cybersecurity Supervisor for the ITS Department

Network and Server Administration work teams now report to this new position

ITS Milestones 2024-25



Laptop Procurement and Deployments

A continued, sustainable device deployment process is in place for school administrators, school clerical staff, Turning Point locations, Special Education Self Contained classrooms and Educational Assistants (EAs)



Zscaler Rollout to All Schools

Completed the deployment of Zscaler cloud firewall to all schools to meet the Ministry of Education Broadband Modernization Project (BMP)



New Secondary School Website Rebuild Project

Completed the design, construction, and content migration for the first Secondary School Site. (Simcoe) The remaining secondary schools will be completed this school year



PD Place Replacement with PowerSchool PD Module

PD Place has been replaced with a more versatile and integrated solution using the PD software solution from PowerSchool



Multi-Factor Authentication (MFA) for All Staff

Completed the deployment of MFA for the M365 environment for all board staff

ITS Future Plans



Switch Replacement

Complete the replacement of switches at all schools, as required



Expand Application Protection with Multi-Factor Authentication (MFA)

Expand MFA coverage to other software applications including K212, PowerSchool and KEV



Complete the K-12 Cyber Protection Plan

Work with the Ministry of Education Community Services and I&IT Cluster to implement technology and a robust Cyber Protection Strategy (CPS)



Caledonia New School Build

Deploy and install technology to support the opening of the new school in September



Replacement of our Specialized Services Software Platform

Support the Specialized Services Department to onboard new software



Complete New Secondary and Elementary School Websites and Staff Portal

Complete the rebuilding of the Secondary and Elementary School Websites and Staff Portal



Information Technology Review

Review the current model for information technology in all schools



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Curriculum Updates**
DATE: March 3, 2025

Background Information

Below is an overview of key changes, additions and updates to the curriculum for the 2024-25 school year and beyond.

Career Coaching

It was communicated in the June 2024 Policy and Program Committee Curriculum Update report that career coaching services will be made available to students in Grade 10 through direct conferencing career coaches who have experience in high-demand jobs based on local labour market conditions. This will complement the work of guidance teacher-counsellors and the existing Career Studies course.

In January 2025 the Ministry of Education provided school boards with further details about career coaching. The Halton Industry Education Council (HIEC) Career Lab will be available to schools across Ontario, delivering Career Coaching sessions to Grade 10 students starting February 2025 with a program that is designed to be both impactful and inspiring. HIEC is currently developing communications and resources with consistent language that will support the full roll out to school boards.

There will be a range of implementation approaches and a process for coordinating Career Coach sessions in Grand Erie. New Ministry guidelines outlined in Policy/Program Memorandum 170 require parents/caregivers to be informed about guest speakers. Parents and caregivers will be made aware of HIEC career counselling where there is direct contact with students. In the coming weeks, Grand Erie Staff will be further engaging with HIEC to develop the implementation of this program for Semester 2 will full implementation in the 25-26 school year.

Ontario Youth Apprenticeship Program Focused Apprenticeship Skills Training Pathway

As shared in the May 2024 Policy and Program Committee Curriculum Update report, the government announced the launch of the new accelerated stream of the Ontario Youth Apprenticeship Program, called Focused Apprenticeship Skills Training (OYAP-FAST). OYAP-FAST invites interested and eligible students in Grades 11 and 12 to focus on the apprenticeship pathway while working toward their Ontario Secondary School Diploma.

In December 2024 the Ministry announced that the OYAP 2024-25 Program Guidelines have been updated with details to support the implementation of OYAP-FAST for the 2025-26 school year. Students can now begin registering for OYAP-FAST with course selection provided they meet eligibility requirements.

While participating in OYAP-FAST, students will:

- Earn eight (8) to 11 cooperative education credits with their community component placement in the skilled trades: and

- Register as an apprentice through OYAP by the time they complete the 8th cooperative education credit

Students who meet OYAP-FAST requirements, along with all other Ontario Secondary School Diploma requirements, will be awarded the OYAP-FAST seal on their diploma.

New French Language Terminology for Special Education

The Ontario Government is implementing new French-Language terminology for Special Education that was included in the *Better Schools and Students Outcomes Act, 2023* that came into effect January 1, 2025.

