



Policy and Program Committee Meeting

Monday, April 13, 2026

6:30 p.m.

Boardroom, 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 April 13, 2026 Consent Agenda and the recommendations contained therein."

- * (a) Approve the minutes of:
 - (i) Policy and Program Committee meeting dated March 9, 2026

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

E - 1 **New Business - Program**

- * (a) School Climate Results 2025-26 (D. Atanas, C. Bedard) (I)
- * (b) Grand Erie Math Achievement Action Plan (L. Munro) (I)
- * (c) Naming of New Elementary School in Paris (D. Atanas)

Recommended Motion:

"THAT the request for the naming of the new elementary school in Paris and that a Special Ad Hoc Naming Committee be struck for the school for the 2026-2027 school year as per Naming/Renaming of Schools and Facilities Policy (FA-03) be forwarded to the April 27, 2026 Regular Board meeting for approval."

- (d) [Addressing Anti-Black Racism Strategy](#) (L. Munro) (I)
- (e) [Student Achievement Plan 2025-2026](#) (L. Munro) (I)

F - 1 **New Business - Policy**

- * (a) Assessment, Evaluation and Reporting Policy (SO-20) (L. Munro)

Recommended Motion:

"THAT the Assessment, Evaluation and Reporting Policy (SO-20) be forwarded to the April 27, 2026 Regular Board meeting for approval."

G - 1 **Adjournment**

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

H - 1 **Next Meeting Date: TBD**

Learn

Lead

Inspire



Policy and Program Committee

Monday, March 9, 2026

6:30 p.m.

Education Centre, Boardroom

MINUTES

Present: Committee Chair: S. Gibson, Trustees: J. Bradford, L. Passmore, T. Sault
C.A. Sloat, C. VanEvery-Albert, T. Waldschmidt

Administration: Director: J. Roberto, Superintendents: D. Atanas, K. Graham, L. Thompson,
J. Tozer, R. Vankerrebroeck, J. White, R. Wyszynski, Associate Director: L.
Munro, Recording Secretary: K. Ireland-Aitken

Regrets: Chair B. Doyle

A - 1 **Opening**

(a) **Roll Call**

The meeting was called to order by Committee Chair S. Gibson at 6:30 p.m. and roll call was confirmed.

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

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

Committee Chair S. Gibson read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: C. VanEvery-Albert

Seconded by: T. Sault

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Consent Agenda**

Moved by: T. Sault

Seconded by: L. Passmore

THAT the Policy and Program Committee accept the March 9, 2026 Consent Agenda and the recommendations contained therein.

Approve the minutes of:

(i) Special Policy and Program Committee meeting dated February 23, 2026

Carried

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

E - 1 **New Business - Program**

(a) **Grades 7, 8 and 10 History Curriculum Updates**

Presented as printed.

F - 1 **New Business – Policy**

(a) **Exclusion of Students Policy (SO-32)**

Moved by: T. Waldschmidt

Seconded by: T. Sault



Policy and Program Committee

Monday, March 9, 2026

6:30 p.m.

Education Centre, Boardroom

MINUTES

THAT the Exclusion of Students Policy (SO-32) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(b) **Copyright – Fair Dealing Guidelines Policy (SO-24)**

Moved by: C. VanEvery-Albert

Seconded by: L. Passmore

THAT the Copyright- Fair Dealing Guidelines Policy (SO-24) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(c) **School Food and Beverages Policy (SO-21)**

Moved by: L. Passmore

Seconded by: C. VanEvery-Albert

THAT School Food and Beverages Policy (SO-21) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(d) **Voluntary Indigenous Self-Identification Policy (SO-16)**

Moved by: T. Sault

Seconded by: L. Passmore

THAT the Voluntary Indigenous Self-Identification Policy (SO-16) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(e) **Privacy and Records Information Management Policy (IT-02)**

Moved by: C. VanEvery-Albert

Seconded by: T. Sault

THAT the Privacy and Records Information Management Policy (IT-02) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(f) **Acceptable Use of Information Technology Policy (IT-01)**

Moved by: T. Waldschmidt

Seconded by: L. Passmore

THAT the Acceptable Use of Information Technology Policy (IT-01) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

(g) **Reporting of Wrongdoing Policy (HR-23)**

Moved by: J. Bradford

Seconded by: L. Passmore

THAT the Reporting of Wrongdoing Policy (HR-23) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried



C-1-a-i

Policy and Program Committee

Monday, March 9, 2026

6:30 p.m.

