



Policy and Program Committee Meeting

Monday, June 17, 2024

6:30 p.m.

Education Centre Boardroom

AGENDA

A - 1 **Opening Call to Order**

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

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

B - 1 **Approval of the Agenda**

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

C - 1 **Approval of the Minutes**

- * *"THAT the Minutes of the Policy and Program Committee, dated May 13, 2024, be approved."*

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

E - 1 **New Business - Program**

- * (a) Welcome Centre/Multilingual Language Learner Report (L. Munro) (I)
- * (b) International Education Report (L. Munro) (I)
- * (c) Curriculum Updates (L. Munro) (I)
- * (d) Attendance Strategy Report (P. Ashe) (I)
- * (e) [Summer Programs School Culture and Well-being](#) (P. Ashe) (I)
- * (f) Student Climate 2024 Report (P. Ashe, C. Bedard) (I)
- * (g) Workforce Census 2024 Report (J. Tozer, C. Bedard) (I)
- * (h) Literacy Skills Report (K. Graham) (I)
- * (i) Student Learning and Support Days Report (K. Graham, L. Munro) (I)
- * (j) Indigenous Land-Based Learning Course Bundle Report (K. Graham, L. Munro) (I)
- * (k) Transition Update - Elgin Public School Report (R. Vankerrebroeck) (I)
- * (l) Transition Update - Waterford Public School Report (R. Vankerrebroeck) (I)

F-1 **New Business**

Adjournment

- G - 1 *"THAT the Policy and Program Committee meeting be adjourned."*

H - 1 **Next Meeting Date:** October 21, 2024



Policy and Program Committee

Monday, May 13, 2024

MS Teams Virtual Meeting

MINUTES

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

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

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

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

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

Chair S. Gibson called the meeting to order at 6:31 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: T. Waldschmidt

Seconded by: B. Doyle

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

March 4, 2024

Presented as printed.

Moved by: T. Sault

Seconded by: T. Waldschmidt

THAT the Minutes of the Policy and Program Committee meeting dated January 15, 2024, be approved.

Carried

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

E - 1 **New Business - Program**

(a) **Implications of Friday the 13th Events on Port Dover Students 2024-25**

Presented as printed.

Moved by: L. Whiton

Seconded by: T. Waldschmidt

THAT Option Two for June 13, 2025 (Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students) be forwarded to the May 27, 2024 Regular Board Meeting for approval.

Carried



Policy and Program Committee

Monday, May 13, 2024

MS Teams Virtual Meeting

MINUTES

(b) **Curriculum Updates**

Presented as printed.

It was noted that both Grade 11 and Grade 12 students will be able to participate in full-time apprenticeship learning.

(c) **Acadience Early Reading Screener**

Presented as printed.

It was noted that the screener provides a high-level understanding of a student's needs.

Multi-Language Learner (MLL) Coaches will support the classroom teacher. In addition, MLL Coaches administer both the STEP Assessment and Acadience Early Reading Screener to students.

All boards are required to ensure educators receive professional development for the administration of the screener.

(d) **Secondary Program Review – Phase 1**

Presented as printed.

In response to a question, it was noted that the secondary program review for additional schools will be scheduled based on findings of Phase 1 and will align with the Long-Term Accommodation Plan.

(e) **Grand Erie Math Achievement Action Plan and Student Achievement Plan Update**

Grand Erie's Math Achievement Action Plan was implemented to support math learning and improve math achievement for students across the district. Trustees received an update regarding the goals and key performance indicators for student progress and achievement prioritized in Grand Erie. The Math Achievement Action Plan builds in connection points between educators, Math Instructional Coaches, Administrators and Senior Administration to ensure each school individually, and the district as a whole, is working collaboratively to achieve the goals of the plan.

F - 1 **New Business – Policy - Nil**

G - 1 **Adjournment**

Moved by: L. Whiton

Seconded by: T. Waldschmidt

THAT the Policy and Program meeting be adjourned at 7:41 p.m.

Carried

H - 1 **Next Meeting Date:** June 17, 2024

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: **Welcome Centre /Multilingual Language Learner Report**

DATE: June 17, 2024

Welcome Centre

Grand Erie District School Board (Grand Erie) is pleased to introduce the Welcome Centre, opening in June 2024 at the Joseph Brant Learning Centre. The Welcome Centre serves as an inviting, dedicated reception location for newcomer families to provide a seamless transition. It has a designated clerical support and a Multilingual Language Learner (MLL) Coach. The MLL Coach at the Welcome Centre arranges translation support, connects families with Immigration Settlement Services, helps families understand the Ontario school context, and conducts an initial language assessment of the student.



Multilingual Language Learner System Supports

What does support look like?

Based on an initial assessment (which may be formal or informal), the staff at the Welcome Centre contact the MLL Coach assigned to the school. The school-based MLL Coach will meet the student and support the transition to school. On an on-going basis, school-based MLL Coaches work to support the classroom teacher with instructional strategies to meet the needs of the student and offer support in updating the STEP continuum. MLL Coaches work in partnership with the school administration, classroom teachers, students' families, Learning Resource Teachers (LRT), Guidance teachers and Student Success teachers to support student language acquisition needs. Support is provided for students who are acquiring English at Step levels 1-4, as measured by the Observable Language Behaviours (OLB) continuum.

Welcome Centre meetings continue at a rate of approximately 5-7 newcomer registrations per week across Grand Erie. The team includes one (1) Teacher Consultant (K-12), eight (8) MLL Coaches who support elementary schools, two (2) MLL Coaches who support secondary schools and one (1) MLL Coach who also supports the Welcome Centre. In addition, funding for Educational Assistant's to support academic development for MLL students is assigned in select locations (Valley Heights -1, Pauline Johnson -1, Houghton Elementary-2).

Historically, Pauline Johnson Collegiate and Vocational School has been the only secondary school offering English as a Second Language (ESL)/ English Literacy Development (ELD) credits. In semester 2 of this school year, North Park Collegiate and Vocational School also offered a section for ESL/ELD.

Staff Learning

- MLL Coaches provide support to individual teachers on a need and/or request basis. This includes learning about instructional practices, use of technology, and implementing the

- Steps to English Proficiency (STEP) assessment and using the OLB continuum to track student progress in language acquisition.
- Funding for additional training, with release time for secondary educators, has been secured through a grant provided by CODE. The project includes 5 secondary schools (Brantford Collegiate Institute and Vocational School, North Park Collegiate and Vocational School, Cayuga Secondary School, Paris District High School and Pauline Johnson Collegiate and Vocational School). The focus of the learning is cross curricular support of MLL students using a Universal Design for Learning (UDL) and Culturally Responsive, Relevant and Sustaining Pedagogy (CRRSP) lens.
 - Coaches provide learning to staff in a variety of formats.

How many students does the MLL Team support?

The team supports 1,025 students at the elementary level, and 111 students at the secondary level. In addition, the team welcomed nine (9) International students this year.

MLL students in Grand Erie come from a variety of countries with many different languages. The table below outlines the most significant demographic information for MLL students in Grand Erie (in order from highest occurrence to lowest):

Most Common Countries of Citizenship	Most Common Languages Spoken
Canada	Spanish
India	Arabic
Ukraine	Low German
Syria	Urdu
Mexico	Punjabi
Afghanistan	Gujarati
Pakistan	Hausa
Nigeria	Ukrainian
Philippines	Russian
Jordan	Vietnamese
Vietnam	Tamil
	Malayalam
	Nepali

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: **International Education Report**
DATE: June 17, 2024

Background

The Grand Erie District School Board (Grand Erie) has always provided opportunities international students to join the district. However, this spring Grand Erie has formalized International Education programming. Grand Erie's International Student Program (ISP) will provide study-in-Canada opportunities for students from all over the world. Grand Erie is promoting and will offer program areas and activities that cater to a wide range of student needs and preferences, including graduation pathways, intercultural learning, English language development, gap-year opportunities, and limited short-term experiences for groups.

Program Goals

International students enroll abroad for many reasons, some of which include participation in exchange programs, short-term stays necessitated by their parents'/caregivers' employment or education in Canada, a desire to experience Canada and learn English, or a need to graduate from secondary school. The goals of the ISP include:

- Foster social and educational benefits for Grand Erie and international students by offering numerous opportunities for students to participate in the academic and social environment of Grand Erie schools. These opportunities promote awareness of, and appreciation for, diversity and will strengthen the intercultural connection between international students and Grand Erie students, staff members, Administrators, homestay families and other partners in the International Education global community, thereby enriching the experiences of all involved.
- Enhance the demographics and diversity of participating schools and of the district by embracing intercultural perspectives and understanding and appreciating the differences and similarities that encompass diverse peoples, cultures and lifestyles.
- Increase enrolment and to support broader diversity by exploring large international student markets and those that are expanding including: Japan, Germany, China, Korea, Hong Kong, Mexico, Vietnam and Taiwan, as well as new and promising markets in Nigeria and Kenya.
- Focus on promoting the ISP in three Brantford secondary schools: Brantford Collegiate Institute and Vocational School, North Park Collegiate & Vocational School and Pauline Johnson Collegiate & Vocational School. Selecting schools in an urban setting supports easy access for international students to local amenities. Focus schools have Multilingual Language Learner (MLL) supports in place to facilitate the transition for students who require language acquisition resources such as English support classes and/or MLL Coach support. All schools provide leadership opportunities for students to make connections and offer counselling support to enhance student learning and program planning.
- Work closely with participating secondary schools, which are very supportive of receiving international students, and to develop academic schedules that are relevant and interesting for them. International students who participate will not only have the

opportunity to access Grand Erie's full spectrum of courses, clubs and sports offerings; but also, will be able to get involved on a volunteer basis in the local community.

