



# Special Education Advisory Committee

Thursday November 16, 2023

6:00 p.m.

MS Teams

## AGENDA

### 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, Metis 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.*

### AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>LEAD</b>				
<b>A-1 Opening 6:00-6:05</b>				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream on YouTube/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(c) Agenda Additions/ Deletions/ Approvals		√	√	L. DeJong
<b>LEARN</b>				
<b>B-1 Timed Items 6:05 – 6:40</b>				
(a) Grand Erie Math Achievement Action Plan (GE-MAAP)	√	√		L. Munro

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## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>LEAD</b>				
<b>C-1 Business Arising from Minutes and/or Previous Meetings 6:40-7:40</b>				
(a) Approval of Minutes from October 5, 2023*			√	L. DeJong
(b) <a href="#">Annual Learning and Operating Plan 2022-23 – Final Report*</a>	√			L. Thompson
(c) <a href="#">Annual Learning and Operating Plan – 2023-24*</a>	√			L. Thompson
(d) The Role of the Teacher Consultant – Specialized Services	√			J. Senior
(e) Update on Nursing Supports in Schools	√			J. Senior
<b>LEARN</b>				
<b>D-1 New Business 7:20-7:30</b>				
(a) Pre-School Speech and Language – Changes in Service provision	√			J. Senior
(b) <a href="#">Standard 7 – Specialized Health Support Services in Schools*</a>	√	√	√	J. Senior
Item	Info.	Dia.	Res.	
<b>LEAD</b>				
<b>E-1 Other Business 7:30-7:45</b>				
(a) Nil				

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November 16, 2023



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## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>INSPIRE</b>				
<b>F-1 Standing Items 7:45-7:55</b>				
Policies Out for Comment - Nil Please send all comments and feedback regarding the following policies to <a href="mailto:policies@granderie.ca">policies@granderie.ca</a>				K. Jones
(a) Trustee Update	√			T. Waldschmidt / T. Sault
(b) Chair/Vice-Chair Updates	√			L. DeJong / K. Jones
<b>Item</b>	<b>Info.</b>	<b>Dia.</b>	<b>Res.</b>	<b>Responsibility</b>
<b>LEARN LEAD INSPIRE</b>				
<b>G-1 Information Items</b>				
(a) Regional Special Education Council (RSEC) - update	√			L. Thompson/J. Senior
<b>LEARN LEAD INSPIRE</b>				
<b>H-1 Community Updates</b>				
(a) Connecting with Services, Supports and Resources - Lansdowne Children's Centre (video)	√			L. DeJong
<b>LEARN LEAD INSPIRE</b>				
<b>I-1 Correspondence – 7:55-8:00</b>				
(a) Nil				

**Learn Lead Inspire**

**November 16, 2023**



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Thursday November 16, 2023

6:00 p.m.

MS Teams

## AGENDA

Item	Info.	Dia.	Res.	Responsibility
<b>INSPIRE</b>				
<b>J-1 Future Agenda Items and SEAC Committee Planning</b>				
(a) Video spotlight – Inclusion by Design in Grand Erie				
(b) Follow up on Destreaming in Grand Erie				
<b>K-1 Next Meeting</b>				
Thursday December 14, 2023 MS Teams	√			L. DeJong
<b>L-1 Adjournment</b>				
Meeting adjourned			√	L. DeJong

Note: Column Abbreviations

\* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SSMT Specialized Services Management Team

AGENDA ITEM(S)

Standing:

- LDAO SEAC Circular September, November, February, April and June (as available).

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**November 16, 2023**



# Special Education Advisory Committee

Thursday October 5, 2023

6:00 p.m.