Education Centre, Boardroom

MINUTES

(h) **Hiring of Employees Policy (HR-03)**

Moved by: T. Sault

Seconded by: L. Passmore

THAT the Hiring of Employees Policy (HR-03) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Carried

G - 1 **Adjournment**

Moved by: T. Sault

Seconded by: L. Passmore

THAT the Policy and Program Committee meeting be adjourned at 6:48 p.m.

Carried

H - 1 **Next Meeting Date:** April 13, 2026



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education, CEO & Secretary of the Board
FROM: Dina Atanas, Superintendent of Education
Chloe Bedard, Ph. D., Manager of System Research
RE: **School Climate Results 2025-26**
DATE: April 13, 2026

Background

The Grand Erie District School Board (Grand Erie) is dedicated to ensuring a secure, supportive, and welcoming atmosphere for all students to facilitate their learning and development. In alignment with the [Multi-Year Strategic Plan](#) and in the context of prioritizing inclusion, it is critical to evaluate school climate. The School Climate Survey also complies with the [Education Act s.169.1\(1\)\(a\), \(a.1\), \(a.2\)](#) and [PPM 145](#) requiring school boards to conduct regular school climate surveys of students because they play a critical role in creating a positive school climate. The survey covers a range of categories including belonging, well-being, and safety, along with questions regarding student identity. The survey was voluntary and anonymous, and students were given the opportunity to skip questions they did not want to answer and/or not complete the survey at all.

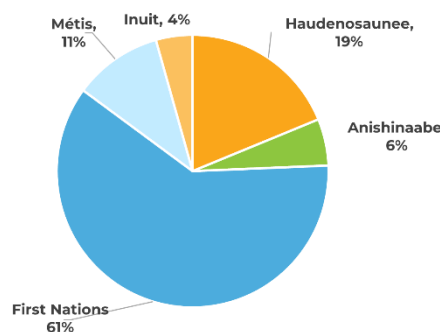
Findings

Frequencies and summaries are calculated at the board level; groups with fewer than 10 respondents will be suppressed to remove the risk of identifying certain students.

13,330 students consented to complete the survey (71%). This response rate increased from the 2023-24 rate of 58%.

Demographic Identities of Respondents

Students were asked if they self-identify as Six Nations of the Grand River Haudenosaunee, Mississaugas of the Credit First Nations Anishinaabe, First Nations, Métis, and/or Inuit. In total, 8% 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.



Students were asked to indicate the racial category that they identify with and were encouraged to select all that applied.

Table 2. Racial Identities

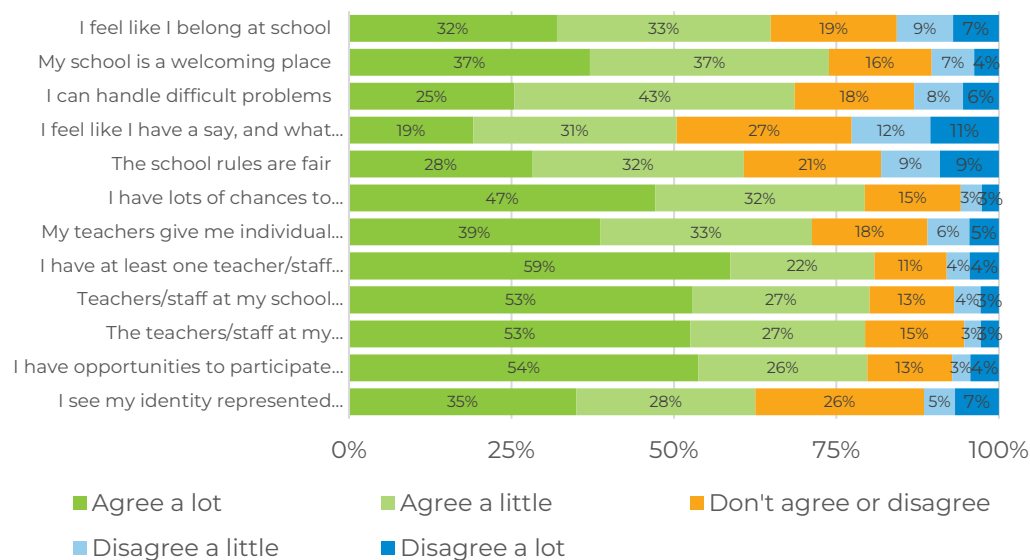
	#	%
Black	905	7%
East/Southeast Asian	376	3%
Indigenous	905	7%
Latino	226	2%
Middle Eastern	247	2%
South Asian	838	7%
White	7461	61%
Other	51	0.5%
Mixed	950	8%
I am not sure	1237	10%
I do not understand the question	429	3%
I choose not to answer	690	6%