- Showcase Ontario's education system on an international stage, attracting students from around the world and enhancing the reputation of the district and the province as a whole.
- Increase revenue generation through tuition fees paid by international students. This funding can be reinvested into improving facilities, hiring qualified staff, or expanding educational programs for all students.
- Build long-term relationships with international students and their families, and agents who represent them, potentially leading to student exchanges, alumni networks, and partnerships with educational institutions abroad.

Program Offerings

ISP will be offered in nine of Grand Erie's elementary schools. These include, Agnes Hodge Public School, Bellview Public School, Branlyn Community School, Cobblestone Elementary School, Caledonia Centennial Public School, Central Public School, Edith Monture Elementary School, Walter Gretzky Elementary, and Woodman-Cainsville School. These schools currently house a higher percentage of MLL students, therefore, will have a greater resource base with which to support elementary international students. In considering accepting short-term groups of up to a month, it is thought preferable to limit group programs to the middle school Grades of 6, 7, 8 as not only is this where most of the international interest lies, but also, allows for integration into secondary with their timetabling requirements, exams, etc. which can be time-consuming and disruptive to secondary schools.

Student Enrolment

Grand Erie currently has nine (9) international students from Vietnam and India attending three (3) secondary schools and one (1) elementary school.

Homestay Program

The homestay program is a very important part of the International Education Program. Grand Erie is in the process of securing a homestay partner that will provide the best placement for students including matching families with students of similar interests to enhance the student experience. The organization will also be able to provide custodianship services for minor age students and provide access to health insurance. Students will be placed as close to the attending school as possible, often within walking distance or in an area served by a school bus or public transit.

Human Resources

Grand Erie's International Education Program is coordinated through the Curriculum and Student Achievement Portfolio. Through the support of the Welcome Centre, international students can complete the registration and initial language assessment, where applicable, to support a smooth transition into their school placement. The Multilingual Language Learner team will provide support to any international student, where there is an identified need.

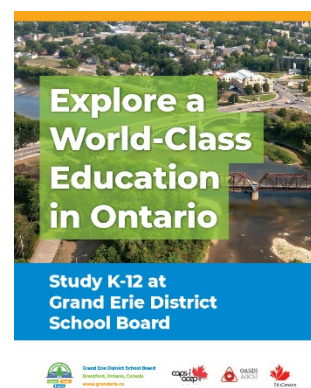
Business Services- Fee Structure

International Student rates are determined in order to remain competitive with other International Student Programs in Ontario and to provide a margin to pay service provider (agent) commissions where eligible fees collected support the costs of staffing for the program.

Recruiting Plan

Communications and Marketing

Marketing and recruitment materials intended for international students and their families are interactive, appealing, interesting and relevant. The International Student Program website is being redesigned to provide a portal for agents, students and families with information about the district so they may complete their own research on schools and programs, obtain the necessary application forms and follow admissions procedures. All inquiries can be directed to international@granderie.ca. Grand Erie has developed a [brochure](#), designed share with agencies to promote Grand Erie.



Action Items

To further enhance the benefits and opportunities within the program, International Education action items for 2024-25 include the following:

- Implement an International Student Orientation program for students upon arrival
- Maintain the fee structure, and work with Business Services to administer payment and refund processes as well as agent commissions
- Continue to work with new and prospective agents in existing markets to encourage their recruitment efforts and expand market opportunities to newly emerging markets as research suggests
- Enhance International webpage for Grand Erie

It is expected that the ISP numbers of students will start to grow gradually and continue steadily over the course of each year owing to the efforts of new agents recruited on a continual basis, international students/families discovering Grand Erie's ISP website, the District's profiles contained on two key association's websites, i.e. Canadian Association for School District's International and Ontario Association of School Districts International, and the promotional and marketing efforts of the program coordinator/recruiter.

Grand Erie Multi-Year Plan

International Education programming is in alignment 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,

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: **Curriculum Updates**
DATE: June 17, 2024

Background Information

Below is an overview of updates to modernize Ontario Secondary School Diploma Requirements, Guidance and Career Education and the Math Proficiency Test. These changes will be implemented in the 2024-25 school year and beyond.

Ontario Secondary School Diploma (OSSD) Requirements

On May 30, 2024, the Ministry of Education announced the modernization of OSSD requirements to ensure that students have the necessary skills and knowledge to succeed in their chosen pathways and continue to build a skilled workforce that strengthens Ontario's economy and furthers its global competitive advantage. The changes build on efforts to modernize education and are outlined below.

Financial Literacy Graduation Requirement

Starting in September 2025, as part of their Grade 10 Mathematics course, students will be expected to complete a financial literacy graduation requirement developed by TVO, in collaboration with TFO, EQAO, and financial literacy experts. Students will be required to successfully complete this assessment by obtaining a mark of 70% or higher on the assessment component. Students who are unsuccessful will have another opportunity to attempt the assessment in their Grade 10 Mathematics course, as well as access to school and system level supports, before moving to credit recovery.

Standardizing Use of Grade 9 EQAO Assessment of Mathematics

Beginning September 2024, the Ministry of Education is standardizing the practice currently used by many teachers of incorporating the results of the EQAO Grade 9 Assessment of Mathematics in the final evaluation of the Grade 9 Math course, for at least 10% (up to 30%) of the final course mark. These updates will help ensure that Ontario graduates have the knowledge and skills in numeracy to make informed financial decisions after high school.

Life Skills Consultations

In the fall, the Ministry of Education will be consulting key stakeholders on what practical life skills students should learn in school to build a strong foundation that sets them up for success (i.e. nutrition and food preparation, first aid, using hand tools) all of which can prove valuable throughout a student's lifespan. Consultations will inform broader efforts to help students learn foundational life skills and prepare for a life beyond the classroom.

Compulsory Course Groups

The Ministry of Education is reducing the number of compulsory course groups from three to one. Students will now be required to earn 17 compulsory courses and 13 optional courses to obtain their [OSSD](#). This change means that students have more flexibility in their optional credits to take courses that are of interest to them or help them reach their preferred postsecondary pathway. Students entering Grade 9 in September 2024 will now be required

to earn one credit from the new compulsory course group, which includes a selection of STEM-related courses. This is intended to provide students with a competitive edge in a variety of STEM fields, including in the skilled trades. The new STEM-related compulsory course group will be comprised of Business Studies, Computer Studies, Cooperative Education, Mathematics, Science, and Technological Education. The credit requirement from this STEM-related course group is in addition to other compulsory credit requirements in Mathematics, Science, and the previously announced Grade 9 or 10 compulsory credit in Technological Education. The required number of credits to graduate will remain the same at 30 credits.

Guidance and Career Education

Building on the need for students to have exposure to high-demand jobs in local labour markets, guidance and career education is being modernized through the following actions:

- Revising Ontario's policy, *Creating Pathways to Success (2013)* to strengthen career development for students from kindergarten to Grade 12
- Creating a new policy/program memorandum for Guidance and Career Education, Grades 7-12, that will identify the components of a modernized guidance and career education program
- Reinstating Ministry of Education-provided questions to be included in school board Grade 8 and Grade 12 student exit surveys
- Making available new career coaching services for students in Grades 9 and 10 through direct exposure to individuals who have experience in high-demand jobs in local labour markets. This complements the work of guidance teacher-counsellors and the existing Career Studies course.

Career coaches will be available to school boards through a third-party organization to work with guidance teacher-counsellors, to support students' understanding of diverse job opportunities that align with their local labour market demands. Career coaching will also be available to students in Education and Community Partnership Programs (e.g. youth justice facilities, and section 68 school authorities). School boards will provide a contact to liaise with the third-party organization offering career coaching services in their region. The Ministry of Education will also work with the Ontario College of Teachers to update the Additional Qualification guidelines for Guidance and Career Education to align with this modernization.

Math Proficiency Test (MPT)

As confirmed through amendments made to O. Reg. 271/19: Proficiency in Mathematics under the *Ontario College of Teachers (OCT) Act, 1996*, February 1, 2025, is the new effective date for the MPT requirement for all Ontario applicants and internationally educated applicants as a requirement of certification. Internationally educated teachers would continue to have up to two years to successfully complete the MPT. Any Ontario applicant to the OCT whose application is completed on or after this date must pass the MPT before they can be certified to teach.

