



Policy and Program Committee Meeting

Monday, May 13, 2024

6:30 p.m.

MS Teams Virtual Meeting

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 March 4, 2024, be approved."

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

E - 1 **New Business - Program**

- * (a) Implications of Friday the 13th Events on Port Dover Students 2024-25 (R. Vankerrebroeck)
Recommended Motion:
"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."
- * (b) Curriculum Updates (L. Munro, P. Ashe) (I)
- * (c) Acadience Early Reading Screener (L. Munro) (I)
- * (d) Secondary Program Review – Phase 1 (L. Munro, L. Thompson, K. Graham, P. Ashe, . R. Vankerrebroeck) (I)
- (e) Grand Erie Math Achievement Action Plan and Student Achievement Plan Update (L. Munro) (I)

F - 1 **New Business – Policy**

G - 1 **Adjournment**

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

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



Policy and Program Committee

Monday, March 4, 2024

Education Centre Boardroom

MINUTES

Present: Committee Chair: S. Gibson, Trustees: J. Bradford, R. Collver B. Doyle, T. Sault, T. Waldschmidt, L. Whiton

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

Regrets: Trustee C. VanEvery-Albert

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 6:39 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: B. Doyle

Seconded by: T. Waldschmidt

THAT the Policy and Program Committee agenda be approved.

Carried

An addition was made to the agenda regarding the timelines for the implementation of the School Climate Survey.

C - 1 **Approval of Minutes**

January 15, 2024

Presented as printed.

Moved by: T. Sault

Seconded by: J. Bradford

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) **Information Technology Services Annual Report**

Presented as printed.

In response to a question regarding Cyber Security, initiatives include:

- Cyber Safety Campaign
- Crisis Management Plan
- Online Training Module



Policy and Program Committee

Monday, March 4, 2024

Education Centre Boardroom

MINUTES

- (b) **French Immersion Review**
 Presented as printed.
 Moved by: J. Bradford
 Seconded by: T. Waldschmidt
 THAT the French Immersion Review with next steps and Special Ad Hoc Committee be disbanded and forwarded to the March 25, 2024, Regular Board Meeting for approval.
Carried
- (c) **Reading Intervention Project – Systemic and Evidence Based Reading Program**
 Presented as printed.
 In response to a question, it was noted that Grand Erie has chosen the Acadience Learning screener as recommended by the Ministry of Education.
- (d) **Curriculum Updates**
 Presented as printed.
- (e) **Graduation Updated 2023-24**
 Presented as printed.
 It was noted that Grand Erie supports different post-secondary pathways for all students.
- (f) **School Climate Survey**
 It was noted that school boards are required to conduct a School Climate Survey every two years in accordance with the *Education Act* and PPM 145. The survey assesses student experiences at school and helps leaders and educators better respond to student needs. Voluntary, anonymous and confidential surveys will be circulated to Grade 4-6 students, and to Grade 7-12 students. To accommodate timelines around EQAO testing, surveys will be open for elementary and secondary students at separate times.
- F - 1 **New Business**
 (a) **Student Expulsion Procedure**
 Presented as printed.
- G - 1 **Adjournment**
 Moved by: L. Whiton
 Seconded by: R. Collver
 THAT the Policy and Program meeting be adjourned at 7:39 p.m.
Carried
- H - 1 **Next Meeting Date:** May 13, 2024



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education & Secretary of the Board
FROM: Regan Vankerrebroeck, Superintendent of Education
RE: **Implications of Friday the 13th Events on Port Dover Students 2024-25**
DATE: May 13, 2024

Recommended Motion: Moved by _____ Seconded by _____
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.

1. Background Rationale

- Each Friday the 13th in Port Dover, there is a community event where, in warm weather, extremely high numbers of motorcyclists visit the community for the weekend, arriving in town on or before the 13th. Their presence in the community can impact our students significantly. Such an event during warmer months is likely to be very well attended. Such an event in colder months will have much less impact on school operations.
- In warm weather, access to the schools is severely limited by traffic, as streets are crowded and access to the town is restricted by the Norfolk O.P.P. Issues of safety in traveling to and from school on Friday the 13th are important considerations for our students, their families and our staff. Staff members who reside in town have indicated that staying in their community that day is better than leaving Port Dover and trying to return later in the day. During the colder months, travel is not impacted as significantly.
- On previous warm-weather Friday the 13th days, the board has closed Lakewood Elementary School to students. The staff has reported to school for professional development and program activities. On previous cold-weather Friday the 13th days, the board has kept the school open.
- For secondary students living in Port Dover, and attending school at Simcoe Composite School and Waterford District High School, group stops were organized outside of town limits on warm-weather Friday the 13th days. During colder months, when transportation runs normally, these special arrangements are not necessary.
- There are two Friday the 13th events during the 2024-25 school year: September 13 and January 13.
- Friday, September 13, 2024, is a scheduled PA Day across the district.

2. Options Considered

- **Option One — Lakewood Elementary School Remains Open to Students/Transportation Runs in Port Dover**
 - This is the usual option for cold-weather Friday the 13th events.
- **Option Two — Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students:**
 - This is the usual option for warm-weather Friday the 13th events; June 13 will be considered a warm-weather date.