Students in Grades 7 to 12 were asked to identify their gender and sexual orientation. There was an even split between boys/men (48%) and girls/women (47%) and 6% of students identified as transgender, non-binary, questioning, two-spirit, or other. Seventy-seven percent of students identified as straight and 18% identified as lesbian, gay, bisexual, questioning, asexual, pansexual, or other.

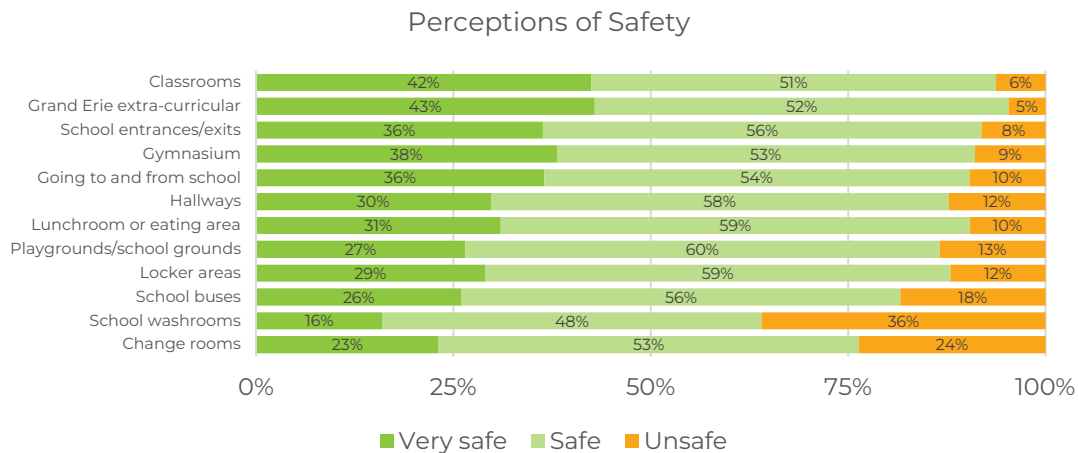
School Climate

Overall, most students in Grand Erie endorsed positive perceptions of school climate. Students generally have a strong sense of belonging to their schools, experience supportive relationships with teachers and school staff, perceive their environment to be conducive to learning, find school discipline practices fair, and overall report a positive school experience. These ratings of school climate show an improvement from 2023-24.

Perceptions of School Climate



Between 60-70% of students reported feeling active and energetic, calm and relaxed, and cheerful and happy always or most of the time. While 42% of students shared that they woke up feeling rested always or most of the time, nearly a quarter never felt this way.



Overall, the vast majority of students reported feeling safe or very safe at school; however, 36% and 24% of students reported feeling unsafe in school washrooms and change rooms, respectively. These ratings have remained relatively steady since 2023-24.

Overall, the proportion of students reporting both experiencing and perpetrating bullying has decreased since 2023-24. The patterns of bullying remain similar; students reported that verbal and social bullying were the most prevalent. Of the students that reported experiencing bullying, a small proportion also reported bullying others.

Next Steps

Future analyses include comparisons across different and intersectional identity groups. School-level reports will be generated to provide each school with their own data to inform their school improvement planning.