The new, more neutral and inclusive terminology replaces the phrase "enfance en difficulté" with "éducation spécialisée", and related variations, in the *Education Act*, the *Ontarians with Disabilities Act, 2011* and in 51 regulations under nine (9) statutes. As a result, the Special Education Advisory Committees (SEACs) and the Minister's Advisory Council on Special Education (MACSE) will be known, in French, as the comités consultatifs de l'éducation spécialisée (CCES) and the Conseil consultatif ministériel de l'éducation spécialisée (CCMES), respectively. Over the next few months, the Ministry of Education will be updating numerous documents, as needed.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the areas of Graduation Pathways.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Graduation Coach to Support Black Students**
DATE: March 3, 2025

Background

A graduation coach to support Black students has been newly hired in the Grand Erie District School Board (Grand Erie). The coach will collaborate with school administrators, school staff, families, system staff, and community resources to identify systemic barriers and develop meaningful solutions to support the engagement, well-being and academic achievement of Black students with a focus on graduation. They will provide intensive supports to Black students and their families with the goal of seeing each student achieve credits, graduate, and successfully transition into their chosen post-secondary pathway. The Graduation Coach for Black Students will provide targeted, culturally responsive supports and address service delivery gaps to facilitate the engagement, well-being, and academic achievement of Black students.

The goals of this position include:

- Improving the graduation rates of Black students by providing targeted support and resources
- Promoting cultural awareness and competence within the school community to create an inclusive and supportive environment
- Preparing students for post-secondary education and career opportunities by offering guidance on college applications, scholarships, and career planning
- Advocating for the needs and rights of Black students within the school system and the broader community
- Building partnerships with community organizations to provide additional resources and opportunities for students.

Data indicates that Black youth are as likely as their non-Black counterparts to graduate high school. However, they are less likely to obtain a post-secondary certificate. Based on Student Census data and the start of Semester 2, the Coach will focus their efforts in designated schools.

Planned Activities and Support

For this school year the graduation coach will work will include:

- Meeting with secondary school teams and performing student profile assessments for all self-identifying Grade 12 Black students, which includes reviewing graduation requirements and creating plans to support students on their journey to graduation
- Developing individualized support plans curated from student profiles, school-based workshops, and events/connections (e.g., Black History Month)
- Reaching out to students at designated schools to adjust support as needed, including individualized meetings with Guidance teams
- Providing workshops focused on the importance of post-secondary education, career and post-secondary education options, support for Black History Month recognitions and

celebrations, goal setting, time management strategies, study support, and financial planning

- Supporting individual student outreach in collaboration with the support of each secondary school's support team
- Preparing students for a successful transition to post-secondary life, including information on internship opportunities, additional scholarship eligibility, and the importance of professional resume building and networking

Grand Erie Multi-Year Plan

The role of the graduation coach to support Black students aligns with the Belonging indicator of Learn Lead Inspire and the following statement: We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Kick-Start to Kindergarten**
DATE: March 3, 2025

Background

Kindergarten programs create safe, nurturing and inclusive places for every child to begin their educational journey. This journey is a partnership with children, families, educators, and their environments. Kick-Start to Kindergarten program has been developed through a partnership between the Grand Erie District School Board (Grand Erie) and community agencies to help new Kindergarten students and their families prepare for school.

The Kick-Start to Kindergarten event has been successfully running for the last two years at various school locations throughout Grand Erie. Each school event was open to families with students registered, or planning to register, at the host schools. In 2024-2025, to align with the goals of Learning, Well-Being and Belonging, the Kick-Start to Kindergarten event is now being offered regionally and is available to *all* Grand Erie families with children new to Kindergarten. This year the program is being held in the months February and March 2025.

Kindergarten students who attend a Kick-Start to Kindergarten regional event can interact one-to-one with a screening representative to complete the LookSee Developmental Checklist. By making connections early with community partners, families become aware if there may be a benefit to participating in further screening from Lansdowne Children's Centre or Haldimand Norfolk REACH before the student starts Kindergarten in the fall.

Community partnerships include the following partners. Partner availability varies by session:

- District Health Units (Brant County Health/HNREACH)
- Early On Centres in the area/school
- Before and After School Programs
- Parks and Recreation
- Library
- Optometrist
- Woodview Mental Health and Autism Services
- Blind and Low Vision Support Program
- YMCA or Newcomer Services
- Speech Language Pathologist

Communicative Disorders Specialist

- Multi-Lingual Language Coaches
- Child and Youth Workers
- Brant Food for Thought
- Parent Committee Representatives
- School ambassadors



While at the regional sessions, families have the opportunity to:

- Check in at Welcome Table
- Participate in a pre-booked LookSee screener
- Visit community partner tables
- Interact with Kindergarten educators

Students may engage in Kindergarten activities such as:

- Sensory activities: playdough and/or sand
- Fine motor activities: name printing, scissors skills, drawing
- Building with blocks
- Exploring books at a Reading Centre
- Engaging with math manipulatives
- Creating with craft materials

Additional Information

The events are promoted to families through the support of elementary schools, social media and on the Grand Erie website. Families already registered for Junior Kindergarten in September 2025 will have received a postcard invitation with a forms link to sign up for a screening timeslot during the Kick-Start to Kindergarten date and time that works best for them.

