



Policy and Program Committee Meeting

Monday, October 21, 2024

6:30 p.m.

Norfolk Room

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 **Business Arising from Minutes and/or Previous Meetings**

E - 1 **New Business - Program**

- (a) [Multi-Year Accessibility Plan 2022-27 – Annual Update](#) (L. Thompson) (I)
- (b) [Grand Erie Leadership Development Plan](#) (J. White) (I)
- * (c) Diplôme d'Études en Langue Française (DELF) (L. Munro) (I)
- * (d) Education, Quality and Accountability Office (EQAO) 2023-24 Results (L. Munro) (I)
- (e) Grand Erie Math Achievement Action Plan Update (L. Munro) (I)
- (f) [Grand Erie's AI Strategy](#) (L. Munro) (I)
- * (g) Centre for Excellence: Teaching, Learning and Belonging (L. Munro) (I)
- * (h) Innovation Hub at Grand Erie (L. Munro) (I)
- (i) Secondary Pathways: Welcome to Secondary – You Belong Here (L. Munro) (I)
- * (j) Policy/Program Memorandum (PPM 128) Update (L. Munro, P. Ashe, K. Graham) (I)
- * (k) Attendance Strategy Update (P. Ashe) (I)
- (l) [School Culture and Well-being Programs 2024-25](#) (P. Ashe) (I)
- (m) [Education Services Agreement Progress Report 2023-24 - Six Nations of the Grand River](#) (K. Graham) (I)
- (n) [Education Services Agreement Progress Report 2023-24 - Mississaugas of the Credit First Nation](#) (K. Graham) (I)
- * (o) French Immersion Review Update (L. Munro) (I)
- * (p) Brantford Secondary School Program Review (L. Munro, K. Graham, L. Thompson, P. Ashe, R. Vankerbroeck) (I)

F-1 **New Business - Policy**

- * (a) Code of Conduct Policy (SO-12)

Recommended Motion:

"THAT the Code of Conduct Policy be forwarded to the November 25, 2024 Regular Board meeting for approval."

Learn

Lead

Inspire



Policy and Program Committee Meeting

Monday, October 21, 2024

6:30 p.m.

Norfolk Room

AGENDA

- G - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."
- H - 1 **Next Meeting Date:** January 13, 2025





Policy and Program Committee

Monday, June 17, 2024

Education Centre Boardroom

MINUTES

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

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

Guest: C. Bedard, System Research Leader (MS Teams)

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

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

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

Chair B. Doyle called the meeting to order at 6:30 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: L. Whiton

Seconded by: T. Waldschmidt

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

May 13, 2024

Moved by: T. Sault

Seconded by: L. Whiton

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

Carried

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

E - 1 **New Business - Program**

(a) **Welcome Centre/Multilingual Language Learner Report**

Presented as printed.

(b) **International Education Report**

Presented as printed.

In response to a question, it was noted that international fees align with the Ministry of Education tuition standards.



Policy and Program Committee

Monday, June 17, 2024

Education Centre Boardroom

MINUTES

(c) **Curriculum Updates**

Presented as printed.

Key components of the Financial Literacy graduation requirements were discussed.

In response to a question regarding the Math Proficiency Test (MPT), it was confirmed that February 1, 2025, is the effective date for the MPT requirement for all Ontario applicants and internationally educated applicants as a requirement of certification.

(d) **Attendance Strategy Report**

Presented as printed.

It was noted that communication regarding attendance strategies will be shared with families, as well included at the Annual General Meeting and business to Federal Schools.

Trustee Waldschmidt left the meeting at 7:12 p.m.

(e) **Summer Programs School Culture and Well-being**

Presented as printed.

(f) **Student Climate 2024 Report**

Presented as printed.

In response to a question, it was noted that the survey is distributed every two years.

(g) **Workforce Census 2024 Report**

Presented as printed.

(h) **Literacy Skills Report**

Presented as printed.

(i) **Exam Days and Student Learning and Support Days Report**

Presented as printed.

(j) **Indigenous Land-Based Learning Course Bundle Report**

Presented as printed.

(k) **Transition Update - Elgin Public School Report**

Presented as printed.

(l) **Transition Update - Waterford Public School Report**

Presented as printed.

F - 1 **New Business – Nil**

G - 1 **Adjournment**



Policy and Program Committee

Monday, June 17, 2024

Education Centre Boardroom

MINUTES

Moved by: L. Whiton

Seconded by: S. Gibson

THAT the Policy and Program meeting be adjourned at 8:25 p.m.

Carried

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

Draft



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: **Diplôme d'Études en Langue Française (DELF)**
DATE: October 21, 2024

Background

The *Diplôme d'études en langue française* (DELF) is an internationally recognized certification of proficiency in French. The DELF is a diploma that officially certifies the French language abilities of speakers whose first language is not French. The diploma is earned by successfully challenging one of the four DELF levels. The diploma is valid for life and is recognized internationally. Students in Grand Erie have the opportunity to challenge this exam, facilitated by funding to Ontario school boards from the Ministry of Education. Obtaining DELF certification has numerous advantages for students including providing an advantage for public sector jobs, enhancing the resume, additional pathway opportunities, further study of French in post-secondary, becoming competitive with the international workforce that is typically multilingual, as well as creating an internationally recognizable identification of a student's language learning accomplishments and abilities.

Grand Erie provides opportunities for students in all three (3) FSL programs (Core, Immersion and Extended French) to participate in the DELF during the year that they study a Grade 12 level French course. Students challenge the exam that corresponds with their level of proficiency in French. Grand Erie students can choose from levels B2, B1 and A2.

The DELF evaluations provides students with the opportunity to demonstrate their proficiency in the same four components as our Ontario FSL Curriculum: Listening, Reading, Writing and Speaking.

There are 4 components to the DELF testing for each level:

Component 1: ORAL COMPREHENSION: Students will demonstrate their ability to comprehend authentic conversations and productions of French.

Component 2: WRITTEN COMPREHENSION: Students will demonstrate their ability to comprehend and interpret authentic texts in French.

Component 3: WRITTEN PRODUCTION: Students will demonstrate their ability to express themselves in French for a specific purpose and audience.