Education Centre Boardroom with MS Teams link

## MINUTES

- Present:** Chair L. DeJong, Vice-Chair K. Jones, Trustees: S. Gibson, T. Waldschmidt, Community Representatives: B. Bruce, K. Kelly, L. Nydam, W. Rose, Organizations: L. Boswell, R. Vriends
- Administration:** Director Roberto, Superintendent Thompson, Principal Leader Specialized Services: J. Senior, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar
- Regrets:** Trustees: T. Sault, L. Whiton, Organizations: T. Buchanan, C. Gilman, C. Stefanelli
- Visiting Trustees:** Nil
- Guests:** Equity Teacher Consultant: A. Andratis, Superintendent Ashe, Manager Mental Health: P. Bagchee, Speech and Language Pathologists: M. Dumoulin, A. Macovik

### A - 1 **Opening**

#### (a) **Welcome / Land Acknowledgment Statement**

Chair DeJong called the meeting to order at 6:02 p.m. and read the Land Acknowledgement Statement.

#### (b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

M. Tokaci, Information Technology, informed members of the YouTube livestream. Chair DeJong reminded members of the closed caption feature available in MS Teams.

#### (c) **Agenda Additions/Deletions/Approval**

Moved by: T. Waldschmidt

Seconded by: K. Jones

THAT the October 5, 2023 Agenda be approved.

**Carried**

### B - 1 **Timed Items**

#### (a) **Inclusive Language Guide**

Superintendent Ashe presented the rationale for the development and implementation of Grand Erie's Inclusive Language Guide.

#### (b) **Social Justice Series**

A. Andratis and P. Bagchee presented an overview of Grand Erie's Social Justice Series.

#### (c) **Summer Learning Programs**

Superintendent Thompson gave an overview of Grand Erie's Summer Learning Programs 2023.

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

#### (a) **Approval of Minutes**

Moved by: T. Waldschmidt



# Special Education Advisory Committee

Thursday October 5, 2023

6:00 p.m.

Education Centre Boardroom with MS Teams link

## MINUTES

Seconded by: K. Jones

THAT the Minutes dated September 7, 2023 be approved.

**Carried**

- (b) **Recruitment of new SEAC members**  
SEAC will begin to actively recruit new members. The recruitment flyer will be amended to instruct interested parties to submit *either* a letter or email indicating their intent. Vice Chair Jones will be added to the flyer as a point of contact to answer any questions potential applicants may have.
- D - 1 **New Business**  
(a) **Communication Boards**  
M. Dumoulin and A. Macovik presented Grand Erie's new Communication Boards.
- E - 1 **Other Business**  
(a) **Overview of the Accessibility Plan 2022-27**  
J. Senior presented Grand Erie's Accessibility Plan 2022-27. A request was made for a more accessible, printer friendly version to be posted on the Grand Erie website.
- F - 1 **Standing Items**  
**Policies Out for Comment**  
Vice Chair Jones reminded members of the deadline for providing feedback on the policy that is currently out for comment.
- (a) **Trustee Updates**  
Trustee Waldschmidt shared information about upcoming graduation ceremonies, and the upcoming recognition event for Grand Erie employees who have retired this past year.
- (b) **Chair/Vice Chair Update**  
From the September "snowball" activity, Chair DeJong shared that most questions and opportunities were around the topics of inclusion and parent/community involvement in SEAC. Current organization/agency members of SEAC were encouraged to consider sharing updates about their organization/agency at future SEAC meetings.
- G - 1 **Information Items**  
(a) **Inclusion by Design: Laying the Foundation**  
The video from Shelley Moore's visit to Grand Erie in June 2023 was shared.
- (b) **Grand Erie Trustee for Mississaugas of the Credit**  
Superintendent Thompson announced that at the September board meeting, Tammy Sault assumed the role of trustee representing the interests, under the Education Services Agreement, of Mississaugas of the Credit First Nation (MCFN) students who attend Grand Erie schools.



## Special Education Advisory Committee

Thursday October 5, 2023

6:00 p.m.