OCT Transitional Certificate or Multi-Session Transitional Certificate applicants are not required to successfully complete the MPT to obtain these certificates. However, they will be required to do so prior to converting their Transitional or Multi-Session Transitional Certificates to the general Certificate of Qualification and Registration. Those seeking certification as Native language teachers continue to be exempt from the MPT requirement. Individuals already certified as teachers in other Canadian jurisdictions are not required to complete the MPT to be certified to teach in Ontario.

EQAO will assume the responsibility of administering the MPT in addition to its existing responsibilities of developing, marking and reporting test results to test takers and the OCT.

As with the previous MPT implementation, the OCT will receive notice of successful test taker results from the EQAO and work to certify Ontario and internationally educated applicants in a timely manner once other certification requirements are met.

The Ministry of Education is working with the EQAO and the OCT on implementation and aiming for a fall testing window. Teacher candidates may begin to register for this first fall testing window in early September 2024. Making these changes will bolster efforts to emphasize foundational skills students need for success.

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: Peter Ashe, Superintendent of Education
RE: **Attendance Strategy Report**
DATE: June 17, 2024

Background

Regular attendance has immense significance with respect to student academic success, social skill development and future success.

Research indicates that students who attend school or class less than 90% of the time are at risk of decreased success at school. A 90% attendance rate is equivalent to missing two (2) days per month for an elementary student, or two (2) periods of a class per month for secondary students. Even when students are missing just a few days per month, the amount of lost time to instruction accumulates significantly over the course of an academic year.



Additionally, school attendance helps students to develop social skills, stronger relationships, and a deeper sense of belonging, and allows students to build a sense of routine and life skills such as punctuality and time management skills that will support success both in school, and in future endeavors.

Attendance Strategy In Action

Grand Erie's Attendance Strategy and promotion campaign will focus on:

Priority 1: Learn - Supports for Students

- Support a sense of belonging for all students to foster attendance through inclusion and well-being
- Use In-School Team to identify and address barriers to attendance.

Priority 2: Lead - Support for Parents/Caregivers

- Increase parent/caregiver understanding of importance of attendance
- Provide parents/caregivers with early notification of absence patterns
- Provide parents/caregivers with support resources

Priority 3: Inspire - Supports for Schools

- Provide positive early interventions supports to schools
- Provide schools with positive strategies and considerations for improving attendance



Providing students with access in an essential support service for their overall health and well-being, making school a safe space where they can feel supported and experience a sense of belonging. Regular attendance is important for students to be able to access these services.

Next Steps

Further implementation will continue in September 2024, to support all students, families and schools with key messages for schools to leverage regarding the importance of attendance for classrooms, individual students, school-based messages, and staff and school council resources. The Attendance Strategy will include resources and school-based strategies to promote awareness and engagement that will foster conditions for students to feel a sense of belonging resulting in a positive culture of attendance.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Peter Ashe
Superintendent of Education



Learn

Lead

Inspire

2023-24

Student Climate Report

POLICY AND PROGRAM
COMMITTEE
JUNE 17, 2024





Student Climate 2024 Report

Acknowledgements

Grand Erie would like to thank the following groups for their contributions to the 2024 Student Climate Survey:

- Elementary Teachers' Federation of Ontario (ETFO)
- Grand Erie Parent Involvement Committee (GEPIC)
- Indigenous Education Advisory Committee (IEAC)
- Ontario Principals' Council (OPC)
- Ontario Secondary School Teachers' Federation (OSSTF)
- Special Education Advisory Council (SEAC)
- Six Nations Advisory Committee (SNAC)

We also appreciate the time and effort each Grand Erie staff member gave to facilitating and administering the survey in their schools. This project owes its success to the collaborative efforts of the Grand Erie community who united to ensure that data collection, analysis, and reporting were conducted in a manner that validated and included all students from diverse identities and backgrounds.

We wish to extend our gratitude to the students who took part in the survey. At Grand Erie, the well-being of our students stands as our foremost concern. Without their valuable input, we would be unable to undertake the necessary steps to strategize and enact initiatives geared towards enhancing the school climate.

Introduction

Grand Erie is dedicated to ensuring a secure, supportive, and welcoming atmosphere for all students in our schools to facilitate their learning and development. In alignment with our [Grand Erie's Multi-Year Strategic Plan](#) and [Equity Action Plan](#) and in the context for prioritizing inclusion, it is critical to evaluate school climate as it is perceived by all groups of students including those in marginalized communities. This information will enable an examination of trends in school climate related to identity, such as race, religion, gender, or sexual orientation. The objectives of this survey are three-fold:

- 1) Monitor our current progress in fostering a positive school climate
- 2) Identify areas of strength and weakness to inform planning decisions about programs and policies
- 3) Engage with students and offer them a voice to provide anonymous feedback regarding their experiences at school

Furthermore, this School Climate Survey complies with the [Education Act s.169.1\(1\)\(a\), \(a.1\), \(a.2\)](#) and [PPM 145](#). Grand Erie is required to conduct regular school climate surveys of students because they play a critical role in creating a positive school climate.

Methodology

Survey Development

Specific survey questions were sourced from numerous school climate surveys administered in multiple Ontario school boards. These questions were specifically designed to elicit information from students in accordance with the Standards and Practices of the *Anti-Racism Act* to assess school climate.

The survey includes questions in the following domains:

- Belonging and connectedness
- Meaningful/engaged learning
- General well-being
- Coping and socioemotional skills
- The learning environment
- Supportive relationships
- School discipline
- Safety at school
- Bullying
- The school experience

In addition, we asked questions about student identity (e.g., race, gender, ethnicity) to enhance our understanding how school experiences may differ among groups of students. Students in Grades 7 to 12 were additionally asked to identify their gender and sexual orientation. All identity questions and response options were scripted in adherence to [Ontario's Anti-Racism Data Standards](#) and identity-related response options included "I choose not to answer".

The survey was voluntary and anonymous. Students were given the opportunity to skip any question they did not want to answer or not complete the survey at all. The survey was also translated into Arabic, Punjabi, Urdu, Spanish, Bengali, Kurdish, Gujarati, Hindi, Pashto, Persian,

Russian, Swahili, Ukrainian, Vietnamese, Filipino, Mandarin, and German (Low German verbal support was also offered).

The following groups participated in consultation regarding the Student Climate Survey:

- Elementary Teachers' Federation of Ontario (ETFO)
- Grand Erie Parent Involvement Committee (GEPIC)
- Indigenous Education Advisory Committee (IEAC)
- Ontario Principals' Council (OPC)
- Ontario Secondary School Teachers' Federation (OSSTF)
- Special Education Advisory Council (SEAC)

Survey administration

The survey was administrated online through Qualtrics, a third-party web-based data collection tool in classrooms of students in Grades 4 to 12. Unique, anonymous links were emailed directly to students' school emails and teachers dedicated class time for students to complete the survey. Only students of parents/caregivers who did not contact their child's school to opt them out of the survey were emailed a unique survey link.

Privacy and Data Security Protocol

In accordance with Grand Erie policies, [MFIPPA](#), and the [Education Act](#), the anonymous responses are stored on an encrypted server and are password protected; only the System Research Leader has access to the data. When presenting proportions, groups with fewer than 10 respondents will be suppressed to remove the risk of identifying certain students.

Data Analysis

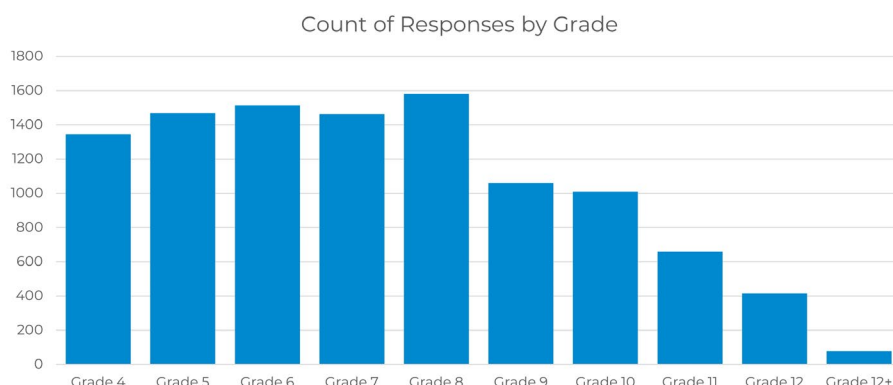
Frequencies and summaries were calculated at the board level, followed by comparisons across identity groups. Future analyses include intersectional examinations and disaggregating the data by school to produce school reports.

Proportions are reported as the number of respondents who selected that response category out of the total number of respondents that answered that question. Questions in which students could select all that applied will be indicated and reported proportions for these questions will be the number of responses to a particular survey item out of the number of total respondents who answered the question, unless otherwise specified; therefore, these survey items may have proportions that do not add up to 100%.

To compare identity groups, students were sorted into mutually exclusive categories. For instance, students selecting only 'White' were categorized as White, while those selecting non-White categories or multiple racial groups were categorized as racialized. Response options for school climate questions were also dichotomized, grouping similar responses to facilitate comparisons. Although this method reduces the diversity of student experiences and overlooks intersectional complexities, it is necessary to maintain anonymity and manage data effectively. Future intersectional analyses are planned to explore the layered identities of students and their related school climate experiences.