Component 4: ORAL PRODUCTION: Students will demonstrate their ability to interact spontaneously and conduct themselves in an interview-setting with two (2) DELF qualified evaluators.

Each component is evaluated out of 25 points. Students must achieve a minimum of five (5) out of 25 points on each component, with a total of 50 out of 100 points to earn certification in their pre-selected DELF level.

In 2023-2024, 133 students participated in the DELF evaluation, an increase of 56 students from the previous year. 93% of these students were successful in obtaining DELF certification.

Fifteen Grand Erie educators, who are DELF qualified *Examineur-Correcteurs*, conducted and evaluated all parts of the exam (oral interviews, and listening, reading, and writing components) along with the assistance of two external *Examineur-Correcteurs* in 2023-2024.

Additional Information

Grand Erie has 22 educators who are DELF qualified *Examineur-Correcteurs*. Implementation of the DELF exam is part of Grand Erie's strategy to increase the percentage of students studying FSL until graduation under the FSL Framework Action Plan.

Next Steps

In 2024-2025, Grand Erie will offer three (3) timelines for DELF exam opportunities: November, April, and May. Sessions will be scheduled at locations throughout the district to provide equity of access for all students.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement



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: **Education, Quality and Accountability Office (EQAO) Results 2023-24 and Graduation Data**
DATE: October 21, 2024

Background

Grand Erie District School Board (Grand Erie) Grades 3 and 6 students participated in the provincial assessment of reading, writing and mathematics skills conducted by Ontario’s Education Quality and Accountability Office (EQAO). Teachers administered the digital-based EQAO assessment in May and June of 2024. Students completed four language and four mathematics sessions. Responses included single-select, multiple-select, drag and drop, drop-down menu, checklist, and open-response.

EQAO assessments were administered in Grade 9 MTH 1W classes and the Ontario Secondary School Literacy Test (OSSLT) was completed by Grades 10, 11 and non-graduating Grade 12 students.

As compared to the 2022-23 school year, results for Grand Erie showed improvements in Grade 3 writing and Grade 3, 6 and 9 math. Achievement was maintained in Grade 10 OSSLT.

Over the last three years highlights to Grand Erie’s EQAO and OSSLT results include:

- Grade 3 math results increased by 5% compared to a 2 % provincial increase
- Grade 6 math results increased by 7% compared to a 3 % provincial increase
- Grade 9 math results increased by 2% aligned with a 2% provincial increase
- OSSLT results have increased by 7% compared to a 2 % provincial increase
- OSSLT academic results align with provincial averages (90%)
- Graduation rates for the 2018-19 Grade 9 5-year cohort and 2019-2020 4-year Grade 9 cohort demonstrates Grand Erie is closing the learning gap with the province

EQAO Results

Grade 3

2021-22	Reading	Writing	Math
Grand Erie	62%	52%	48%
Province	73%	65%	59%
2022-23	Reading	Writing	Math
Grand Erie	63%	52%	50%
Province	73%	65%	60%
2023-24	Reading	Writing	Math
Grand Erie	62%	54%	52%
Province	71%	64 %	61%

Grade 6

2021-22	Reading	Writing	Math
Grand Erie	78%	75%	34%
Province	85%	84%	47%
2022-23	Reading	Writing	Math
Grand Erie	77%	74%	37%
Province	84%	84%	50%
2023-24	Reading	Writing	Math
Grand Erie	74%	70%	41%
Province	82%	80%	50%

Grade 9

2021-22	MTH 1W (Gr. 9 De-streamed Math)
Grand Erie	39%
Province	52%
2022-23	MTH 1W (Gr. 9 De-streamed Math)
Grand Erie	39%
Province	54%
2023-24	MTH 1W (Gr. 9 De-streamed Math)
Grand Erie	41%
Province	54%

Grade 10 OSSLT

2021-22	Overall Pass	Academic	Applied
Grand Erie	70%	88%	48%
Province	82%	91%	50%
2022-23	Overall Pass	Academic	Applied
Grand Erie	76.3%	91%	55%
Province	85%	91%	55%
2023-24	Overall Pass		
Grand Erie	76%	90%	56%
Province	85%	90%	58%

Graduation Results

2017-18 Grade 9 Cohort		
Grand Erie	66 %	78%
Province	84 %	89%
2018-19 Grade 9 Cohort	4 Year	5 Year
Grand Erie	71 %	80%
Province	85 %	90%
2019-20 Grade 9 Cohort	4 Year	
Grand Erie	69 %	
Province	84%	

Next Steps

Strategies outlined in Grand Erie's 2024-25 Annual Learning and Operating Plan continue to be responsive. There is a focus on providing ongoing professional learning to effectively implement assessment for learning strategies in literacy and mathematics with an emphasis on "knowing the learner". Grand Erie aims to ensure instructional strategies and assessment tools enable educators to understand and respond to their students' individual strengths and needs to increase achievement.

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Centre for Excellence: Teaching, Learning and Belonging**
DATE: October 21, 2024



Centre for Excellence: Teaching, Learning and Belonging

Background

Grand Erie is embarking on a unique opportunity to further cultivate an inclusive and welcoming teaching and learning environment for Grand Erie students, staff, families and the community through the creation of a Centre for Excellence: Teaching, Learning and Belonging. The Centre will promote ways of learning that value diverse perspectives, experiences, and contributions and will be located at the Herman E. Fawcett Teacher Resource Centre.

Program offerings will align with Grand Erie's Multi-Year Strategic Plan's collective priorities of learning, well-being and belonging. The Centre will provide opportunities that:

- Offer a variety of programs, initiatives, resources and engagement opportunities for students and families to understand the experiences and contributions of diverse communities as well as the impact of acts of hate and human rights violations
- Foster diverse partnerships to champion opportunities for reflection, connection, innovation, and inspiration grounded in the Ontario Curriculum
- Educate, promote dialogue and are responsive to the voices and contributions of diverse communities through district and community engagement initiatives
- Apply anti-racist and anti-colonial practices, Culturally Responsive, Relevant and Sustainable Pedagogy (CRRSP), trauma-informed approaches, as well as inclusive and restorative practices

Purpose

Experiences in the Centre for Excellence: Teaching, Learning and Belonging will provide opportunities to embrace, honour and reflect upon the diverse identities, contributions and histories of student, staff, family and the community. As indicated previously in this report, learning and teaching in the centre will align with the Ontario Curriculum and support student achievement, well-being, and belonging with an emphasis on critical thinking. Through narratives, presentations, initiatives participant will learn stories that reflect personal connection, resilience and hope in working with the Curriculum and Student Achievement, Indigenous Education, School Culture and Well-Being and Specialized Services learning services teams.