Education Centre Boardroom with MS Teams link

### MINUTES

#### H - 1 **Community Updates**

- (a) Trustee Waldschmidt, in his capacity as Fire Prevention/Inspection Officer with Brant County, reminded members that October 8-14 is Fire Prevention Week, and to check their smoke and carbon monoxide detectors at home.

#### I - 1 **Correspondence** – Presented as printed

- (a) Letter from Thames Valley District School Board re: Special Education Shortfalls
- (b) Letter from Simcoe County District School Board re: Special Education Funding

#### J - 1 **Future Agenda Items and SEAC Committee Planning**

- (a) Annual Learning and Operating Plan (ALOP)
- (b) Grand Erie Math Achievement Action Plan (GE-MAAP)
- (c) The role of the Teacher Consultant
- (d) Update on Nursing Supports in schools
- (e) Inclusion video series
- (f) Follow up on destreaming in Grand Erie
- (g) Connecting with Services, Supports and Resources - Lansdowne Children's Centre
- (h) Transportation Update
- (i) Update on transitions

#### K - 1 **Next Meeting**

Thursday November 16, 2023 at 6:00 p.m. MS Teams

#### L - 1 **Adjournment**

Moved by: L. Boswell

Seconded by: K. Jones

THAT the meeting be adjourned at 8:07 p.m.

**Carried**





# Annual Learning and Operating Plan 2022-23



## Final Report

October 2023



## A message from the Director of Education and the Chair of the Board of Directors



**JoAnna Roberto, Ph.D.**  
DIRECTOR OF EDUCATION,  
SECRETARY OF THE BOARD



**Susan Gibson**  
CHAIR,  
GRAND ERIE DISTRICT  
SCHOOL BOARD

As we reflect on the 2022-23 school year and renew our commitments to our goals and priorities, it's a chance to take stock of what we've achieved together.

We've learned a lot. We've learned from other leaders, from each other, and from our students. Professional learning has deepened our understanding and commitments, and informal learning has built networks of support around our shared priorities. As a result, we've gained tools, resources and next steps in the classroom to boost confidence and skills in math and literacy, apply new strategies to increase engagement and interest, and instill the same lifelong learning mindsets in our students that we've embraced.

As a learning organization, these opportunities allow us to grow into the leaders we are. The past year has reflected that – our educators, administrators, system staff and support staff have led the way. That's opened doors for learners to discover new ways to solve problems, feel safe to take chances, to try again after setbacks, and to forge their own unique paths to success.

Our achievements this past year, detailed on the pages to come, are the inspiration propelling us forward. As we move into the final two years of our multi-year strategic plan, we renew our commitments to fostering equitable, inclusive spaces that allow each learner to find opportunity. Our pride in these milestones is matched by a desire to continue striving. That work is rooted firmly in our collective priority of building a culture of Learning, Well-Being and Belonging in our schools and workspaces.

Thank you for continuing to be such an important part of this learning journey.

A handwritten signature in black ink that reads "JoAnna Roberto".

A handwritten signature in black ink that reads "Susan Gibson".



## Our Vision

Learn

Lead

Inspire

## Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

## Our Collective Priorities

### Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

### Well-Being

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

### Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

## Learning

**Priority:** We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

### GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

#### STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all mathematics professional learning and support models
- Expand mathematics professional learning opportunities for educators and administrators
- Continue to support educators in assessment for learning and responsive mathematics instruction through job- and classroom-embedded instructional coaches, including educators new to the MTH 1W course
- Continue to refine and promote the digital Grand Erie Math Long Range Plan as a resource for educators

#### SUCCESS CRITERIA

- Students will build confidence and enjoyment in mathematics and see themselves as capable math learners by increasing their ability to successfully develop, select, articulate and apply problem-solving strategies they use
- Students will demonstrate improvement in mathematics as evidenced through summative data
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to mathematics
- Educators will use assessment for learning strategies to identify student learning needs and develop instruction cycles that respond to individual student's learning strengths and needs