Results

Only 70 parents/caregivers opted their child out of receiving an invitation to the survey (<1%). Of the 18,658 students who received an invitation to participate, 10,585 students consented to complete the survey (58%). The response rates were highest among elementary students and was lower for secondary students.



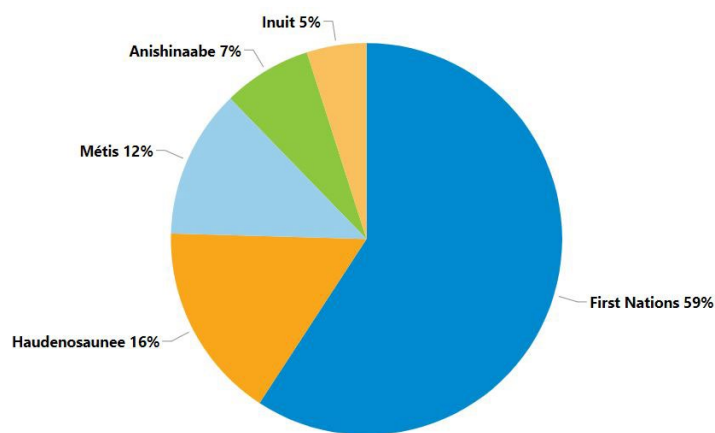
Demographic Identity

Six Nations of the Grand River, Mississaugas of the Credit First Nation, Métis, Inuit

Students were asked if they identify as Haudenosaunee, Anishinaabe, First Nations, Métis, and/or Inuit. In total, 7% of students selected at least one Indigenous Identity. The figure below shows the proportion of students who selected a category of Indigenous identity out of the total number of identities selected.

Table 1. MCFN, Six Nations, FNMI Identity

	#	%
Not Indigenous	7845	75%
Indigenous	724	7%
I am not sure	1181	11%
I do not understand the question	389	4%
Choose not to answer	347	3%



Racial Origin

Students were asked to indicate the racial category that they identify with and were encouraged to select all that applied or specify a race that was not listed. As required by [Data Standards](#), the list of race categories was presented alphabetically and included examples or descriptions to help students select the appropriate responses.

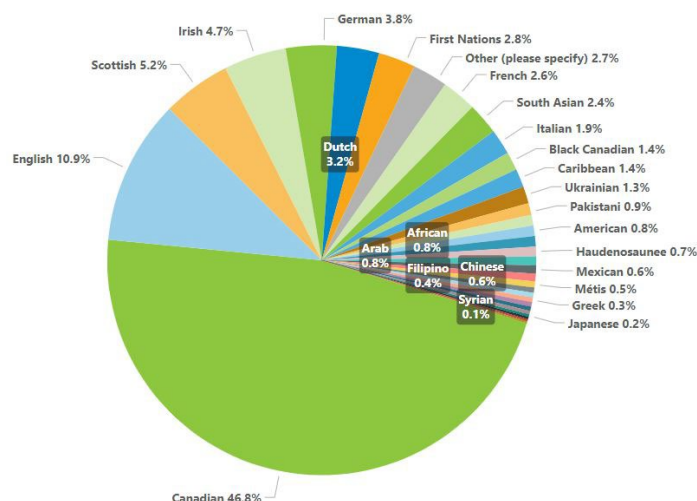
Table 2. Racial Identities

	#	%
Black	743	5%
East/Southeast Asian	289	2%
Indigenous	690	4%
Latino	195	1%
Middle Eastern	192	1%
South Asian	682	6%

White	7035	62%
Other	43	0.2%
Mixed	1528	15%
I am not sure	695	7%
I do not understand the question	198	2%
I choose not to answer	387	4%

Ethnic or Cultural Identities

Students were asked to report their ethnic or cultural origins and were encouraged to select all that apply. Overall, 77% of students indicated that they identified as Canadian. Less than half of students indicated that they identify only as Canadian, whereas 33% identified as Canadian and at least one other ethnicity, and another 18% reported an ethnic background that did not include Canadian. There were over 100 ethnic or cultural identities reported by students. The figure on the right shows the proportion of students who selected a category of ethnic or cultural identity out of the total number of ethnic identities selected.



Gender Identity

Students in Grades 7 to 12 were asked to identify their gender and sexual orientation and were given a variety of identities to select all that applied or to provide a different identity in an open response text box.

Table 4. Gender Identity

	#	%
Boy/man	2971	47%
Girl/woman	2823	45%
Transgender	95	2%
Non-binary	96	2%
Questioning	72	1%
Two-Spirit	21	0%
Other	49	1%
I am not sure what this question is asking	13	<1%
I choose not to answer this question	108	2%

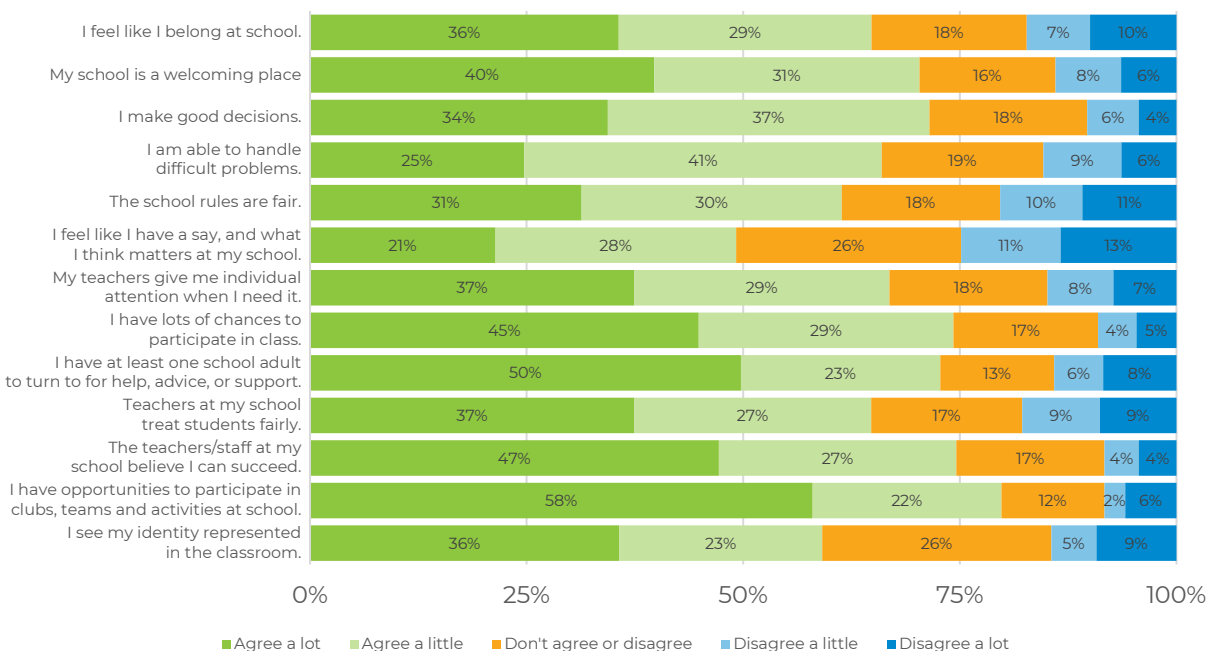
Table 5. Sexual Orientation

	#	%
Straight	4867	79%
Lesbian	106	2%
Gay	71	1%
Bisexual	400	7%
Questioning	130	2%
Asexual	125	2%
Pansexual	110	2%
Other	49	1%
I am not sure what this question is asking	55	1%
I choose not to answer this question	353	6%

School Climate

Overall, most students in Grand Erie endorsed positive perceptions of school climate. Students generally have a sense of belonging to their schools, experience supportive relationships with teachers and school staff, perceive their environment to be conducive to learning, possess sufficient coping skills, find school discipline practices fair, and overall report a positive school experience.

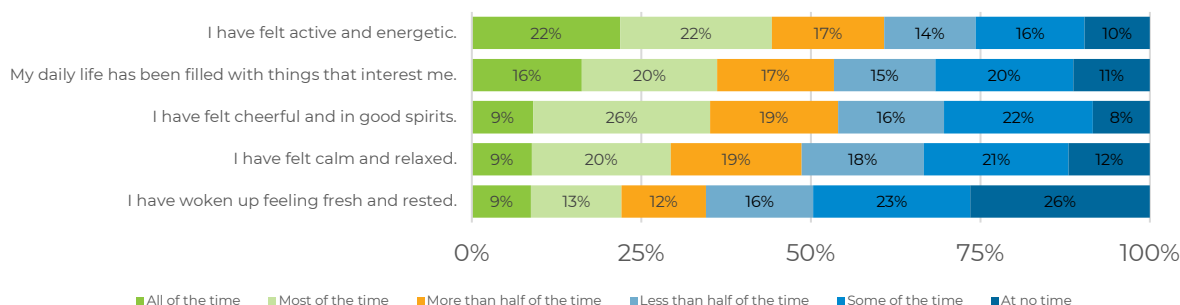
Perceptions of School Climate



General Wellbeing

Students were asked to report on their general well-being over the past 2 weeks. Most students reported infrequently feeling rested and relaxed. While over 50% of students shared that they felt cheerful, active, and fulfilled more than half of the time, between 26-30% of students reported feeling this way at no time or only some of the time.