Outcomes

The Centre for Excellence: Teaching, Learning and Belonging will enhance alignment with Grand Erie's Multi-Year Strategic Plan's collective priorities of learning, well-being and belonging and strengthen our commitment to diversity. Participants will apply anti-racist and anti-oppressive practices intended to remove barriers and outcome disparities for students who identify as Indigenous, Black, 2SLGBTQ+, racialized, marginalized, newcomers, children/youth in care, living as disabled persons, having special education needs, experiencing poverty, linguistic or religious barriers, or as part of any other equity-deserving group.

Participants will reflect on identity, and positions of power and privilege across systems. Participants will strengthen learning on residential schools and foster greater understanding of the contributions of First Nations, Métis, and Inuit individuals, communities, and Nations to Ontario and Canada while learning about their histories and cultures.

The creation of the Centre for Excellence: Teaching, Learning and Belonging will elevate Grand Erie as a leader in learning, well-being and belonging that will ultimately support student achievement, well-being and belonging in and beyond the school environment by ensuring all students see themselves reflected.

Next Steps

The Centre for Excellence: Teaching, Learning and Belonging is scheduled to open in late fall of 2024. Updates will be shared regularly through the Communication and Community Relations Department.

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement



Grand Erie District School Board

O: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Innovation Hub at Grand Erie**
DATE: October 21, 2024



Background

Grand Erie has embarked on a unique initiative to support innovation in education and research through the development of an Innovation Hub. The Innovation Hub will be multifunctional. It will foster STEAM innovation and creativity amongst educators, researchers, students, entrepreneurs, and education technology companies which will produce cutting-edge research that will enhance student achievement, well-being and belonging:

- Engage in an experiential learning space where students in Grade 7 to 12 can interact with cutting-edge STEAM tools to find inspiration to ideate, build, test and refine innovations
- Collaborate in a space that serves as an integrated network to bring together a wide range of contributors, including educators, researchers, technological innovators, entrepreneurs, and community partners to conceptualize powerful new learning innovations and technologies that directly support student achievement and/or well-being outcomes
- Design and implement applied educational research in a laboratory setting that will directly benefit students

The Innovation Hub embraces new and ongoing relationships crucial for harnessing the collective knowledge of these groups and will aid in the advancement of creative educational methods, tools, and resources that will directly support board strategies to improve math, literacy, and graduation rates and foster mentally healthy classrooms where all learners feel engaged, safe, and that they belong. The Centre will promote teamwork, communication skills, and the exchange of ideas and real-world connections.

Research conducted in the Centre will be directed by system-specific needs and our collective priorities of learning, well-being and belonging and will ensure that our educational practices have local evidence of effectiveness. This will include presentations, focus groups, workshops, events and networking opportunities that bring educators, researchers, software developers, entrepreneurs and industry and community partners together to connect, collaborate and disseminate innovative ideas.

The Centre will advance our multi-year strategic plan in domains of learning, well-being, and belonging by providing students with opportunities to advance their global competencies in critical thinking, creativity, communication, and collaboration and equip them with life skills to optimize their educational achievement and well-being.

The Innovation Hub will be located at North Park Collegiate Vocational School where there is a tremendous range of program offerings from Co-op, Dual Credit Programs, Advanced Placement and French Immersion. The array of programs and interests will serve as an ideal environment for the cross-fertilization of interdisciplinary innovations. This location capitalizes on being centrally located in the City of Brantford as it is home to a growing number of start-up companies and is located less than 60 km from Waterloo, Ontario which has the 5th best startup ecosystem in Canada. The Centre's proximity to K-12 educational innovation leaders like D2L and Knowledgehook providing reciprocal learning partnerships, granting us unparalleled access to new technologies for direct testing in our schools.

Outcomes

The Innovation Hub will enhance our ability to align our priority areas (math, literacy, graduation, well-being, and Indigenous Education) with technology and research by providing opportunities for research to inform our educational practices and for our educational systems to directly shape the design and application of student-centered research.

Furthermore, the implementation of STEAM-rich learning opportunities for students will have the potential to improve attendance and graduation rates as well as academic performance. There is strong evidence demonstrating attendance and participation increases when students are able to access STEAM opportunities in secondary school.

The creation of the Innovation Hub elevates Grand Erie as the leading educational institute that is building a culture of innovation and integrating STEAM learning opportunities with high-impact research, thereby advancing student opportunities to develop transcendent skills that will prepare them for success within and beyond the school environment.

The Partnership

Partnership with the Innovation Hub will offer many reciprocal benefits. Students enrolled in the Bachelor of Education program will have a placement opportunity as an experiential placement.

The partnership will also enable access to the Centre's network of collaborators of educators, community partners, entrepreneurs, and educational technology companies. The Centre will hold a robotics space, a Lego space, green wall, 3-D printers, AR/VR experiences, whitewall space, WoZED STEAM tools, an atelier, digital tools, maker and coding kits, and a build and test space.

This network will be instrumental to the development of high-impact research that is targeted to address our multi-year strategic priorities. Specifically, collaboration between faculty researchers and educators within Grand Erie will enable priority areas within the system to be identified and aligned with research agenda of faculty, access to technology companies that have the capacity to design disruptive research innovations, and partnership with community partners and entrepreneurs with track records of implementation and sustainability. Ideas and hypotheses that emerge from these research collaborations can be directly developed and tested in-house in the Innovation Hub.