The four regional sessions for Kick-Start to Kindergarten are from 2:00 p.m. to 6:00 p.m. at the following locations:

- Brantford: February 26 at King George Public School, 265 Rawdon Street, Brantford
- Brant County: March 4 at Cobblestone Elementary School, 179 Grandville Circle, Paris
- Norfolk County: March 18 at Delhi Public School, 227 Queen Street, Delhi
- Haldimand County: March 27 at Caledonia Fairgrounds, 151 Caithness Street East, Caledonia

Individual, school-based, Kindergarten Orientation will happen during a 2-week window board-wide in spring 2025. Individual schools will continue to offer a Kindergarten orientation that is school based for registered students in the Spring of 2025 guided by our central toolkit and resources to ensure consistency and alignment across the district.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Right to Read Inquiry Report: Grand Erie Summary**
DATE: March 3, 2025

Background

The Ontario Human Rights Commission (OHRC) launched the Right to Read Inquiry in October 2019. In February 2022, the Right to Read Inquiry Report was released calling for critical changes to the province's approach to teaching early reading across the educator sector. In 2024 a Two Year Update of the Right to Read Inquiry Report was released. Using five primary benchmarks identified by the OHRC as key indicators on the progress and impact of the report's recommendations. Below is a summary of Grand Erie District School Board's (Grand Erie's) successes, action, participants, resources, and outcomes in relation to the Provincial Successes.

BENCHMARK 1 – CURRICULUM AND INSTRUCTION

A) Curriculum

Provincial Successes

- Effective early reading instruction a guide for teachers (May 2022)
- Revised Language Curriculum Grade 1-9 (2023)
- Anticipated revised Kindergarten program for (September 2025)

Grand Erie Successes

Action:

- Effective early reading instruction guide and Language Curriculum 2023 were incorporated in all literacy professional learning
- In-service of Language Curriculum 2023 was provided to all elementary staff
- Training in early reading development in anticipation of the revised Kindergarten program is provided to all Kindergarten educators.

Participants:

- Kindergarten to Grade 3 educators, Designated Early Childhood Educators (DECEs), Learning Resource Teachers (LRTs) with a learning invitation to Grade 4-9 educators

Resources:

- Science of Reading (body of research)
- Scarborough's Reading Rope
- Language Foundations Continuum for Reading and Writing: B2
- Progression of Early Literacy Development (Effective early reading instruction: a guide for teachers, pg. 12)
- Right to Read Report
- Growing Success Language Addendum

Intended Outcomes:

Educators will develop a deeper understanding of the updated 2023 Ontario Language Curriculum including structured literacy, tiered instruction, and the B2 and B3 Continuums, to

provide instruction that develops foundational reading skills (i.e. phonemic awareness, phonics, and conventions) for all students.

B) Professional Development

Provincial Successes

- Creation of ONlit website in partnership with International Dyslexia Association (IDA) Canada
- Boards have been working to provide professional development
- School boards have created resources

Grand Erie Successes

Action:

- ONlit is regularly leveraged and embedded into all professional learning to ensure the district's approach is systematic and evidence-based

Professional Development:

- Early Literacy and Foundational Reading Skills Training: JK (DECE and OCT) -Grade 3, LRTs
- Lexia, Early Reading Development, and Acadience Reading training: Grade 4-8 teachers
- Literacy for All: Elementary and Secondary teachers of self-contained classes
- Acadience Early Reading Screener (ERS) Training: Year 2 Kindergarten-Grade 2 teachers
- Acadience Reading Assessment: Grade 3-8 teachers
- DECE training focused on early literacy development
- Afterschool training focused on reading development in Grades 4-8
- Central team meeting with ONlit to inform system-level planning
- Training on the interpretation of Acadience ERS data provided to superintendents, administrators, literacy coaches, and classroom teachers

Resources:

- Grand Erie created resources housed in a Professional Learning Environment (PLE) / Digital Resource Binder (DRB) include:
 - Early Literacy Assessment Tool (ELAT)
 - Literacy Overview Placement Language Block Guide
 - Responsive instructional activities (phonemic awareness and phonics)
 - Heggerty Phonemic Awareness Program
 - University of Florida Literacy Institute (UFLI) -UFLI Foundations
 - ONlit (Advanced Word Study, The Syntax Project, Systems Change Collaborative)
 - Decodable Readers in primary classrooms (Bug Club, Benchmark, Dandelion)

Intended Outcomes:

Professional learning and access to resources enables educators to provide instruction that supports students in developing foundational reading skills. Feedback received from professional learning indicates 96% of educators have increased their knowledge of early reading development and responsive instruction. Through user access of Grand Erie digital literacy resources (5487 visits this school year) educators refer to, design, and implement instructional strategies and assessment tools to provide responsive tiered instruction that meets the diverse needs of all learners.

BENCHMARK 2 – UNIVERSAL SCREENING

Provincial Successes

- PPM 168-mandatory screening for SK-Gr. 2
- Update to report card to include screening results
- Full implementation Sept. 2024

Grand Erie Successes

Action:

- All Year 2 Kindergarten to Grade 2 students have had initial screening, administered by their homeroom teacher
- Literacy coaches provided release time to teachers for screening
- Classroom teachers provided a letter to families to share screening results in the Fall of 2024
- Data from the first benchmark screening was successfully loaded onto the Term 1 provincial report card and uploaded to the Compass for Success database

Resources:

- Acadience Learning Online-Acadience Reading K-6

Intended Outcomes:

Results of the Early Reading Screener is used by coaches to plan for intervention cycles. Classroom teachers use screener data to plan for responsive instruction and guide decisions around further diagnostic assessment. Progress monitoring and additional benchmark screenings will show an increase in the number of students demonstrating proficiency in foundational reading skills. Central teams review screening data to inform system decisions and support best practices that extend into all grade levels.

BENCHMARK 3 – READING INTERVENTION

Provincial Successes

- Ministry funding to support evidence-based reading intervention programs, professional assessments, licenses, resources, and professional learning
- PPM 168 formalizes requirements for tiered approach to reading instruction and using screening data (SK-Gr. 2)

Grand Erie Successes

Action:

- 13 Literacy Coaches provide tiered intervention support in all elementary schools
- Every student in Year 2 Kindergarten to Grade 2 who did not meet the initial screening benchmark receives at least 1 block of intervention support
- Lexia Reading is implemented in Grade 4-8 classes by Invitation
- Literacy Skills: Reading and Writing, Grade 10 Open (ELS20) course developed
- Book study with Students Success Teams and School team in secondary with a focus on literacy across all subjects

Resources:

- Smartt, S., & Glaser, D. (2024). Next steps in literacy instruction: Connecting assessments to effective interventions. Paul H. Brookes Publishing Company. Implemented by all Literacy coaches
- Lexia Core 5 and Power Up Licenses (Gr. 4-8)
- Acadience Licenses for Year 2 Kindergarten to Grade 2
- Novak, K., Hinkle, L., Parker, R., Poirier, R., & Wolff, S. (2024). Universal design for learning in English language arts: Improving literacy instruction through inclusive practices. CAST. used for book study with secondary teachers

Intended Outcomes:

The need for interventions will be reduced using effective Tier 1, Tier 2, and structured literacy instruction, supported by evidence-based resources such as Heggerty and UFLI. Progress monitoring will continue to determine what instructional practices are needed and will allow for a timely response.

BENCHMARK 4 - ACCOMMODATIONS

Provincial Successes

- Accommodations such as assistive technology were often provided in lieu of instructional interventions in Ontario
- Modifications were frequently used to permanently lower expectations for students and applied without a clear plan to ensure students catch up
- When accommodations are required, they are often not timely, consistently applied, or supported in the classroom

Grand Erie Successes

Action:

- Leveraging technology (e.g., SEA equipment) to amplify student access to classroom instruction
- Professional development includes Universal Design for Learning (UDL) so all students have an entry point to the same learning goal
- Lexia is used as an instructional tool for tiered instruction
- Prior to considering modifications for students up to Grade 6, review of academic program and consultation with Superintendent
- A focus on goal setting that reduces modifications, alternative programming and moves towards direct structured literacy instruction
- IEP review in collaboration with schools to specifically target how assessments inform accommodations and the appropriateness of modifications
- IEP Audit using standardized criteria to ensure assessment outcomes are actionized into accommodations and responsive programming
- Purposeful transition meetings from Grade 8 to Grade 9 to understand and respond to student learning profiles
- Skill building/hub model teaches skills to students at their own pace to support success in the regular classroom setting (ie. a credit over a full year rather than a semester)