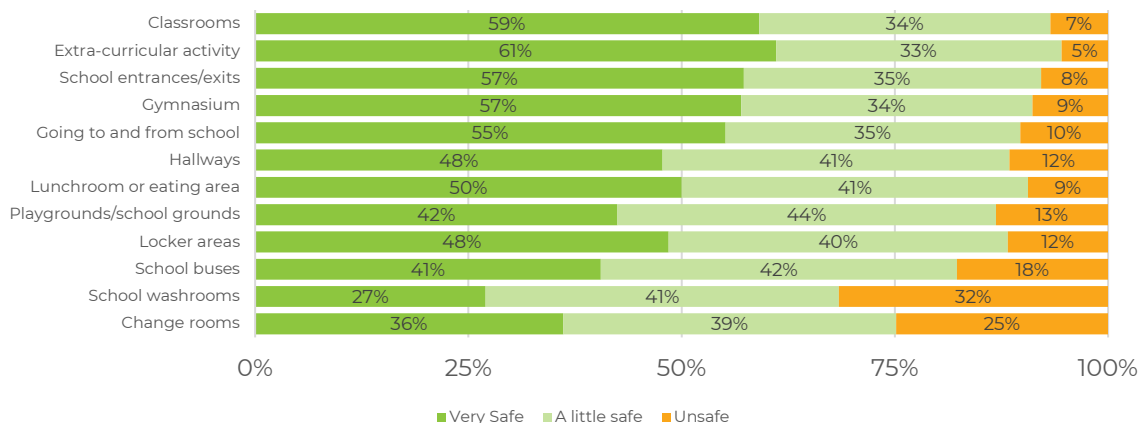
Perceptions of Well-being



Safety

Students were asked to report how safe they felt in various location in their school. Overall, students reported feeling safe at school; however, 32% and 25% of students reported feeling unsafe in school washrooms and change rooms, respectively.

Perceptions of Safety



Bullying

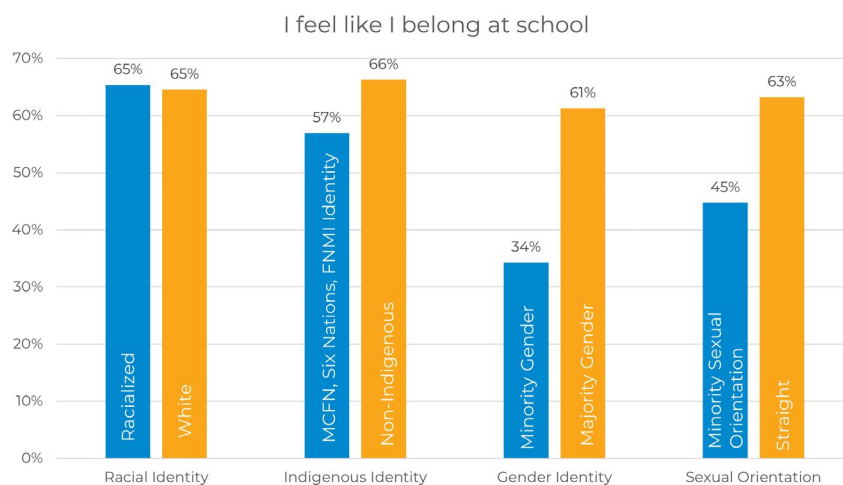
Students reported experiencing bullying which was primarily verbal and social. The most common reasons students reported being bullied were appearance, clothing, grades, race, or another reason not listed. A small proportion of those experiencing bullying did not report it, although 80% of all students reporting that they know how to report bullying. When asked why they did not report the bullying, students said they were afraid the bullying would get worse, they thought nothing would happen as a result of reporting, they did not want to be seen as someone who tells on others, or they thought it would go away if they ignored it.

Of the students that reported experiencing bullying many also reported bullying others. Reports of bullying were more often reported as taking place as part of a group. The frequency

of the types and reasons of reported bullying aligned with the reported experience of those who were bullied, with verbal and social bullying as most common due to appearance, clothing, grades, or race.

Comparison of School Climate across Identity Groups

When comparing students' ratings of the various school climate domains (i.e., belonging, student engagement, general well-being, coping skills, supportive relationships, learning environment, perception of discipline practices, bullying, and the school experience) across identity groups there are several patterns that emerge. Students who identify with a minority race, ethnicity, or religion, generally report similar perceptions of school climate compared to those who identify with the majority group, with a few exceptions in reports of bullying experiences. There were some differences in perceptions in school climate among students who identify with at least one Indigenous identity, encompassing students who identify as Haudenosaunee, Anishinaabe, First Nations, Métis, and/or Inuit, compared to non-Indigenous identifying students. Non-Indigenous identifying students more often agree with statements of a positive school climate than Indigenous students. Among students that identify with a minority sexual orientation or minority gender, a similar pattern is observed with fewer students reporting positive perceptions of school climate compared to their peers who identify as straight or exclusively male/female. The figure below displays the proportion of students who agreed with a statement of belonging among students of different identity groups.



When examining patterns in the frequency and types of bullying experiences in different identity groups, some differences emerge, especially when the bullying is perceived to be about their identity. There are a greater proportion of students who identify as part of a minority group that report being bullied compared to their peers in a majority identity group.

Existing Strategies and Next Steps

Overall, students in Grand Erie are reporting favorable perceptions of school climate. However, these results also highlight areas of growth that we need to address to improve school climate for all students. Notably, results indicate that students have concerns around school safety in vulnerable areas, general well-being and mental health literacy, experiences of bullying, and discrepancies in school climate perceptions between marginalized students and their peers in the majority were evident.

Grand Erie has several strategic plans, initiatives, programs, and policies that directly address these areas of growth that students have reported in the climate survey. Below is a list of activities that Grand Erie is currently engaged in to promote a positive school climate for all students:

- Safe and Inclusive Schools Committee is comprised of employee representatives across all groups throughout Grand Erie and serves to promote and support policies, program and practices that create safe and inclusive environments
- Expert restorative workshops in support of the equity and inclusion were presented in schools and at staff and School Council meetings
- Schools are supported by Public Health Units
- Senior Team and School Administrators completed the Mental Health Literacy training for System Leaders
- All Grade 7, 8 and 10 students have received [or will soon] the School Mental Health Ontario Mental Health Literacy Modules and this will be continued in 2024-25
- Annual Wellness Out Loud event to promote and bring together Indigenous ways of knowing and being and mental health
- Increase in student self-regulation supports provided by Child and Youth Workers and Administrators were trained on Shanker Self-regulation school program
- Implementation of an anti-discrimination/community-building workshop series in elementary schools to build a positive community in the classroom
- Increase in student self-regulation supports provided by Child and Youth Workers; intermediate students received training through the self-regulation and conflict resolution recess program
- An Attendance strategy will be rolled out in the 2024-25 School Year with a focus on improving school climate to build connections to school to improve attendance
- Student Senate and the United Indigenous Student Council provides a platform for students to voice their opinions, influence school policies, and foster a sense of belonging and empowerment within the school community
- Student-led initiatives that honour student identities and lived experiences are evident in schools (for example, formation of a Social Justice Committee and student-led celebrations of cultural diversity)
- Student School Cultural champions have been identified across schools in Grand Erie to support student engagement and promote cultural wellbeing

- United Indigenous Student Council holds events to celebrate Indigenous culture, for example hosting a powwow at Hagersville Secondary School
- Incorporating culturally relevant and responsive pedagogy into all aspects of its operations, structures, policies, programs, procedures, guidelines and practices (as outlined in Equity and Inclusive Education Procedure SO-014)
- Establishment of the Grand Erie Inclusive Language Guide to shift our language to be more inclusive and equitable
- Bringing inclusion and belonging experts to the wider school community; for example, hosting Dr ABC at the Parent Involvement Speaker Series
- [Grand Erie' Anti-racism Project](#) video series and communication campaign
- Grand Erie has committed to and engaged in reconciliation events and cultural competency training for all staff
- Days and months of Significance; acknowledging and identifying culturally or socially important dates from diverse identities
- Building capacity in Indigenous education with educators completing First Nations, Métis and Inuit Specialist AQ Courses
- A Land-based Learning credit bundle will be available in 2024-25 school year at Hagersville Secondary School
- Cultural graduation coaches/mentors in the Indigenous Education Department
- Math Achievement Action Plan is designed to be responsive to student needs and is aligned with Universal Design for Learning principles to foster positive learning environment
- Inclusion by Design series upcoming to highlight the work of Grand Erie's Specialized Services team in promoting inclusive classrooms and spaces for all students

2023-24

Workforce Census Report

**POLICY AND PROGRAM
COMMITTEE**

JUNE 17, 2024



Learn

Lead

Inspire



Workforce Census 2024 Report

Acknowledgements

Grand Erie would like to thank the following groups for their contributions to the Grand Erie Workforce Census 2024:

- Canadian Union of Public Employees (CUPE)
- Central Indigenous Education Team
- Elementary Teachers' Federation of Ontario (ETFO)
- Ontario Principals' Council (OPC)
- Ontario Secondary School Teachers' Federation (OSSTF)

The involvement and input from every staff member at Grand Erie in the Workforce Census were crucial for the success of this significant endeavor.