### OUTCOMES MATHEMATICS

- Increased educator engagement (by 144% from 2021-22) and understanding in math content through Dr. Alex Lawson professional learning
- Increased enrolment in the Math Long Range Plan by 55% since 2022-23 Mid-term Update
- Provided math kits and manipulatives to 100% classrooms in support of learning
- Increased use of digital tools in the classroom by an average of 30% since March 2023 to support math learning

“ My students enjoyed the Lawson games as one of our regular math centre rotations this year. It felt great being able to meet their individual needs while they were engaged and having fun. ”

**Math Educator**

#### Grade 9 Math (MTH 1W) Mark Distribution



**18%**

of students Achieved Level 3



**33%**

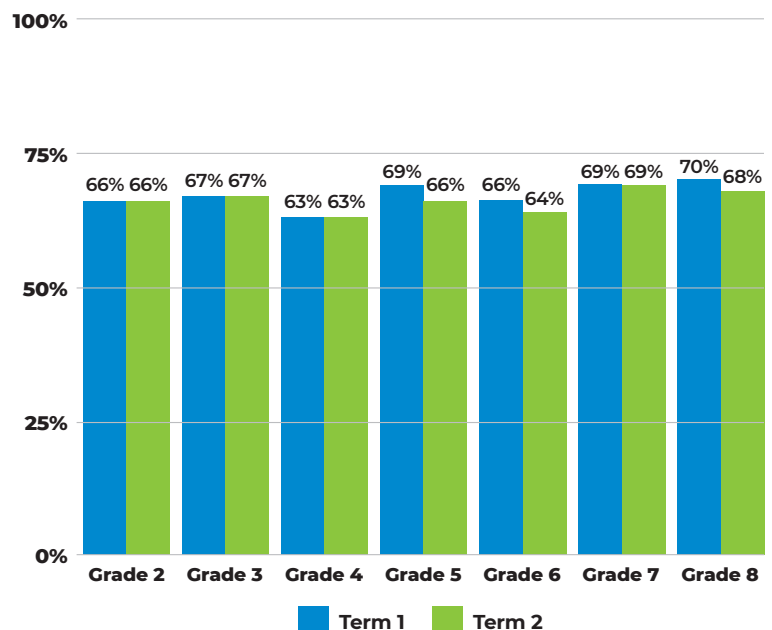
of students Achieved Level 4

“ This year, for me, the biggest ‘aha’ moments involved Building Thinking Classrooms. This resource alone has changed my entire math programming and the way I think about math. ”

**Math Educator**

#### 2022-23 Term 1 and Term 2 Mathematics Report Card Marks

Percentage of Students at Level 3-4



## Learning

**Priority:** We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

### GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on Grades 1-3).

#### STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all literacy professional learning and support models
- Develop and introduce an early literacy assessment portfolio through focused professional learning and job- and classroom-embedded instructional coaching supports
- Facilitate professional learning for Kindergarten and primary educators so that they can effectively use the early literacy assessment tools to gather data around student's strengths and needs
- Continue to provide classroom-embedded coaching support in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments

#### SUCCESS CRITERIA

- Students will build confidence and enjoyment in reading and see themselves as effective readers by increasing their ability to successfully access, analyze, synthesize and think critically about texts that they have read and articulating the strategies they use
- Students will demonstrate improvement in literacy skills as evidenced by growth through summative data (with a focus on Grades 1-3)
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to literacy
- Educators will use the data collected from early literacy assessment tools to inform and provide learning opportunities responsive to students' literacy learning needs

“ I have been grateful to have the resources both online and through training sessions this year as well as access to the Literacy Coach who has been a wonderful support on the implementation of new ideas and next steps. ”

Literacy Educator





### OUTCOMES LITERACY

- Increased reading achievement in Grade 1 by 6% and Grade 3 by 2% compared to 2021-22 end of year report card data
- Increased early literacy skills overall across cohort using Early Literacy Assessment Tools (ELAT)
- Increased the use of digital literacy resources by 79%