Next Steps

STEAM opportunities are currently being cultivated with educators in anticipation of the opening of the Innovation Hub. The Innovation Hub will open in late fall of 2024. Updates will be shared regularly through the Communication and Community Relations Department.



Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement





Grand Erie District School Board

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

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

RE: **Policy/Program Memorandum (PPM) 128 Update**

DATE: October 21, 2024

Background

In June 2024 the Ministry of Education released a strengthened *Policy/Program Memorandum (PPM) No. 128 – Provincial Code of Conduct and School Board Codes of Conduct*. The PPM provides streamlined direction to boards, reiterates expectations for members of the school community, and helps address recent concerns raised by school boards. The revised guidance helps foster positive school climates that support the achievement and well-being of students in Ontario. Updates to PPM 128 includes:

- Strengthened restrictions on the use of personal mobile devices and improve consistency of enforcement of restrictions
- Restricted access for students to social media platforms on school networks and school devices
- Strengthened enforcement of consequences for student use/possession/provision of tobacco, electronic cigarettes (vaping) and nicotine products while at school
- Required signage in schools to communicate behaviour expectations that are consistent with a safe learning and teaching environment
- Enhanced emphasis on the role of school boards in ensuring that the standards of the Provincial Code of Conduct are enforced, including updates to the standards of behaviour to explicitly prohibit sexual harassment, theft, use of abusive language and promote respect
- Improved connections between school board codes of conduct and related Policy/Program Memorandum, including PPM 145: *Progressive Discipline and Promoting Positive Student Behaviour* and PPM 120: *Reporting Violent Incidents to the Ministry of Education*

As part of updates to PPM 128, school boards are required to develop local policies on:

- Enforcing restrictions on student use of personal mobile devices at school
- Handling surrendered prohibited items (such as tobacco, electronic cigarettes, nicotine products, alcohol and illegal drugs, as well as personal mobile devices), in compliance with all applicable provincial policy and legislation

To support the implementation of the revisions to PPM 128, the following has occurred:

- Consulted with school and community partners to identify needs to effectively support the implementation of PPM 128
- Developed guidelines and promotional materials to support education and the progressive enforcement of restrictions related to vaping, tobacco, cell phones/social media usage at school
- Professional learning for educators provided at recent professional activity days
- Shared key messages for families in June and September

- Revised applicable procedures:
 - Acceptable Use of Information Technology (IT-001)
 - Code of Conduct (SO-012)
- Restricted access, through Grand Erie servers, to social media platforms for students, effective July 1, 2024 and communicated this to families across the district
- Implemented a vape detection and hall monitor process in secondary schools

Next Steps

Grand Erie continues to work with the Ministry of Education, community partners and public health units to better leverage the expanded resources in order to support student mental health, behaviour and addictions with wrap around services and investments to help equip schools with vape detectors and other security upgrades.

Grand Erie Multi-Year Plan

This report supports the well-being indicator of Learn Lead Inspire and the following statement: We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement
Peter Ashe, Superintendent of Education
Kevin Graham, Superintendent of Education



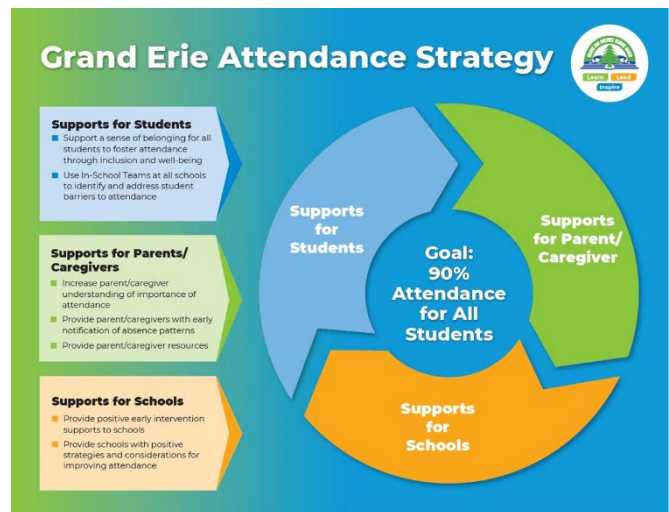
Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Peter Ashe, Superintendent of Education
RE: **Attendance Strategy Update**
DATE: October 21, 2024

Background

Regular attendance can have immense significance with respect to student academic success, social skill development and future success, with research indicating that students who attend school or class less than 90% of the time are at risk of decreased success at school.

In June 2024, Grand Erie released an Attendance Strategy that is designed to support students, parents/caregivers, and school staff to foster a positive climate of attendance. To support schools in the implementation of this strategy, Grand Erie has also produced an Attendance Strategy Toolkit.



The Attendance Strategy Toolkit contains monthly resources and content to promote and support school attendance:

- School signage
- School strategies to support attendance
- Newsletter and School Messenger inserts
- Social media messaging
- Morning announcements
- Staff meeting messaging
- Key messages for educators (for weekly internal school communication)
- Messaging for School Council meetings
- External attendance support resources

The Attendance Strategy Toolkit also provides an opportunity for schools to share successful attendance support strategies that they are implementing in their own schools

Additional Information

The Attendance Strategy Toolkit was presented to all Administrators in September 2024, and has been made available to them electronically.

Next Steps

Through 2024-2025, new attendance support resources will continue to be added to the Attendance Strategy Toolkit to improve the percentage of students attending school at least 90% of the time by 2% across our district, from 56% to 58% in Elementary schools, and from 67% to 69% in Secondary schools.

Grand Erie Multi-Year Plan

This report supports the Well-Being indicator of Learn Lead Inspire and the following statement: we build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Respectfully submitted,

Peter Ashe
Superintendent of Education





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: **French Immersion Review Update**
DATE: October 21, 2024

Background

The Grand Erie District School Board (Grand Erie) offers French Immersion (FI) programs in six elementary schools from grades JK-8. The board's program has both single-track and dual-track schools offering FI. The board offers programs in each municipality with two single-track sites in Brantford, one dual-track site in Brant County (Paris Central French Immersion students moved to Burford Elementary School in September 2023), one dual-track site in Haldimand County (Caledonia Centennial Public School students moved to River Heights Public School beginning September 2024), and two dual-track sites in Norfolk County.