Background and Processes

Purposes and Objectives

Grand Erie is committed to the principles of equity, diversity and inclusiveness across all areas of our organization. As an important step in this commitment and in alignment with the Ministry of Education Equity Action Plan, Grand Erie conducts regular anonymous and voluntary workforce censuses to better understand and respond to staff needs. Aligned with our [Equity Action Plan](#) and [Annual Learning and Operating Plan](#), the survey will help identify strengths and barriers to equity and inclusion in employment and help create plans and supports to address workplace equity. The purposes of this year's census are to:

1. Assess and understand the demographic composition of Grand Erie staff
2. Compare the composition of our workforce to our student demographic profiles and regional demographic profiles of Brant County, Norfolk County, Haldimand County and the City of Brantford
3. Identify areas of strength and priority areas that need to be improved to create an equitable and inclusive system

Policy and Legislative Context

The Ontario Ministry of Education, through the provincial Equity Action Plan, mandates that school boards conduct workforce data collection and analysis to guide reviews of systems, policies, and practices (p. 31). The Grand Erie Workforce Census was shaped by the guidelines provided by:

- [Ontario Ministry of Education - Ontario's Education Equity Action Plan \(2017\)](#)
- [Ontario Human Rights Commission's Count Me In!: Collecting human rights-based data](#)
- [Ontario's Anti-Racism Act \(2017\)](#)
- [Ontario's Anti-Racism Data Standards](#)
- [Ontario's Municipal Freedom of Information and Protection of Privacy Act \(1990\)](#)

Methodology

Survey Development

Specific survey questions were sourced from numerous workforce census surveys administered in multiple Ontario school boards. These questions were specifically designed to elicit information from staff in accordance with the Standards and Practices of the *Anti-Racism Act* in alignment with our goals outlined in our Multi-Year Strategic Plan.

Consultation

The following groups in the Grand Erie community participated in consultation regarding the Workforce Census:

- Canadian Union of Public Employee (CUPE)
- Central Indigenous Education Team
- Elementary Teachers' Federation of Ontario (ETFO)
- Ontario Principals' Council (OPC)
- Ontario Secondary School Teachers' Federation (OSSTF)

Survey Administration

The survey was administered online to all staff in Grand Erie. The survey was voluntary, anonymous and took approximately 10-15 minutes to complete. Unique survey links were emailed directly to staff in April and the survey remained open for one (1) month. Time during staff meetings was provided to complete the survey.

Privacy and Data Security Protocol

The survey was developed and administered through Qualtrics, a centralized cloud-based secure server that is safeguarded by high-end firewalls. When presenting proportions, groups with fewer than 10 respondents will be suppressed to eliminate the risk of identifying certain individuals. In accordance with Grand Erie policies, [MFIPPA](#), and the *Education Act*, the data are stored on an encrypted server and are password protected; only the System Research Leader has access to the data.

Data Analysis

Data analysis involved processing raw data, coding open-ended responses, calculating frequencies, and disaggregating marginalization data by identity groups. Future analyses include thematic coding of qualitative responses, comparing staff demographics to those of Grand Erie students and local population profiles from the 2021 Canadian Census, and intersectional examinations.

Proportions are reported as the number of respondents who selected that response category out of the total number of respondents that answered that question. Questions in which staff could select all that applied will be indicated and reported proportions for these questions will be the number of staff who selected that response category out of the number of total respondents who answered the question (unless otherwise stated); therefore, these survey questions may have proportions that do not add up to 100%.

To compare identity groups, staff were sorted into mutually exclusive categories. For instance, staff selecting only 'White' were categorized as White, while those selecting non-white categories or multiple racial groups were categorized as racialized. Response options for

marginalization questions were also dichotomized, grouping similar responses to facilitate comparisons. Although this method reduces the diversity of staff experiences and overlooks intersectional complexities, it is necessary to maintain anonymity and manage data effectively. Future intersectional analyses are planned to explore the layered identities of staff and their related experiences of marginalization.

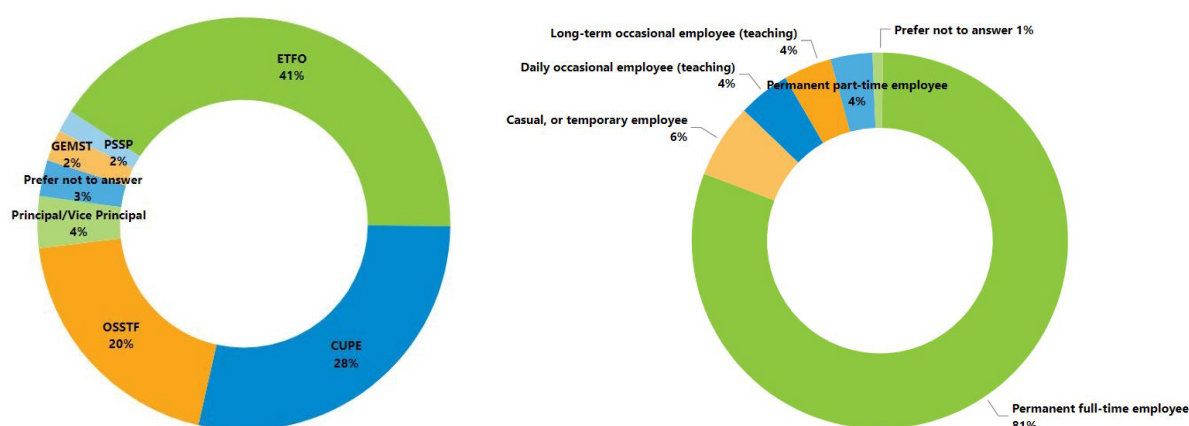
Results

Survey Response Rates

The survey was sent out to 4076 staff members and 1707 (42%) indicated their consent to complete the survey.

Organizational Demographics

Employees were asked to select the union, federation, or association to which they belong. The largest group of survey respondents were a part of the Elementary Teachers' Federation of Ontario (ETFO). Employees were also asked to report their employment status at Grand Erie and most survey respondents were permanent, full-time employees.



Years of Service

Staff were also asked to report the number of years they have worked at Grand Erie. In total, 61% of survey respondents have worked at Grand Erie for 15 years or less.

Table 1. Years of Service to Grand Erie

	#	%
Less than 1 year	112	7%
1 - 5 years	357	21%
6 - 10 years	244	15%
11 - 15 years	303	18%
16 - 20 years	274	16%
21 - 25 years	214	13%
More than 25 years	158	9%
Prefer not to answer	13	1%

The Identity-Based Profile of Grand Erie Census Participants

Age

The median age range of survey respondents was between 40 to 44 years.

Table 2. Age

	#	%
Younger than 24 years	24	1%
25 - 29 years	82	5%
30 - 34 years	164	10%
35 - 39 years	256	15%
40 - 44 years	291	18%
45 - 49 years	260	16%
50 - 54 years	234	14%
55 - 59 years	167	10%
60 - 64 years	89	5%
65 years or older	34	2%
Prefer not to answer	58	3%

Experiences of Marginalization due to Age

Overall, the proportion of staff that reported never or rarely experiencing marginalization due to their age was more than 70% and relatively similar across staff ages 30 to 59 years, and slightly lower among the youngest and older age groups.

Six Nations of the Grand River, Mississaugas of the Credit First Nation, Métis, Inuit

Staff were asked if they identify as Six Nations, Mississaugas of the Credit, First Nations, Métis, and/or Inuit and were encouraged to select all that applied and were given the option to not answer or provide further details about their Indigenous identity. In total, 2% of staff identified as Indigenous. Fifteen different nations and/or communities were reported by respondents who shared additional details about their Indigenous identity.

Table 3. MCFN, Six Nations, FNMI Identity

	#	%
Yes		
Six Nations of the Grand River	21	1%
Mississaugas of the Credit	<10	<1%
First Nations	10	1%
Métis	12	1%
Inuit	<10	<1%
No	1538	93%
Prefer not to answer	53	3%

Experiences of Marginalization due to Indigenous Status

There were too few respondents who identified as Six Nations, MCFN, and/or FNMI and answered questions about marginalization to report the results without comprising anonymity.

Race/Racial identities

Staff were asked to indicate which racial categories they identified with from a list provided by the Ontario Anti-Racism Data Standards and were given an opportunity to specify a racial category not listed and select all that applied.