Participants:

- UDL Professional Development includes Learning Resource Teachers (LRTs), Grade 3, 6, and 9 teachers, central staff, educational assistants, and administrators
- IEP Audit collaboration between central teams, school administration, and LRTs
- Regular collaboration between skill building and hub teachers, administration, and central staff on the guiding frameworks of the program

Resources:

- Coaching support for teachers and students when designated SEA equipment is assigned
- Considerations Before Modifying Program resource created
- PLE: Specialized Services includes Skill Building Supports resource
- Lexia Core 5 and Power Up used to support junior and intermediate classrooms
- Schools have support from a centrally assigned UDL coach

Intended Outcomes:

Students have access to rigorous instruction and curriculum while needs are supported through accommodations, ensuring students have full access to the Ontario curriculum. Teachers have confidence in program delivery and support diverse needs of students.

BENCHMARK 5 – PROFESSIONAL ASSESSMENTS

Provincial Successes

- Universal early screening will identify students who need early intervention
- Some progress in removing requirements for an assessment to access to accommodations
- 2024-25 Ministry is providing stable funding for professional assessments

Grand Erie Successes

Action:

- Every student in Year 2 Kindergarten to Grade 2 who did not meet the initial screening benchmark receives at least 1 block of intervention support
- Interdepartmental collaboration and connection to meet diverse student needs
- Assessments are not required to access accommodations
- Support staff offer consultation and coaching prior to determining the need for a professional assessment

Resources:

- Schools have support from a centrally assigned Speech and Language Pathologist, Psycho-Educational Consultant for consultation, school-team meetings and assessments

Intended Outcomes:

School-based staff have ongoing access to support from regulated professionals to identify supportive instructional practices for students. Students are supported with targeted, responsive instruction that is monitored by on-going assessment prior to decisions about implementing professional assessments.

ADDRESSING SYSTEMIC ISSUES

Provincial Successes

- June 2023, Ontario passed the Better School and Student Outcomes Act (BSSOA) which creates the groundwork for standardized approaches to ensure students receive the same level and quality of services for early reading
- Firmly establishes reading as a provincial priority and holds the potential of providing equal opportunities for all students to have equal access to evidence-based approaches

Grand Erie Successes

Action:

- Resources and training that support evidence-based literacy instructional approaches are widely available to educators and implemented broadly across the district
- Collaboration between Speech, Language and Hearing Services and Curriculum: Early Literacy to target oral language development
- Alignment of self-contained literacy instruction to general education classrooms (i.e. use of ELAT, UFLI, Heggerty)

Participants:

- Speech and Language Pathologists and Communicative Disorders Assistants work collaboratively with Literacy coaches and consultants to support literacy initiatives
- Teachers of self-contained classes were trained in evidence-based literacy instruction and are implementing practices in their classrooms

Resources:

- Story Champs (oral academic language development curriculum)

Intended Outcomes:

Inter-departmental collaboration results in student support that begins earlier, is focused on and responsive to student needs. All departments support a tiered approach to instructional and intervention practices. All students can fully participate in developing their literacy skills to reach their full potential.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro
Superintendent of Curriculum & Student Achievement



POLICY

BU-02

BUDGET DEVELOPMENT PROCESS

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2006/02/27
Last Updated: 2023/03/27	Next Review Date: 2027/02/23

Objective:

To provide guidance to ~~the~~ Grand Erie District School Board (Grand Erie) employees with respect to the development of Grand Erie's Annual Estimates Budget.

Policy Statement:

Grand Erie shall allocate its resources to reflect Grand Erie's multi-year strategic plan in an effective and efficient manner through the application of an annual budget development process.