The French Immersion Special Ad Hoc Committee was established on April 11, 2022 after a deferral in 2020. The Special Ad Hoc Committee met in June 2022, September 2022 and February 2024. The initial work of the Special Ad Hoc committee included gathering feedback from various stakeholder groups through surveys and interviews. Stakeholder feedback was used to guide phase one recommendations. A summary of the consultation report and feedback were shared along with phase one recommendations at the February meeting.

In January 2024 Watson & Associates Economists Ltd completed a phase one review of French Immersion program delivery in Grand Erie. In addition, L&C Planning Consultants included recommendations regarding French Immersion in the Grand Erie Long-Term Accommodation Plan (LTAP) 2023-2028 that was presented to the Board of Trustees in the fall of 2023.

The aims of the review were to:

- Provide a quality educational program that meets the expectations of the Ontario Curriculum, both at the elementary and secondary school levels
- Develop and refine the student's ability to communicate (understand, speak, read and write) with confidence in the French language
- Help students understand and appreciate Canada's francophone heritage as well as French culture and language throughout the world
- Expand students' language knowledge by studying francophone literature and research.

French Immersion Principles

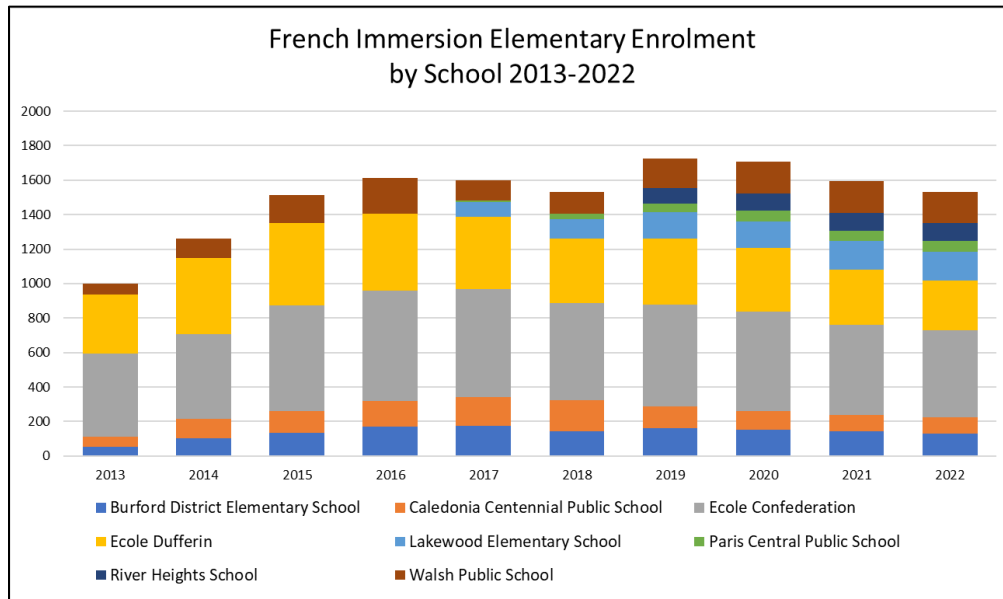
The board's aims in the FI review are to:

- Create viable and sustainable programs
- Provide equitable access for students in Grand Erie to a French Immersion Program
- Meet the expectations of the Ontario Curriculum, both at the elementary and secondary school levels
- Enhance student success, and minimize demission from the program

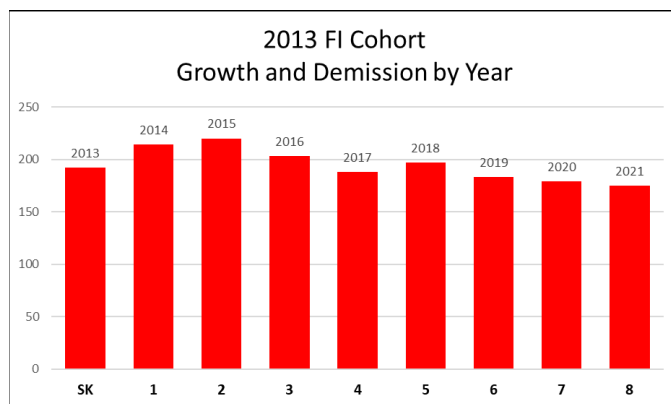
Program Delivery: Elementary French Immersion

Enrollment and Demission

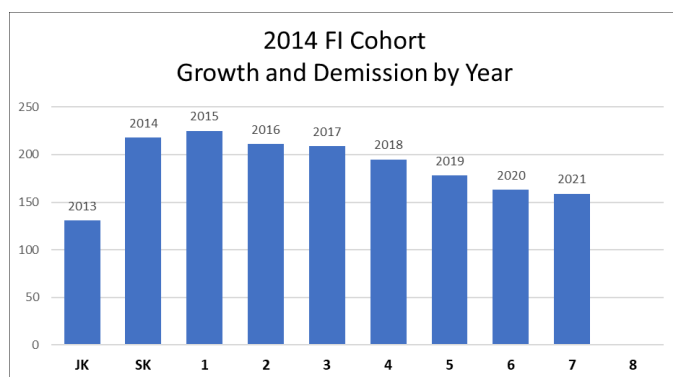
The board's FI program has grown over time both in enrolment and number of schools. From 2013 to 2022 the enrolment has grown by a net 510 students.



The FI program does have a degree of demission in the elementary panel, which is a challenge. For every cohort that enters the school, many students may not finish the FI program after ten years and may leave earlier.



Looking at the 2013 cohort, the board accepted enrolment into SK and added students in Grades 1 and 2. After Grade 2, the enrolment dropped by 20.5% by Grade 8. For the 2014 cohort, the board accepted enrolment into JK and added students in SK and Grade 1. After Grade 1 the enrolment dropped by 29.3% by Grade 8.



Growth in the cohorts in 2014 and 2015 was based on allowing students to enter Grades 1 and 2; in subsequent years, no entry after kindergarten was permitted. For the 2017 cohort, the demission to Grade 4 is 19.8%. It is anticipated that this cohort will have a similar demission to the 2014 cohort in time.