#### Reading Resource Itinerant Teachers supported learning for 154 students:

- 20% of students moved up at three levels
- 25% moved up two levels
- 41% moved up at least one level
- 14% maintained level



#### Reading Growth

Based on Benchmark Assessment System Instructional Levels

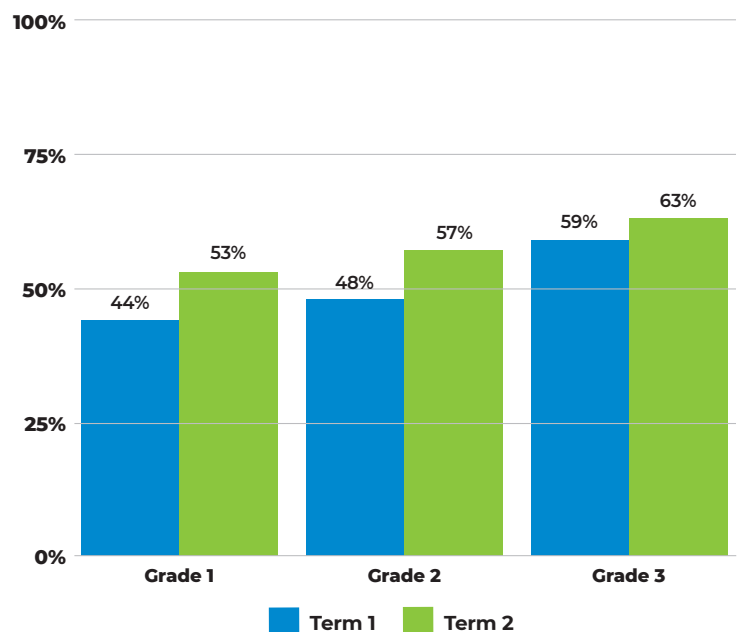
- Maintain
- Up 1 Level
- Up 2 Levels
- Up 3+ Levels

“ I feel like these (ELAT) tools are helping all my students, especially the ones who struggle with reading/writing the most. They see and ‘feel’ successful. ”

Literacy Educator

#### 2022-23 Term 1 and Term 2 Reading Report Card Marks

Percentage of Students at Level 3-4





## Learning

**Priority:** We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

### GOAL

### GRADUATION

Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

#### STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all secondary professional learning and support models
- Provide ongoing support for Student Success Teams (including through access to Instructional Coaches), to lead their school community in the implementation of de-streamed courses in Grade 9
- Expand K-12 experiential learning opportunities for students with a skilled trades and technologies focus
- Provide professional learning opportunities to educators to support their implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in Specialist High Skills Major, Ontario Youth Apprenticeship Programs, School College Work Initiative and experiential learning, including students from equity-deserving groups
- Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students

#### SUCCESS CRITERIA

- Increase the number of students earning the Ontario Secondary School Diploma, Ontario Secondary School Certificate and Ontario Secondary School Certificate of Accomplishment with a focus on students from equity-deserving groups
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to instruction in secondary courses
- Grade 9 students will be engaged and successful in their de-streamed courses
- Students and families will have an increased awareness of the learning opportunities in Grand Erie connected to skilled trades
- Educators will independently design experiential learning opportunities for their students
- Student enrollment in SHSM programs, Dual Credits and the Ontario Youth Apprenticeship program will increase, including the number of students from equity-deserving groups
- First Nations, Métis and Inuit students will be successful in reaching their chosen post-secondary pathway