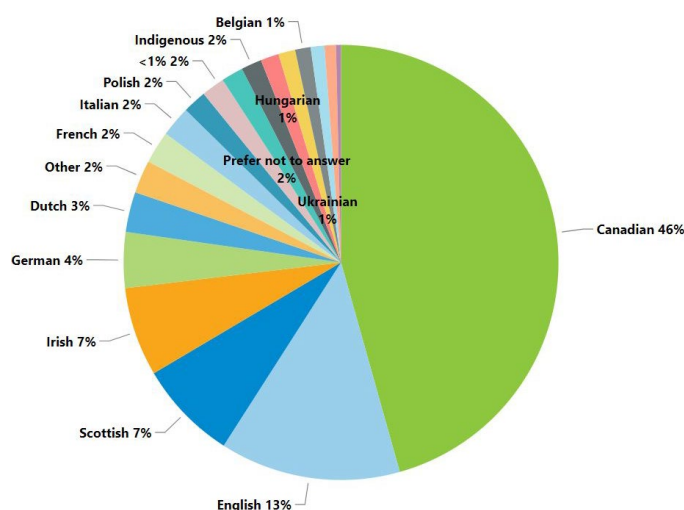
	#	%
Black	11	1%
East/Southeast Asian	11	1%
Indigenous	17	1%
Latino	11	1%
Middle Eastern	<10	<1%
South Asian	27	2%
White	1438	88%
Mixed	72	4%
Other	<10	<1%
Prefer not to answer	77	5%

Experiences of Marginalization due to Race

Across all staff, over 85% reported rarely or never experiencing marginalization due to their racial identity. Staff who are racialized reported higher frequency of experiencing marginalization due to their race compared to those who identify as White.

Ethnicity-Ethnic Origin

Staff were also asked to report their ethnicity or cultural origins. While most survey respondents identified as Canadian (86%), 45% of staff selected more than one ethnicity. The figure to the right shows the proportion of respondents who selected a category of ethnicity out of the total number of ethnicities identified. Ethnicities that made up less than 1% of the total included East Indian, Chinese, Pakistani, Mexican, South African, Palestinian, Greek, and Filipino; these values have been suppressed to protect anonymity.

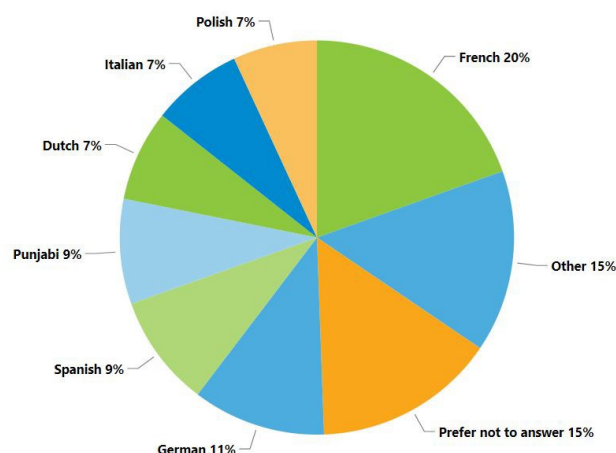


Experiences of Marginalization due to Ethnic or Cultural Identity

Overall, <10% survey respondents indicated that they experienced marginalization due to their ethnicity. This proportion was slightly greater among staff who indicated that they identified with an ethnicity that was not Canadian.

First Language

Staff were asked to select their first language(s) they spoke at home. In total, 42 different first languages were identified by staff; 88% reported English as their only first language. More than one first language was selected by 6% of staff. The most commonly identified languages other than English, are shown in the figure on the right. “Prefer not to answer” and “Other” responses accounted for 2% each.



Experiences of Marginalization due to First Language

Very few staff indicated that they experienced marginalization due to their first language. Slightly more staff who reported a non-English first language experienced marginalization compared to those who spoke only English as their first language.

Religion

Respondents were asked to identify their religious and/or spiritual affiliation. Just under half identified as Christian, 36% identified with a non-religion identity (i.e., agnostic, atheism, or no religion), and 11% selected “prefer not to answer”.

Table 5. Religion and/or Spiritual Identity

	#	%
Christian	772	49%
Buddhist	<10	<1%
Hindu	<10	<1%
Jewish	<10	<1%
Muslim	<10	<1%
Sikh	13	1%
Indigenous Spirituality: ie. Longhouse, Ceremony	24	2%
Pagan	<10	<1%
Agnostic	72	5%
Atheism	85	5%
No religion	424	27%
Other	16	1%
Prefer not to answer	180	11%

Experiences of Marginalization due to Religion

More than 80% indicated that they never or rarely experienced marginalization due to their religion. This proportion was slightly higher among staff who identified with a non-Christian religion compared to those who identified as Christian.

Gender Identity and Sexual Orientation

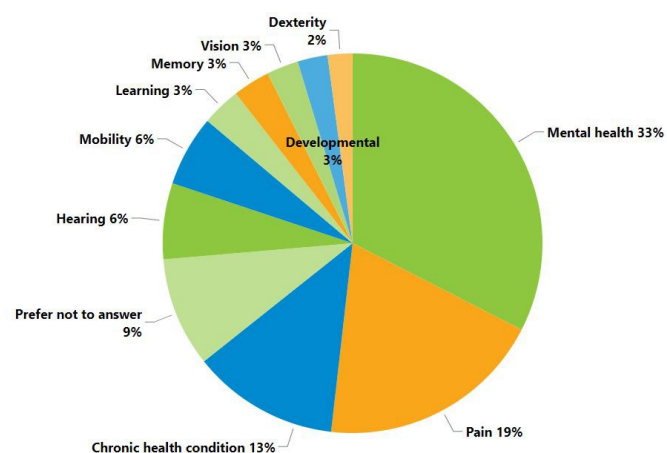
Staff were asked to select all categories they felt reflected their gender identity and sexual orientation. Less than 1% reported a minority gender identity (i.e., transgender, questioning, gender nonconforming, two spirit, or non-binary); 20% of staff identified as male and 80% as female. A minority sexual orientation was identified by 6% of staff.

Experiences of Marginalization due to Gender and Sexual Orientation

In total, less than 20% of staff indicated that they experienced marginalized due to the gender identity (this value was similar for men and women identifying staff). There were too few respondents that identified as a minority gender to report their experiences of marginalization. A higher proportion of staff who identify with a minority sexual orientation reported experiencing marginalization, compared to staff identifying as straight.

Disability

Staff were also asked about whether they identified with having one or more disabilities. Staff could select more than one type of disability or select 'other' to specify one that was not listed. In total 27% of staff indicated that they had at least one type of disability. The most common disabilities reported were mental health, pain, and chronic health conditions.



Experiences of Marginalization due to Disability

Among staff who indicated they identified with having at least one type of disability, more than 60% reported never or rarely experiencing marginalization due to their disability.

Comparison with Previous 2021 Workforce Census

Overall, the demographic profile of the workforce in 2024 has increased in diversity across many identity categories. Specifically, the proportion of Indigenous staff has increased by 25% and the proportion of racialized staff has increased across all federation, union, and association groups. When examining perceptions of marginalization, there was a similar proportion of Indigenous staff in 2021 and 2024 that reported feeling marginalized. However, there was a slight decrease in the proportion of racialized staff that felt marginalized due to their race in 2024 compared to 2021. There was also growth in the number of ethnic or cultural groups that were reported by staff with over 70 ethnicities reported in 2024 compared to 56 in 2021. Rates of marginalization due to ethnicities remained similar in 2021 and 2024. Diversity in religious or spiritual identities increased slightly in 2024, with fewer staff reporting Christian-only identities. Overall experiences of marginalization due to religion were lower in 2024 compared to 2021; however, differences between Christian and non-Christian religious identities in perceptions of marginalization remained similar. There was a smaller majority of staff that identified as straight and a majority gender in 2024. However, experiences of marginalization remained similarly higher among minority sexual orientation and gender groups. The proportion of staff who reported identifying with at least one disability was similar in both censuses. However, perceptions of marginalization among those with a disability decreased in 2024 compared to 2021.