Improvement has been demonstrated in overall climate and experience of bullying, and there remains a continuous need to foster student well-being and sense of safety. Grand Erie has several initiatives, programs, and policies that already address these areas of growth that students have reported in the climate survey. The system will use this data to create more opportunities to cultivate a positive school climate for all Grand Erie students.

Grand Erie Multi-Year Plan

This report supports the well-being and belonging indicators of Learn Lead Inspire.

Respectfully submitted,

Dina Atanas, Superintendent of Education
 Chloe Bedard, Ph. D., Manager of System Research



Grand Erie Math Achievement Action Plan

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

Grand Erie's Math Achievement Action Plan is Built on Three Priorities

- Ensuring fidelity of curriculum implementation including the intentional use of proven strategies
- Engaging in ongoing learning of content knowledge for teaching
- Knowing the learner, and ensuring tasks, interventions, and supports are relevant and responsive

Engaging in Professional Learning Communities (PLC) have helped to refine practice

Key Learnings:

- Students are developing mathematical understanding through purposeful language use.
- Students deepen conceptual understanding through concrete, visual, and representational learning.
- Student learning is strengthened through collaborative, evidence-informed instruction.

Priority Actions:

- Strengthen daily use of mathematical language and representation.
- Extend responsive and high-impact instructional practices.
- Sustain collaborative professional learning focused on student evidence.

Resources Most Frequently Accessed

- Ontario Mathematics Curriculum
- Knowledgehook Digital Resources
- Math Long Range Plans
- Mathology Digital Resource

Educator Reflections

Deepening my understanding of the Mathematics Curriculum and the continuum of learning to inform my instructional planning

Grade 3: 83% | Grade 6: 75% | Grade 9: 80%

Deepening my understanding of resources to use to support my instructional program (e.g., Mathology, Knowledgehook, Teacher Supports, Long Range Plans)

Grade 3: 90% | Grade 6: 80% | Grade 9: 64%

Applying varied strategies to create a responsive classroom (e.g., High Impact Instructional Practices, Universal Design for Learning, Curriculum Teacher Supports)

Grade 3: 86% | Grade 6: 75% | Grade 9: 88%

Making responsive decisions based on observations, conversations, and other assessment data to identify strengths and next steps

Grade 3: 88% | Grade 6: 74% | Grade 9: 68%

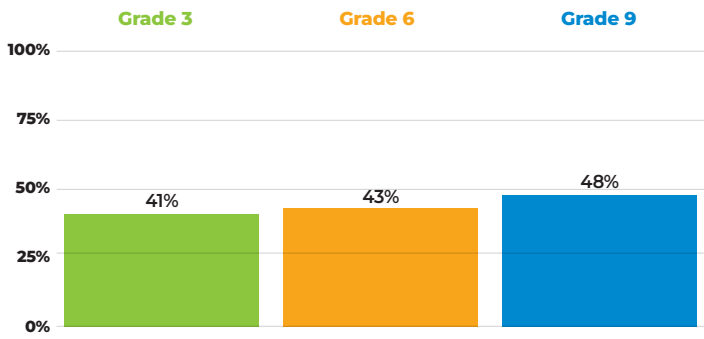
Strategies Most Accessed in Math Classrooms

- Problem-solving Tasks and Experiences
- Tools and Representations
- Deliberate Practice
- Math Conversations

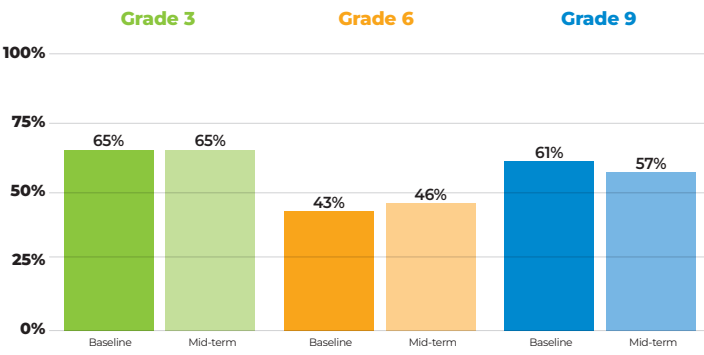
100% of administrators engage in professional learning to deepen knowledge of math content and assessment of elementary School Improvement Plans have a math focus
of secondary School Improvement Plans have a math or graduation focus