- 1.0 Grand Erie's approved Multi-Year Strategic Plan and the Annual Learning and Operating Plans will inform the budget development process.
- 2.0 The Superintendent of Business and Treasurer shall prepare preliminary elementary and secondary enrolment projections that will include trend analysis and historical comparators. ~~(January).~~ Consultation with School Administrators regarding enrolment projections will occur.
- 3.0 The Board of Trustees will provide direction to Senior Administration regarding items to be considered for inclusion or for reduction during the development of the pro-forma budget. The Finance Committee will facilitate preliminary budget discussions. ~~(February).~~
- ~~4.0 The Human Resources and Planning Departments, in consultation with the Superintendent of Business and Treasurer, shall review elementary and secondary enrolment projections with Administrator(s) (March).~~
- ~~5.0~~4.0 The Superintendent of Business and Treasurer shall use the ~~Grants for Student Needs~~Core Education Funding (CORE) from the Ministry of Education and develop an estimated grant revenue forecast using the established enrolment projections and by providing planning assumptions.
- ~~6.0~~5.0 The Superintendent of Business and Treasurer shall prepare a draft budget for Senior Administration.
- ~~7.0~~6.0 Senior Administration shall develop a pro forma budget for Grand Erie consideration by May of each year. The pro forma budget shall also include a five-year enrolment forecast.
- ~~8.0~~7.0 Significant budget modifications made to the initial draft budget presented to Senior Administration will be formally documented to ensure that the final budget can be reconciled to the draft budget.
- ~~9.0~~8.0 The Board of Trustees shall review/modify the pro forma budget during public meetings (May/June). Any notes of the meeting prepared by or on behalf of the Superintendent of Business and Treasurer may be used for future deliberations.

~~10.09.0~~ The Board of Trustees shall approve the final budget ensuring compliance with Ministry regulations. Senior Administration will provide information confirming that the budget is compliant with the funding regulation as part of the budget development and approval process.

~~11.010.0~~ The approved budget book shall be posted on the Grand Erie website.

~~12.011.0~~ The Superintendent of Business and Treasurer shall provide quarterly reports to the Board of Trustees on the status of the current budget through the Finance Committee where possible. The Revised Budget will only be presented for approval in the event an in-year deficit is presented or considered.

Reference(s):

- Multi-Year Strategic Plan
- Annual Learning and Operating Plans
- Annual Budget Report Book



POLICY

FA-01

MAJOR CONSTRUCTION

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2008/10/24
Last Updated: 2023/04/24	Next Review Date: 2027/04/27

Objective:

To outline the reporting and approval requirements for capital projects undertaken by Grand Erie District School Board (Grand Erie).

Policy Statement:

Grand Erie shall approve and monitor all major construction projects to ensure, to the extent possible, that they are completed on schedule and within approved budget.

- 1.0 The Board of Trustees shall be provided with information for approval regarding the preliminary scope of major construction projects. Elements of the information provided shall include size (FTE or square footage) and program (grades and/or specialized programs, and partnership opportunities).
- 2.0 The Board of Trustees shall approve the final selection of a Construction Manager, Architect or Professional Services.
- 3.0 The Board of Trustees shall receive a report from the Superintendent of Business and Treasurer, which shall include recommendations regarding:
 - 3.1 The scope of the base construction project (with costs based on preliminary scope).
 - 3.2 Additional elements with appropriate costs.
 - 3.3 Funding strategy including a breakdown of both internal and external funding sources, as well as a snapshot of the current balances of:
 - Proceeds of Disposition; or
 - Capital Reserves such as School Renewal and School Condition Improvement; or
 - Unsupported Capital; or
 - Accumulated Surplus
- 4.0 The Board of Trustees shall approve the final scope of the major construction project, including size, preliminary budget, timelines and release of tender documents.
- 5.0 The final project budget and scope and recommended tender/contract award will be presented to the Board of Trustees for approval as the final project contract amount. This amount will be the basis for a Stipulated Sum Contract, or a Guaranteed Maximum Price Contract as may be appropriate.
- 6.0 The Superintendent of Business and Treasurer shall provide a progress report [to the Finance Committee](#) ~~to the Board of Trustees on a bi-monthly basis~~ for the duration of the project. The report shall include budgeted and actual costs to date, details of project progress and schedule for completion. This report will also describe the funding strategy that will be applied should the forecasted expenditures for a project exceed the budget established.

- 7.0 The Superintendent of Business and Treasurer shall report to the [Finance Committee](#) ~~Board of Trustees~~ upon substantial completion of the project, which shall include a budgeted and actual cost comparison and a summary of any green school initiatives.
- 8.0 The Superintendent of Business and Treasurer shall provide a report to the Finance Committee in November of each year summarizing the scope, cost and status all other capital projects for the prior fiscal year which were not subject to this policy.

Reference(s):

- Major Construction Procedure (FA-001)
- [Capital Related Fundraising Policy \(BU-03\)](#)
- [Capital Related Fundraising Procedure \(BU-003\)](#)
- Green Construction Policy (FA-10)
- Green Construction Procedure (FA-010)
- Green School Resource Guide
- New Construction Policy (FA-02)
- New Construction Procedure (FA-002)
- Ontario Building Code
- Transition Committees Policy (FA-09)
- Transition Committee Procedure (FA-009)



POLICY

FA-08

BOUNDARY REVIEWS

Superintendent Responsible: Superintendent of Business & Treasurer		Initial Effective Date: 2014/10/20
Last Updated: 2022/06/27		Next Review Date: 2024/04/15

Objective

The Grand Erie District School Board (Grand Erie) believes in delivering equitable and effective program offerings in environments across its jurisdiction that enhance learning opportunities and well-being for students. The board conducts boundary reviews in an effort to optimize utilization of schools in circumstances of increasing and/or declining enrolment.