3. Recommendation

- **Option Two** – Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students on Friday, June 13, 2025.

4. Budget Implication

- Nil

5. Next Steps:

- The decision will be communicated to Principals, all secondary schools, Port Dover residents, their students, their School Councils, parent/caregiver communities and union partners.
- The decision will be communicated to the Transportation, Facilities and Human Resources departments.
- The decision will be communicated to the Lakewood School Council, parent community, and Port Dover community through the Grand Erie website and social media channels

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

RE: **Curriculum Updates**

DATE: May 13, 2024

Background Information

Additional curriculum updates have been issued since the March update. Below is an overview of additions to curriculum, apprenticeship opportunities and changes to education credentials for adults. These changes will be implemented in the 2024-25 school year and beyond.

Revised Grade 10 Career Studies Course

The Ministry of Education has revised the half-credit Grade 10 Career Studies (GLC20) course to support student mental health. This revised course will be implemented starting in September 2024, and is available to all parents/caregivers, teachers and students on the Ministry of Education Curriculum and Resources website.

Revisions to the curriculum were informed by the feedback received from mental health-focused organizations, including School Mental Health Ontario, subject-matter experts, and Indigenous and education partners.

This focused curriculum revision enhances the mental health literacy learning already found in the Career Studies course by adding mandatory learning on how to recognize signs of being overwhelmed or struggling, and where to find help locally when needed.

Built on the success of the Grade 7 and 8 Mental Health Curriculum Literacy modules which became mandatory in January 2024, new Grade 10 mental health literacy modules will be available to support the implementation of the revised curriculum. These modules, provided by the Ministry of Education, will be adaptable for learning both online and in-person and will be available starting September 2024. Professional learning for educators will be forthcoming.

Focused Apprenticeship Skills Training Pathway

On May 1, 2024, the Ministry of Education announced the upcoming launch of a new accelerated stream of the Ontario Youth Apprenticeship Program, called Focused Apprenticeship Skills Training (OYAP-FAST). This new stream of OYAP was informed by feedback as from Fall 2023 consultations.

OYAP-FAST will allow students in Grades 11 and 12 to participate in full-time apprenticeship learning through eight (8) to 11 co-op credits in the skilled trades while pursuing their Ontario Secondary School Diploma (OSSD), including continuing to attend classes to earn compulsory and optional credits. Graduates of this new stream will receive a new seal on their OSSD. OYAP-FAST students will also have the same exemptions set out for OYAP participants under the *Building Opportunities in the Skilled Trades Act, 2021*, including access to apprenticeship training in all 144 trades, as well as continued access to school supports, including from OYAP recruiters, guidance teacher-counsellors and co-op teachers.

Students will be able to choose the OYAP-FAST pathway during the course selection process for the 2025-26 school year. School boards will receive updated guidelines this summer and will then begin planning to support students in the OYAP-FAST pathway. The pathway will have an official start in the 2025-26 school year.

Replacement of the General Educational Development (GED) assessment with the Canadian Adult Education Credential (CAEC)

The Canadian Adult Education Credential (CAEC) will be available in English and French. It will provide a high-quality education credential as a replacement for the GED. The CAEC is for adults who do not have a high school diploma but need an education credential to open new doors to educational, training or employment opportunities. As with the GED, candidates who successfully obtain the CAEC will receive an Ontario High School Equivalency Certificate.

The cost of the full CAEC assessment to test-takers will remain stable. The CAEC will mirror the GED in that it is composed of five tests (writing, reading, math, social studies, science). The CAEC will be administered by TVO ILC. Registration will begin in summer 2024.

Grand Erie Multi-Year Plan

This report supports Grand Erie's Multi-Year Strategic Plan with a focus on building a culture of learning specifically in the area of mental health and well-being and Graduation Pathways.

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement
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: **Acadience Early Reading Screener**
DATE: May 13, 2024

Background Information

In response to the Ontario Human Rights Commission (OHRC) Right to Read inquiry report, Ontario’s publicly funded schools are required to complete annual reading screening of students in Year 2 of Kindergarten through Grade 2. Early reading screening is a process of assessing a student’s foundational reading in the early years of school. It measures the foundational reading skills required for reading proficiency, such as identifying letters, sounds, and their relationships, as well as decoding words and reading text. Early reading screening involves administering a series of measures to identify students who may be at-risk for reading difficulties. Early reading screening can be used by educators to plan differentiated and responsive reading instruction that accounts for students’ strengths and skills and prevents, or quickly addresses, difficulties. Grand Erie is implementing the Acadience screening tool which one of the three (3) Ministry-approved early reading screening tools.