**28%** increase in students enrolled in SHSMs





### OUTCOMES GRADUATION

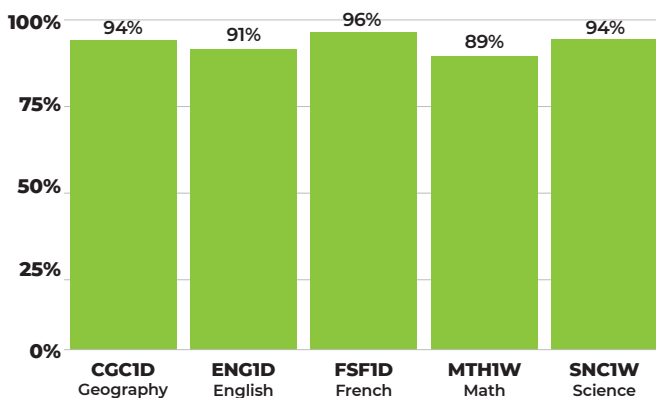
- Increased staff use of the Destreaming Professional Learning Environment (PLE) by 300%
- Increased the number of students graduated with Specialist High Skills Major Red Seal by 27%
- Exceeded Ministry expectations for Ontario Youth Apprenticeship Program (OYAP) participation with 363 students enrolled, 38 higher (10.5%) than the target number
- Enhanced pathway opportunities through skilled trades and technology programs:
  - 1,245 Grade 8 students participated in the Mobile Trades Unit
  - 700 intermediate students attended EPIC Jobs skilled trades event
  - Seven schools participated in Skills Ontario competitions
  - 270 students participated in Summer Skills Camps (welding, construction, hospitality)



**87%** of re-engaged students graduated or continue engagement

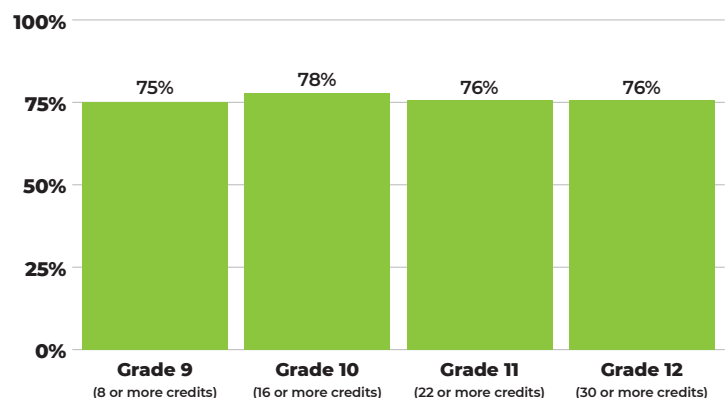
#### Grade 9 Destreamed Courses 2022-23

Percentage of Students Achieving Credit



#### 2022-23 Credit Accumulation

Percentage of Students on Track to Graduate



# Well-Being

**Priority:** We build a culture of **well-being** to support the cognitive, social, emotional and physical needs of each learner.

## GOAL MENTAL HEALTH AND WELL-BEING

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

### STRATEGIES IN ACTION

- Embed Child and Youth Workers (CYWs) and Social Workers (SWs) more closely in the classroom and attend in-school team meetings in order to build the capacity of educators to provide identify-affirming and evidence-based knowledge and support to enhance student well-being and belonging
- Develop a robust interactive online presence for Mental Health and Well-Being in Grand Erie
- Continue to grow professional learning in Self-Reg Schools for administrators, school staff, and support staff
- Support school administrators to develop a deeper understanding of School Mental Health Ontario (SMHO) resources and website

### SUCCESS CRITERIA

- CYWs and SWs will attend regularly scheduled in-school meetings and co-lead mental health learning in classrooms
- Classroom educators will demonstrate that their capacity to lead mental health learning in their classroom has increased
- Grand Erie Mental Health web content will be reviewed and improved
- Grand Erie Mental Health and Wellness social media presence will be increased
- Usage tracking will show an increased use of the Mental Health website and PLE by staff and students
- The number of schools trained in Self-Reg will increase
- Staff members' capacity to understand and implement Self-Reg strategies in their schools will increase
- School administrators will complete the Mental Health Literacy SMHO course