One impact of demission from the FI program is that students who leave a single-track school must relocate to another school that offers an English program, creating a dislocation from their school. For dual-track students, they may already be entitled to attend the FI school by their address so there may be less dislocation or relocation involved.

Program Entry: Elementary Considerations

- The existing program is placing an enrolment burden on several schools
- The growth in some programs is not sustainable
- There is high demission from the early grades and 29% overall

Next Steps in Elementary Program Sustainability for 2024-25

- The Elementary Program review will remove lotteries for families by adhering to current February timelines for FI Registration.
- The review will continue to look at benefits and challenges of kindergarten entry into FI and the dual track and single-track model. In secondary,
- The program review will look at a change at Simcoe Composite effective September 2025 from extended to immersion offerings, review future options to serve Haldimand secondary students and establish a boundary for the program and discuss boundaries for existing French Immersion programs at Brantford secondary schools.

Steps for 2025-26 and Beyond

- Select future sites for potential program locations where space is available long-term (10 years+) while avoiding sites where the board faces increased costs for temporary accommodation
- Develop student retention strategies to reduce demission
- Review program locations and boundaries for existing FI programs at elementary schools
- Place any capital and boundary requirements into the Board's LTAP

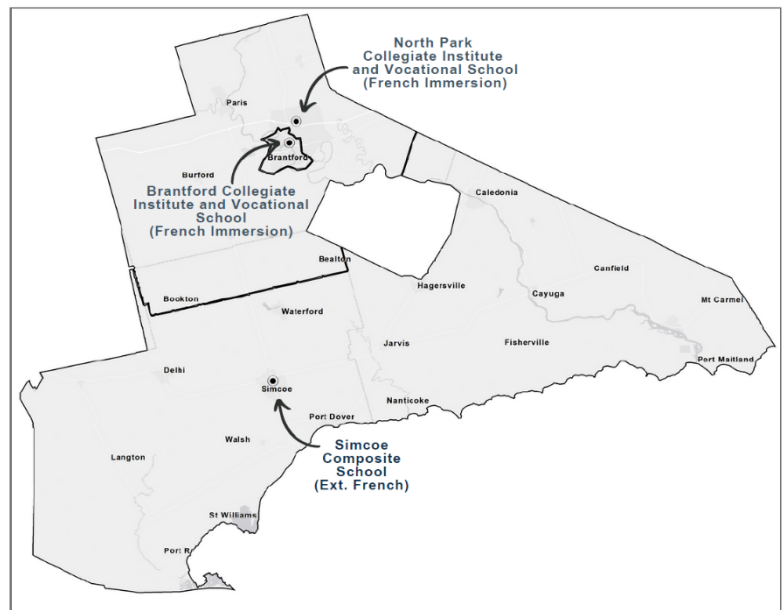
Program Delivery: Secondary French Immersion

In the secondary French Immersion program, students accumulate ten credits in French: four are for French as Second Language (FSL) courses, six are for other subjects in which French is the language of instruction. Secondary schools grant a certificate in French Immersion if the student fulfills the requirement. The board currently offers a Secondary FI program for students at two schools in Brantford at:

- Brantford Collegiate Institute and Vocational School (BCI)
- North Park Collegiate Institute and Vocational School (NPCVS)

Grand Erie began offering an Extended French program to Grade 9 students at Simcoe Composite School (SCS). This program has a seven-credit requirement and is not aligned with the board's vision for full French Immersion programs.

Overview of Secondary French Immersion School Facility Locations and Boundaries



Secondary Program Considerations

- A single model is required for consistent delivery
- Not all secondary review areas are served by FI programs

Next Steps in Secondary Program Sustainability for 2024-25

- Begin to phase out the Extended French program at SCS and replace it with a FI program

Steps for 2025-26 and Beyond

- Program change at Simcoe Composite effective September 2025
- Review FI program options to serve Haldimand secondary students and establish a boundary for the program
- Review program locations and boundaries for existing FI programs at Brantford secondary schools
- Place all capital and boundary requirements into the Board's LTAP

Summary of Review Findings and Input for French Immersion Program Delivery

- Approximately 8% of total Grand Erie elementary students were enrolled in FI in 2022-2023 across eight (8) schools offering FI
- Variability in year over year cohort growth and attrition by school
- Evidence of FI student admission outside of the established entry points (with migration of students from other districts, in particular from the Greater Toronto area, entry into Grand Erie French Immersion programs has been noted across all grade levels as students relocate from FI programs in other school boards)
- Constraints to program continuity and progression in FI programming beyond elementary (i.e. Caledonia)
- Sustainability and the provision of accommodation for French Immersion programs and students in growing communities
- FI program locations with high utilizations
- Program options as part of the new elementary school plan in Caledonia

- Co-terminus board French Immersion locations in Simcoe and Paris
- Comparative or perceived equity considerations in program delivery models
- Lack of minimum enrolment threshold for French Immersion cohort creation
- Implications on staffing structures and grade splits
- Comparative or perceived equity considerations of capped enrolment with lottery entry
- Exceptions for siblings may pose additional challenges in program administration

Conclusion

The recommendations presented will support the efficiency and effectiveness of elementary and secondary program offerings and locations. The steps outlined in this report align with the principles for French Immersion outlined in the LTAP.