Acadience was selected based on several features that are beneficial to the Grand Erie context:

- Research-based
- Good psychometric measures (i.e. reliability and validity)
- Provides immediate information to inform instruction
- Compatible with the Compass for Success database
- Includes a French Immersion Early Literacy Skills Option
- Assessment content relevant to many cultures and background

Acadience provides a set of measures that are used to universally screen students in SK-Grade 2 on essential early literacy and reading skills including:

First Sound Fluency	Phoneme Segmentation Fluency
Letter Naming Fluency	Nonsense Word Fluency
Rapid Automatized Naming	Oral Reading Fluency

Each measure is unique for the grade and time of year. Students who are flagged are identified as being at risk for not meeting future reading benchmarks. Benchmarks represent the lowest level of performance on a measure that predicts reaching the next goal.

Pilot Project

Beginning March 2024, Grand Erie implemented a pilot project to become familiar with the Acadience reading screening tool, and to plan for district wide roll-out for the 2024-2025 school year. Participation includes 15 Schools with a total of 30 classes from SK-Grade 2. Literacy coaches administered the Acadience Screener based on middle of the year benchmarks for

the corresponding grade. Data from these assessments has been shared with Administrators, Learning Resource Teachers and classroom teachers. Early feedback from teachers about the Acadience reading screening tool has been positive and it is anticipated that teachers will find it useful in helping to identify and meet the needs of students in a timely manner.

A second, summative screener will be administered to students in the pilot project to measure progress. This will occur in June 2024. Literacy Coaches will work in collaboration with classroom teachers to administer the assessments.

Action Plan

Grand Erie has already set the stage for instruction on foundational literacy skills through previous professional learning offerings and instructional coach support as outlined in previous and current Annual Learning and Operating Plans. Literacy workshops and coaching support on instruction in foundational reading skills continues this year for Senior Kindergarten to Grade 2 teachers. All teacher consultants that support Literacy have been trained as Acadience mentors and are trained to deliver professional learning sessions to educators. A training session on the Acadience Early Reading Screener will be offered to educators beginning in late May 2024 and will continue into the fall of 2025.

All students in Senior Kindergarten to Grade 2 are targeted to be screened by their classroom teacher by to mid-November 2024. Results of the initial screening will be communicated to families through a letter home and on the Term 1 report card. All students who do not meet the screener benchmark in the fall of 2024 will be screened again in spring of 2025. Results of the second screening will be communicated on the final Term 2 report card. The second spring screening is optional for students who met the grade level benchmark in the fall.

Next year, coaching and professional development will include a focus on instruction of Strand B: Foundations of Language as outlined in the revised Language curriculum. Emphasis will be placed on Tier 1 and Tier 2 instruction in the classroom, as well as Universal Design for Learning to support teaching that is responsive to student needs. Central staff will also support Tier 3 interventions where needed for students who are well below the Acadience benchmarks.

The anticipated benefit of the early reading screening, used in conjunction with classroom-based assessments, is that it will assist teachers in identifying early reading needs of students beginning in Kindergarten. It is anticipated that this assessment and the complementary instruction and timely intervention will mitigate later reading difficulties. Early reading screening will also serve as an objective assessment of students' foundational reading skills.

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 and aligns with Grand Erie's literacy goal to increase the overall reading proficiency of all students with a focus on grades 1-3.

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: **Secondary Program Review – Phase 1**
DATE: May 13, 2024

Background

The [Long-Term Accommodation Plan](#) (LTAP) 2023-2028 was conducted and presented to the Board of Trustees in the fall of 2023. The LTAP is based on a set of principles which are used to guide the board in its actions. These principles include:

- Putting students first
- Supporting a range of programs in elementary and secondary schools
- Respectfully acknowledging Six Nations of the Grand River, Mississaugas of the Credit First Nation and First Nations, Métis and Inuit Peoples with a commitment to Reconciliation
- Providing access to sustainable, quality and equitable public education in every school
- Using space effectively and efficiently
- Establishing long-term attendance boundaries for each school
- Supporting community schools in urban and rural settings
- Building facilities to match community growth in a timely fashion
- Communicating regularly throughout the process
- Addressing barriers to people with disabilities who work, learn, and participate with the district
- Considering partnership and community hub opportunities

The secondary school program review for the City of Brantford secondary schools (Brantford Collegiate Institute, Grand Erie Learning Alternatives, North Park Collegiate Institute, Pauline Johnson Collegiate Vocational School, Tollgate Technological Skills Centre) to streamline existing program delivery and locations. Conducting this secondary review aligns with the guiding principles to ensure that students have the best programming options available. Conducting a program review is intended to honour student strengths and different learning abilities by ensuring learning environments are inclusive and students are served through a variety of programs and class offerings.

Secondary School Program Review

The elements of the secondary review will assess each secondary school's academic, co-curricular and specialized programs in schools. The assessment will examine:

- Each school facilities' ability to deliver programs
- Available student credit and achievement data
- Specialized program data
- Staff and student voice
- Historical perceptions and community beliefs regarding each school.

Next Steps and Future Outlook

The proposed timeline for the review is as follows:

- Initiate the review May 2024
- Communicate the study outline and aim to the system in June 2024
- Undertake reviews at each school in June 2024

- Review the compiled information by October 2024
- Communicate the findings and prepare an initial report summarizing the study, goals and recommended actions in the fall of 2024
- Develop options for the delivery of de-streamed Grade 9 at each secondary school in the fall of 2024

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