Policy Statement

Grand Erie is committed to a transparent boundary review process which incorporates consultation for decision-making so that affected communities have a clear understanding of the process and the type of consultation that will occur. Boundary reviews are conducted by the board to review the projected enrolment for a school or a family of schools due to changes in student enrolment, program demands, new school construction, new housing development or other factors. The Board of Trustees will approve [the commencement of a boundary review process studies](#) and final recommendations resulting from the [study review](#).

The boundary review process can be initiated by either the Board of Trustees or Senior Administration.

Reference(s)

- Boundary Reviews Procedure (FA-008)
- [Education Act 171\(1\), s.7](#)



POLICY

SO-01

FUNDRAISING

FUNDRAISING	
Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2006/11/27
Last Updated: 2023/04/24	Next Review Date: 2026/04/27

Objective:

To support Grand Erie District School Board (Grand Erie) schools with guidelines for fundraising activities that support student learning, achievement, mental health, well-being, belonging, and experiences.

Policy Statement:

Grand Erie endorses fundraising opportunities and outcomes that provide educational value for students, and are approved, supervised, and at the discretion of the Administrator(s). All fundraising activities must align with the principles of public education including diversity, accessibility, equity, inclusivity, and cultural sensitivity.

Reference(s):

- [Fundraising Procedure \(SO-001\)](#)
- [Capital Related Fundraising Policy \(BU-03\)](#)
- [Capital Related Fundraising Procedure \(BU-003\)](#)
- Community Use of School Facilities Policy (FA-04)
- Community Use of School Facilities Procedure (FA-004)
- Community Use of School Facilities Handbook (FA-04-R)
- Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment Procedure (FA-021)
- Purchasing Policy (BU-06)
- Purchasing Procedure (BU-006)
- School Councils Policy (SO-02)



POLICY

SO-14

EQUITY AND INCLUSIVE EDUCATION

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools Curriculum & Student Achievement	Initial Effective Date: 2021/05/31
Last Updated: YYYY/MM/DD	Next Review Date: YYYY/MM/DD

Objective:

To ensure equity and inclusive education by raising awareness, actively addressing barriers and discriminatory practices, and fostering a culture of continuous learning and improvement~~To promote the principles of equity and inclusive education, free of barriers and discriminatory biases.~~

Policy Statement:

The Grand Erie District School Board (Grand Erie) recognizes that equity of access to the full range of programs, services, and resources is critical to positive learning, well-being and belonging outcomes for those served by the school system. Grand Erie is committed to fostering an anti-oppressive, anti-racist, and inclusive culture.

Grand Erie is committed to listening, responding and engaging with communities to ensure all voices ~~feel~~are heard and ~~are included in part of~~are included in the process. To that end, Grand Erie confirms and upholds the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act, of 1982, and the Ontario Human Rights Code and ~~shall implement strategies in accordance with~~ the Ontario Education Equity Action Plan to ensure a culturally responsive environment and a culturally safe space to work and learn.

Reference(s):

- Equity and Inclusive Education Procedure (SO-014)
- Achieving Excellence: A Renewed Vision for Education in Ontario (2014)
- Building a Foundation for Change: Canada's Anti-Racism Strategy 20~~24~~19-202~~82~~2
- Legislative and Policy Framework
- *Ontario Education Equity Action Plan (2017)*
- [Ontario Human Rights Code](#)
- [The Accepting Schools Act \(2012\)](#)
- [Education Act, 1998, section 8.1 \(29.1\)](#)
- [Canadian Charter of Rights and Freedoms, The Constitution Act, 1982](#)
- Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (June 24, 2009)



POLICY

SO-3408

COMMUNITY PARTNERSHIPS	
Superintendent Responsible: Superintendent of Education, Specialized Services	Initial Effective Date: 2022/02/28
Last Updated: 2022/02/28	Next Review Date: 2025/04/29

Objective:

To build strong and collaborative working relationships with Community partners.