Existing Strategies and Actions

Overall, these results illustrate that the Grand Erie workforce has diversified in the past three (3) years and has made some progress in creating a positive working environment for staff of all identities. These improvements speak towards the effectiveness of existing initiatives and strategies in creating a welcoming climate that seeks to foster a sense of belonging among staff. However, there remain areas of growth with respect to both demographic diversity and eliminating experiences of marginalization, particularly among staff from minority and equity-seeking groups. Grand Erie is dedicated to eradicating all forms of marginalization and discrimination in accordance with Ontario's Equity and Inclusive Education Strategy. To achieve this goal Grand Erie will:

- Continue supporting and promoting bias-free hiring all levels of the organization
- Provide further opportunities to create job hiring fairs that enhance diversity
- Engage in targeted and measurable efforts to increase the representation of Six Nations of the Grand River and Mississaugas of the Credit First Nation and all First Nations, Métis, and Inuit Peoples
- Continue with human rights training at all levels of the organization as well as anti-racism initiatives
- Continue to support the creation of inclusive workspaces by providing supervisors and managers with ongoing training and support
- Continue to create a safe and respectful workplace and educate staff on the process for making a human rights complaint
- Continue to deliver training and provide resources to assist managers, supervisors, and employees with creating safe and welcoming environments for employees who identify as 2SLGBTQ+
- Provide Supervisors and Managers with access to training to ensure that they are appropriately accommodating employees with disabilities
- Focus on reducing stigma around mental health, increasing supports to employees, and equipping managers to support and accommodate employees
- Continue to provide professional development opportunities that enhance awareness and understanding of census results

Next Steps

The 2024 Workforce Census included several opportunities for staff to share experiences of marginalization due to their selected identities. The open responses will be thematically analyzed to gain a deeper understanding of the context of those experiencing marginalization. These results will be used to inform the development of further action plans to address issues of discrimination and support equity and inclusion. Additional quantitative analyses are also planned:

- 1) Examine intersectionality among Grand Erie staff;
- 2) Compare the demographic profile of the workforce to the Grand Erie student population; and
- 3) Compare the demographic profile of the workforce to the surrounding regions (i.e., Brant County, Norfolk County, Haldimand County and the City of Brantford).

Finally, the next Workforce Census is planned for the 2026-2027 school year. Results from the future census will be compared to monitor progress in creating a diverse and inclusive working environment for Grand Erie staff.



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Literacy Skills Report**
DATE: June 17, 2024

Background

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

Additional Information

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

Staff Involved:

In collaboration with the Literacy Team, Equity, Multilingual Language Learner and Indigenous Education teams, a framework has been developed to support literacy foundation skills for secondary students. Four secondary English educators were part of a small team to collaborate and design the framework, as well as gain an understanding of early literacy skills, assessments, and resources.

Course Description:

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

Next Steps

The course will be delivered at McKinnon Park Secondary School, Tollgate Technical Skills Centre and NATIONS/Newstart – Hagersville Secondary School beginning September 2024. The Indigenous and Program teams will continue to support the delivery of this course in response to the needs of students.

Grand Erie Multi-Year Plan

This report supports the learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,
Kevin Graham
Superintendent of Education



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education
Lisa Munro, Superintendent of Curriculum & Student Achievement

RE: **Student Learning and Support Days Report**

DATE: June 17, 2024

Background

Student Learning and Support Days (SLSD) were implemented in 2021/22 to enhance learning and provide support to secondary students. The days are scheduled once per semester after the Parent Teacher Interview night and before mid-terms to support all learners in secondary school. This is communicated and initiated by the schools to students, parents(s)/caregiver(s).

Additional Information

All students can attend a Student Learning and Support Day. They may be invited by an educator, a student, or a parent(s)/caregiver(s) can initiate the invitation. All students can utilize these days to support their success.

SLSDs are made possible by moving an exam day from the end of the semester and placing it within the semester. As a result, there is one less exam day in the schedule for each semester. All students can utilize these days to support their success.

Depending on individual student progress, support days may include planned opportunities such as:

- Additional opportunity to gather evidence of student learning with course material covered to date (e.g., conversations through student-teacher conferences)
- Opportunities to submit/complete work already assigned (no new assessments will be administered)
- Credit recovery/credit rescue planning for current courses

Mid-Year Progress

This year, secondary students across the system were surveyed after each SLSD to better understand their experience:

- 95% of students who attended the SLSD indicated that they were able to receive/somewhat receive the support they needed
- 94% of the students did not experience any difficulty signing up for the day
- 89% of the students stated that they would attend future Student Learning and Support Days

School Staff (Student Success Teachers, Guidance, Learning Resource) provided additional feedback:

- Benefits of SLSDs:
 - Time for teachers to work one-to-one with students
 - Credit recovery, relationship building, additional learning, motivating students to complete work
 - Provides opportunities for students to get caught up without having to miss class time
 - Provides a study day for upcoming tests/activities

- Opportunities to ensure SLSDs are effective:
 - Use progress report summary to support students who should come to work on learning strategies
 - Ensure SLSDs are presented as an opportunity with ongoing reminders
 - Reach out to students in advance

Next Steps

Communication for future Student Learning and Support Days are issued via secondary school communities in time for the Parent Teacher nights in October/March. Schools will continue to gather evidence of progress to support student success.

Grand Erie Multi-Year Plan

This report supports the learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education
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: Kevin Graham, Superintendent of Education
RE: **Indigenous Land-Based Learning Course Bundle Report**
DATE: June 17, 2024

Background

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

The Indigenous Land-Based Learning Program of Choice is being created with a local Indigenous lens to ensure authenticity and accuracy of content and approaches.

Additional Information

The course bundle will include half days (mornings) on the land at Hagersville Secondary School with access to the greenhouse and existing structures, such as the outdoor field and neighbouring forests. Excursions will be planned and will take place at times for special opportunities.

English (ENL1W) and Geography (CGC1W) will be delivered semester one. Math (MTH1W) and Science (SNC1W) will be delivered semester two. These courses will be taught with Haudenosaunee and Anishinaabe perspectives when possible, and Indigenous perspectives when place based learning is too narrow of a scope.

Grade 9 students in Grand Erie District School Board (Grand Erie) can enroll in the course. Students from Grand Erie Grade 8 classes, Grade 8 classes in Mississaugas of the Credit First Nation, Six Nations of the Grand River federal schools and private schools (Kawenni:io/Gaweni:yo, Everlasting Tree) are also invited to apply.

Next Steps

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

The course bundle will begin September 2024 at Hagersville Secondary School.

Grand Erie Multi-Year Plan

This report supports the learning indicator of Learn Lead Inspire and the following statement: we will build a culture of learning to nurture curiosity and opportunity for each learner.

Respectfully submitted,

Kevin Graham
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Regan Vankerrebroeck, Superintendent of Education
RE: **Transition Update - Elgin Public School Report**
DATE: June 17, 2024

Background

At the October 24, 2016, Regular Board meeting, the Board of Trustees approved the renovation of Elgin Avenue Public School to include additional classroom space and approved the closure of West Lynn Public School which would become surplus pending capital approval.

At the Finance Committee meeting on April 17, 2023, Senior Administration was to consider a temporary accommodation for students at Elgin Avenue Public School. As supported by the Long-Term Accommodation plan, West Lynn Public School can accommodate Elgin Avenue students with portables.

On January 15, 2024, a Temporary Transition Plan was brought to the Policy and Program Committee.

At the February 26, 2024, Regular Board meeting, the Board of Trustees approved the Elgin Avenue Public School renovation scope and related tender documents.

Additional Information

A working committee was formed in February with representation from Senior Administration, school Administration, staff (teachers and educational assistants), parents, and students from both Elgin Avenue Public School and West Lynn Public School. The committee met three times and discussed operational and transitional concerns. From this plan, a series of transitional events were planned to support students, staff, and families to include:

- Primary, junior and intermediate events held at West Lynn Public School to acquaint the students with each other, the staff, and the site. These events have been planned with the support of the current Grade 8 students from both schools.
- Three joint staff meetings and a PA Day were jointly planned to support coherence and connection.
- Two joint School Council meetings provided parents and caregivers an opportunity to get to know each other and plan joint school learning experiences.
- A joint school Open House was held at West Lynn Public School. Activities occurred which allowed families to explore the school, connect with staff members, and view the plans for the renovation and addition that will occur at Elgin Avenue Public School.
- Additionally, social stories are being created and updated to support students who would benefit from them to familiarize them with new setting and staff members. These will go home with the students who need them over the summer to support the transition and prepared the students for September.

Next Steps

Continue to communicate updates with families and staff.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Regan Vankerrebroeck
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Regan Vankerbroeck, Superintendent of Education
RE: **Transition Update - Waterford Public School Report**
DATE: June 17, 2024

Background

On February 27, 2023, the Grand Erie District School Board approved the amended school boundaries for Waterford Public School, Boston Public School, and Bloomsburg Public School effective September 1, 2024, the new grade configurations for Waterford Public School (K-6), and the relocation of Grade 7-8 students from Waterford Public School to the Waterford District High School building effective September 1, 2024.

On January 15, 2024, a report was brought to the Policy and Program Committee outlining the transition plans for relocating the Grade 7-8 students within Waterford District High School.

Additional Information

To support the relocation of the Grade 7-8 students the following has occurred:

- A working committee, consisting of students, parents/caregivers, staff, the Principal, the Vice-Principal, and the Superintendent met on three (3) occasions to discuss questions and concerns, as well as outline a communication strategy for students and parents/caregivers.
- Meetings with Grade 7-8 students occurred to provide them with information regarding the transition including items such as School Within a School model, athletics, recess time.
- A family information night was held at Waterford District High School. This session included a tour of the school, classroom locations, recess areas and visits to the gymnasium and Learning Commons.

Next Steps

Continue to monitor renovation progress and prepare for the September transition with ongoing communication to students, parents/caregivers and families.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Regan Vankerbroeck
Superintendent of Education