Policy and Program Committee April 13, 2026

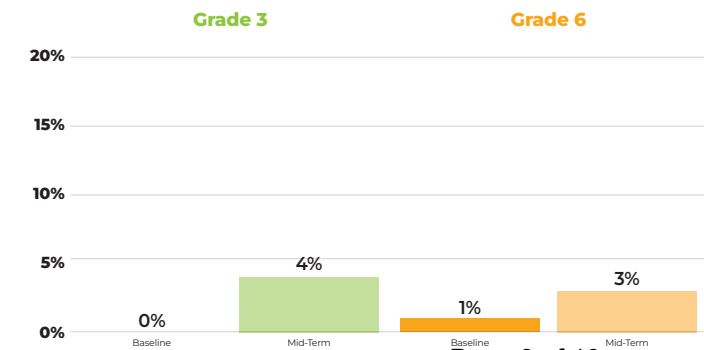
Average Proportion of Attendance Over 90% in Term/Sem 1



Confidence in Math



Level 3 and 4 Achievement in Knowledgehook





Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education, CEO & Secretary of the Board
FROM: Dina Atanas, Superintendent of Education
RE: **Naming of New Elementary School in Paris**
DATE: April 13, 2026

Recommended Motion: Moved by _____ Seconded by _____
THAT the request for the naming of the new elementary school in Paris and that a Special Ad Hoc Naming Committee be struck for the school for the 2026-2027 school year as per Naming/Renaming of Schools and Facilities Policy (FA-03) be forwarded to the April 27, 2026 Regular Board meeting for approval.

Background

The community of Paris will welcome a new elementary school in the fall of 2027. In accordance with the Naming/Renaming of Schools and Facilities Policy [FA-03](#), Grand Erie District School Board (Grand Erie) shall involve the community in the naming of the new school to ensure that the selected name is reflective of the community it serves and aligns with Grand Erie’s mission and vision.

Additional Information

When the naming of a new school is required, the Board of Trustees shall strike a Special Ad Hoc Naming Committee to engage the community in selecting a name for the school. The Family of Schools Superintendent will assume responsibility for the implementation of the naming process. In addition, Grand Erie will follow the Ministry of Education approval process for the school naming.

Communication Plan

Once approved, a Special Ad Hoc Naming Committee for the new school will be established, as per [Naming/Renaming of Schools and Facilities Policy \(FA-03\)](#).

Grand Erie Multi-Year Plan

This report supports the well-being and belonging indicators of Learn Lead Inspire.

Respectfully submitted,

Dina Atanas, Superintendent of Education



POLICY

SO-20

ASSESSMENT, EVALUATION and REPORTING

Superintendent Responsible Superintendent Associate Director of Curriculum & Student Achievement	Initial Effective Date: 2018/01/29
Last Updated: 2022/05/30	Next Review Date: 2025/02/25

Objective: To support Grand Erie District School Board's (Grand Erie) commitment to the learning, well-being and belonging of all students through the assessment, evaluation, and reporting process.

Policy Statement:

The primary purpose of assessment and evaluation is to improve student learning. Reporting communicates information about learning to students and parent(s)/caregiver(s). Assessment, evaluation and reporting practices must be fair, transparent, and equitable for all students. Grand Erie educators implement assessment and evaluation practices which are grounded in the belief that all students are able to demonstrate their learning regardless of socio-economic status, ethnicity, gender identity, geographic location, first language and/or need for special services.

Reference(s):

- [Assessment, Evaluation and Reporting Procedure \(SO-020\)](#)
- [Ontario Ministry of Education. Growing Success – Mathematics Addendum, Grade 9 \(2024\)](#)
- [Ontario Ministry of Education. Growing Success – Language Addendum, Grades 1–8 \(2023\)](#)
- [Ontario Ministry of Education. Growing Success – Mathematics Addendum, Grades 1–8 \(2020\)](#)
- Ontario Ministry of Education. Growing Success – Assessment, Evaluation and Reporting in Ontario Schools (First Edition, Covering Grades 1 to 12) 2010
- Ontario Ministry of Education. Growing Success - The Kindergarten Addendum, 2016