Policy Statement:

The Grand Erie District School Board (Grand Erie) believes that building strong and collaborative working relationships with community partners can enhance the opportunities available to our students. Community partnerships must comply with Grand Erie policies, the *Education Act*, Collective Agreements, other contracts and all legal requirements. All partnerships shall be based on the principles of equity, inclusiveness, and anti-oppression.

~~1.0 **Accountability**~~

~~1.1 **Criteria for Success— Collaborative working relationships**~~

- ~~a) Improve services and programs for students~~
- ~~b) Increase public support for education~~
- ~~c) Increase efficiency and effectiveness of service implementation through shared services/resources~~

Reference(s):

- Community Partnerships [with External Agencies for the Provision of services by Regulated Health Professionals](#) Procedure (SO-03408)
- [Education Act, R.S.O. 1990, c.E.2](#)



POLICY

HS-10

STUDENT CONCUSSION AND HEAD INJURY	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2019/06/24
Last Updated: 2023/06/26	Next Review Date: 2026/06/09

Objective:

To affirm the Grand Erie District School Board's (Grand Erie) commitment to student safety, injury prevention, and well-being by supporting concussion awareness, prevention, identification, management, tracking and training in schools.

Policy Statement:

Grand Erie is committed to ensuring the safety and well-being of students, recognizing that children and adolescents are among those at greatest risk of concussion and/or head injury. Grand Erie is committed in building awareness, prevention, identification, and management of concussions and/or head injuries to reduce increased risk.

Reference(s):

- Student Concussion and Head Injury Procedure (HS-010)
- Student Concussion and Head Injury Resource Package
- Ministry of Education School Board Policies on Concussion (PPM 158)
- Ontario Physical Activity Safety Standards in Education (OPASSE)



POLICY

SO-18

ENVIRONMENTAL AND CLIMATE CHANGE EDUCATION AND STEWARDSHIP

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2014/05/26
Last Updated: 2022/05/30	Next Review Date: 2025/04/29

Objective:

To [support environmental and climate change learning and stewardship across all Grand Erie District School Board \(Grand Erie\) schools and departments.](#) ~~provide guidance to employees with respect to decisions and planning with consideration for environmental education and climate change.~~

Policy Statement:

~~The~~ Grand Erie District School Board (Grand Erie) encourages and supports environmental and climate change education and stewardship in our schools, facilities, and administrative departments.

Grand Erie is committed to [continuing to undertake practices to reduce our environmental impact while engaging students, ~~and~~ employees, and school communities.](#) Grand Erie will [develop education resources and curriculum connections related to the environment and climate change to create on-going opportunities for learning and engagement.](#) ~~the protection and conservation of our natural heritage by developing and implementing environmental education resources as well as a climate action plan that will reduce our ecological footprint for a more sustainable future for the generations of students and communities that we serve.~~

~~We are inspired by the respect for the land, water, and air shared or demonstrated by the Indigenous communities in our district. We must take urgent action to tackle climate change.~~

Reference(s):

- Environmental and Climate Change Education Stewardship Procedure (SO-018)
- Environmental Standards for Facility Operations and Maintenance Procedure (FA-014)
- Green Construction Policy (FA-10)
- Green Construction Procedure (FA-010)
- *Ministry of Education Curriculum Grades 1-8: Environmental Education*
- *Ministry of Education Curriculum Grades 9-12: Environmental Education*
- [O. Reg. 25/23: Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans](#)
- ~~Ont. Reg. 397/11 Energy and Conservation Demand Management~~
- [O. Reg. 102/94: Waste Audits and Waste Reduction Work Plans](#) ~~Ont. Reg. 102/94 Waste Audits and Waste Reduction Plans~~
- [O. Reg. 230/11: Industrial, Commercial and Institutional Source Separation Programs](#)
- ~~Ont. Reg. 103/94 Industrial, Commercial and Institutional Source Separation Programs~~
- [O. Reg. 391/21: Blue Box](#)
- ~~Ont. Reg. 386/16 Blue Box Waste~~
- ~~Ont. Reg. 452/09 Greenhouse Gas Emission Reporting~~
- [O. Reg. 243/07: Schools, Private Schools and Child Care Centres](#)
- ~~Ont. Reg. 243/07 Safe Water Drinking Act~~

- [O. Reg. 170/03: Drinking Water Systems](#)
- ~~Ont. Reg. 143/16 Quantification, Reporting, and Verification of Greenhouse Gas Emissions~~
- Purchasing Policy (BU-06)
- Purchasing Procedure (BU-006)
- United Nations' Sustainable Development Goals
- United Nations' Paris Agreement

Draft