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,

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
Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education
Pete Ashe, Superintendent of Education
Regan Vankerrebroeck, Superintendent of Education

RE: **Brantford Secondary School Program Review**

DATE: October 21, 2024

Background

Grand Erie District School Board (Grand Erie) adopted its Long-Term Accommodation Plan (LTAP) 2023-28 in October 2023. This plan guides the Board concerning any major boundary reviews or program studies based on enrolment changes and any new programs identified through its Multi-Year Strategic Plan. For the 2024-2025 school year, the board is conducting a secondary school program review for the City of Brantford. The review is aimed at streamlining existing secondary program delivery and locations. The board's aims in the review are to:

- Create viable and sustainable community schools
- Align with the Ontario Curriculum
- Enhance student success on a pathway to graduation

The LTAP is based on guiding principles to address each planned action. Specifically, the following principles apply to the Brantford Secondary School Program Review:

- To support a range of programs in elementary and secondary schools
- To provide access to sustainable, quality and equitable public education in every school
- To use space effectively and efficiently
- To communicate regularly throughout the process

The program review is examining several factors, including:

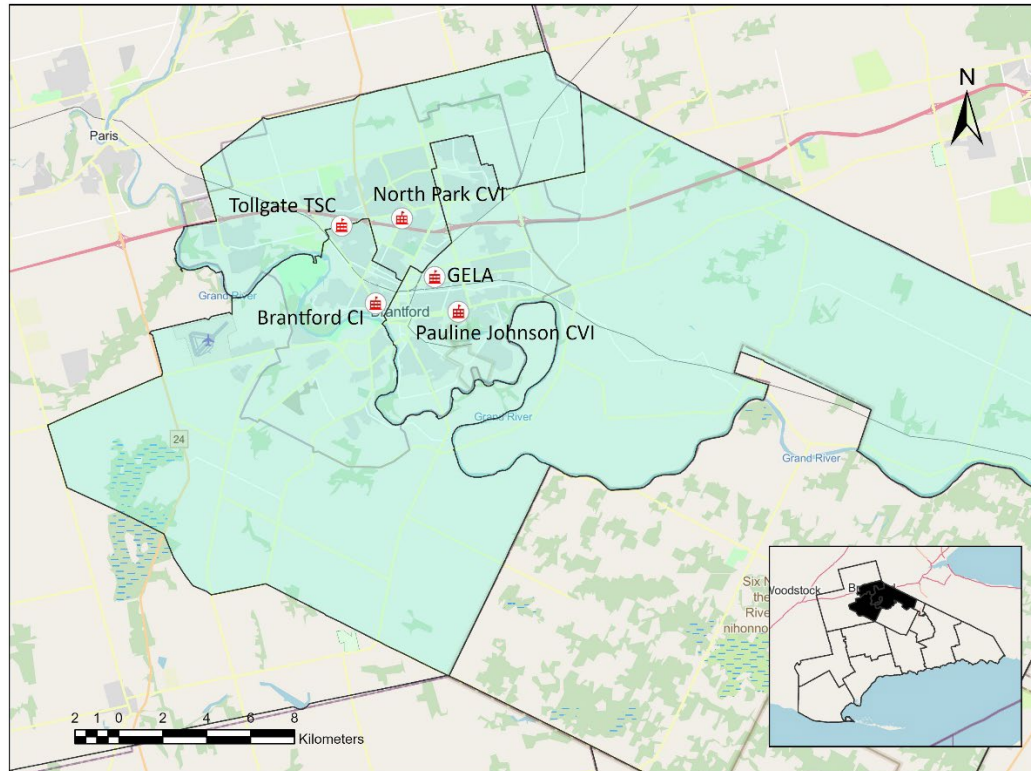
- The development of de-streamed programs
- The availability of pathway opportunities
- Magnet programs and Specialist High-Skills Majors
- Enrollment data at the schools

A total of five schools are being studied and include:

- Brantford Collegiate Institute and Vocational School
- Grand Erie Learning Alternatives (GELA)
- North Park Collegiate and Vocational School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technical Skills Centre (TTSC)

Three schools have a boundary with elementary feeder schools supplying students to their secondary school, while TTSC and GELA take students from across Grand Erie without boundaries.

Schools in the Brantford Secondary School Study



Secondary Program Delivery and De-Streamed Programming

De-streaming in education signifies a significant shift from the traditional separation of students into academic and applied streams. Instead, students engage in a blend of de-streamed and open-level courses, allowing for a more integrated learning experience. Locally developed courses remain an option for some students, ensuring that diverse educational needs are met. This approach aims to create a more inclusive environment where instructional practices and assessments are adapted to promote equitable student outcomes. De-streamed classrooms support a broader range of learning styles and abilities, helping to create equal opportunities for all students. Furthermore, the combination of de-streamed and open courses is designed to prepare students for various post-secondary pathways, including university, college, apprenticeships, and the workplace. This preparation ensures that students have a wide array of options available to them after graduation, enhancing their future opportunities and success.

Research highlights a disproportionate number of racialized students in applied level classes in Ontario. Both students and parents feel that selecting course types in Grade 8 is premature. De-streaming Grade 9 provides an additional year for students and families to decide on a pathway, keeping options open for senior secondary courses and post-secondary education. Additionally, studies show that students thrive in diverse and inclusive learning groups where teachers maintain high expectations and believe in the success of all students.

An inclusive Grade 9 program eliminates the applied and academic streaming pathways to address the harm caused by streaming students. By offering diverse methods for students to express their thoughts, explore content, and incorporate their voices into the curriculum, de-streamed courses are more accessible and connected to students' identities and learning styles. This approach engages more learners, creates equitable outcomes, boosts motivation and engagement, and contributes to the overall success of students.

Secondary Credit Data

In Ontario school boards, many students take four years to complete their Ontario Secondary School Diploma (OSSD). To reach this total, the number of credits per student should be approximately 7.5 each year. Students taking 7.5 credits on average each year will graduate in 4 years ($7.5 \times 4 = 30$). The following tables illustrate how students can achieve all 30 credits in four years.

Year	9	10	11	12	Total
Credits	8	8	7	7	30

Year	9	10	11	12	Total
Credits	8	8	8	6	30

The number of credits taken per year for Grand Erie schools in the Brantford Secondary School Program Review results in a four-year total below the 30 credits required for an Ontario Secondary School Diploma (OSSD). This means that, on average, students must either take credits outside regular day school programs to achieve 30 credits in four years or take longer than four years to complete the secondary school graduation requirements. The table provides the credits per year timetabled at each school for grades 9-12 and the total credits in a year:

Average Credits per Year by School

School	9	10	11	12	Total
Brantford CVI	8.0	7.4	7.9	4.9	28.2
North Park CVS	6.8	6.5	7.3	6.8	27.4
Pauline Johnson CVS	7.4	7.1	8.3	3.3	26.1
Tollgate TSC	7.5	5.0	8.0	2.0	22.5
Average	7.4	6.5	7.9	4.3	26.0

Given the nature of the program and grade structure used, data for GELA has been omitted. The table represents the average number of credits per year from 2019-2020, 2022-2023, and 2023-2024. Values in the individual years vary, but the pattern is consistent overall. The grade with the lowest number of credits per student is Grade 12, with an average of 4.3 credits per student. This would validate the possibility that students take longer than four years to complete the secondary school graduation requirement.

Given the requirement to achieve 30 credits for an OSSD, on average, students require 3.4 credits beyond Grade 12 to graduate for all schools, and for TTSC, the requirement is 7.5 credits to reach 30 credits for an OSSD.

The data in the table below indicates areas of emphasis for each school based on the credits taken. Given the number of compulsory credits, English should have the highest credit subscription in every school, followed by Math and Science. These key courses support multiple pathways that students take. Where schools have fewer of these courses, students' pathways and program choices post-graduation are limited. The top five areas for each school are as follows:

	BRANTFORD CVI	GELA	NORTH PARK CVS	PAULINE JOHNSON CVS	TOLLGATE TSC
1	ENGLISH	ENGLISH	ENGLISH	ENGLISH	TECH ED
2	SCIENCE	GUIDANCE	MATH	TECH ED	ENGLISH
3	MATH	FAMILY STUDIES	SCIENCE	MATH	MATH
4	ARTS	ARTS	PHYS ED	SCIENCE	COOP
5	PHYS ED	MATH	TECH ED	PHYS ED	PHYS ED

Enrollment and Capacity

The five schools in Brantford accommodate 4,818 pupils and have a 2023-2024 enrollment of 3,312 students (updated with 2023-2024 ADE). This total represents a utilization rate of 71% of the built capacity of the schools and results in 1,410 vacant pupil places. Despite planned growth, 1,278 empty pupil places will remain among the five schools until 2033.

The available space within existing schools allows the board to develop additional programs to enhance student retention, achievement and to explore potential partnerships at schools to promote pathways.

Consultation

Input will be gathered from administrators, educators/staff, elementary and secondary students regarding potential changes to secondary programming for September 2025 and beyond.

Next Steps

Following the consultation efforts underway, the board will undertake:

- Program outcomes and decisions at TTSC and GELA to address de-streaming, pathways and graduation data
- Implement strategies that enhance enrolment and retention in the Brantford Secondary schools
- A future program review for Haldimand, Norfolk and Brant secondary schools
- A review of alternate programming within Grand Erie
- A follow-up report

Grand Erie Multi-Year Plan

This report supports all indicators of Learn Lead Inspire and the following statement: we will, together, build a culture of Learning, Well-Being and Belonging to inspire each learner.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement
Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education
Pete Ashe, Superintendent of Education
Regan Vankerbroeck, Superintendent of Education



POLICY

SO-12

CODE OF CONDUCT	
Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2020/02/24
Last Updated: 2023/06/26	Next Review Date: 2025/06/13

Objective:

To promote learning, well-being and belonging, through responsibility, respect, and civility, fostering an anti-oppressive, anti-racist, and inclusive culture.

Policy Statement:

Responsible citizenship involves active participation in the civic life of the school community. Engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.

1.0 Purposes of the Code

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in schools
- To discourage the use of alcohol, electronic cigarettes, illegal drugs and, except by a medical cannabis user, cannabis
- To prevent bullying, including cyber-bullying in schools

2.0 Standards of Behaviour

2.1 Respect, civility, and responsible citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas, and their opinions
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Seek assistance from a school employee, if necessary, to resolve conflict peacefully
- Respect all members of the school community, especially persons in positions of authority
- Respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices

are only used during instructional time for the educational and other permitted purposes outlined in this policy

- ~~Not swear at a teacher or at another person in a position of authority~~ [Refrain from using abusive language or swearing at another person](#)

2.2 Safety

All members of the school community must not:

- Engage in bullying behaviours, including cyber-bullying
- Commit sexual assault [or sexual harassment](#)
- Traffic in weapons or illegal drugs
- Give alcohol or cannabis to a minor
- Commit robbery [or theft](#)
- Be in possession of any weapon, including firearms
- Use any object to threaten or intimidate another person
- Cause injury to any person with an object
- [Be in possession of, or be under the influence of alcohol, cannabis \(unless the individual has been authorized to use cannabis for medical purposes\), and illegal drugs \[or related products\]\(#\)](#)
 - [For students this would also include being in possession of electronic cigarette, tobacco, and nicotine products](#)
- Provide others with alcohol, [electronic cigarettes](#), illegal drugs, ~~or~~ cannabis (unless the recipient is an individual authorized to use cannabis for medical purposes) [and related products](#)
- Inflict or encourage others to inflict bodily harm on another person
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias
- [Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school](#)
- [Record, take or share non-consensual recordings or photos of members of the school community](#)

Reference(s):

- [Acceptable Use of Information Technology Policy \(IT-01\)](#)
- [Acceptable Use of Information Technology Procedure \(IT-001\)](#)
- [Bullying Prevention and Intervention Policy \(SO-10\)](#)
- [Bullying Prevention and Intervention Procedure \(SO-010\)](#)
- [Code of Conduct Procedure ~~Policy~~ \(SO-012\)](#)
- [Equity and Inclusive Education Policy \(SO-14\)](#)
- [Equity and Inclusive Education Procedure \(SO-014\)](#)
- [Progressive Discipline and Promoting Positive Behaviour Procedure \(SO-011\)](#)
- [Smoke Free Environment Procedure \(FA-012\)](#)
- Student Expulsions Policy (SO-07)
- Student Expulsions Procedure (SO-007)
- [Student Suspension Policy \(SO-06\)](#)
- [Student Suspension Procedure \(SO-006\)](#)
- [Education Act, R.S.O. 1990, c. E.2](#)
- [Provincial Model for a Local Police/School Board Protocol, 2015](#)
- [The Provincial Code of Conduct and School Board Codes of Conduct \(PPM 128\)](#)
-