“ The ‘Helping Young People Learn Self-Regulation’ program was fantastic. Students were engaged, and genuinely dedicated to learning with you! I’ve seen them using strategies you have given them in social and recess situations. ”

**Educator**



### OUTCOMES

### MENTAL HEALTH AND WELL-BEING

- Introduced 120 Administrators to the Shankar Self-Reg school program resulting in an increase in the number of schools trained in self-regulation from 24 to 35 (46% increase)
- Delivered parent/caregiver workshops on Anxiety and the Transition Back to School
- Launched inaugural Mental Health Instagram account at the Wellness OutLoud Event
- Tripled Mental Health web page visits following redevelopment and refinement
- Increased the number of Administrators actively engaged in the SMHO Mental Health literacy course from 10 to 50

“ Having the recess program at our school this year has greatly benefitted the students by providing leadership opportunities for older students and by giving younger students the opportunity to practice being a good sport and learning problem solving skills. ”

Educator

Child and Youth Workers supported:

242 91

elementary team meetings

secondary team meetings

154

intermediate students trained through self-regulation and conflict resolution recess program



Social Workers supported:

176 171

elementary team meetings

secondary team meetings

# Belonging

**Priority:** We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

## GOAL SAFE AND INCLUSIVE SCHOOLS

Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

### STRATEGIES IN ACTION

- Continue to gather and share the voices of students and staff with lived experience in equity-deserving groups to support effective decision making
  - Finalize and communicate the learnings from the Grand Erie Equity Action Plan with all stakeholders
  - Conduct a proactive, external, evidence-based review of the police programs in Grand Erie schools, through a human rights and equity lens, using focus groups, surveys and interviews
- Continue to share equity and inclusion focused resources with Grand Erie staff to support equitable learning opportunities for every student
  - Create a Trauma-Informed Classroom Support Team to assist school staff with understanding the impact of traumatic events on students
  - Create an Alternatives to Suspension resource for school staff to reduce lost instructional time for at-risk students
  - Implement the Anti-Sex Trafficking protocol, including training for all staff, to identify and support vulnerable students

### SUCCESS CRITERIA

- Through professional development, all staff will be familiar with the Equity Action Plan areas of focus and how it supports their learning
- The School Resource Officer Program review report will include an analysis of information gathered from all sources by identifying perspectives, the critical issues, and an analysis of the impact of these programs, with a focus on the impact on students, staff, and community members from equity-deserving groups. Recommendations will ensure equity of outcomes for all students and educational tools and alternative practices will be provided to support equity
- All incidents involving the Trauma-Informed Classroom Support Team will be tracked and staff will apply a trauma-informed lens to traumatic incidences
- Staff will receive the Alternatives to Suspension resource and implement a range of strategies as alternatives to suspension.
- All staff will receive training in the Anti-Sex Trafficking protocol and recognize and apply protocol direction with support

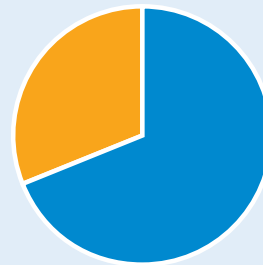




### OUTCOMES SAFE AND INCLUSIVE SCHOOLS

- Delivered the Police in Schools Program Review to stakeholders and Board, grounded in results from 6,400 surveys (community, staff, students) and individual surveys and focus groups with police representatives, staff and student groups
- Enhanced employee training regarding equity issues through the presentation of the Inclusive Language guide to 172 staff from all support and central services departments
- Supported the school-level implementation of the Anti-Racism videos as a staff professional development tool by providing training and resources to all Administrators
- Delivered additional Trauma-Informed Classroom Support Team (TICST) training to 142 staff
- Facilitated presentations and workshops on building community through anti-racist, anti-oppressive, and restorative practices in support of the Equity Action Plan in 11 schools reaching 900 students

#### Delivered TICST supports to:



**69%**  
of all Grand Erie schools

**43%**

of secondary schools

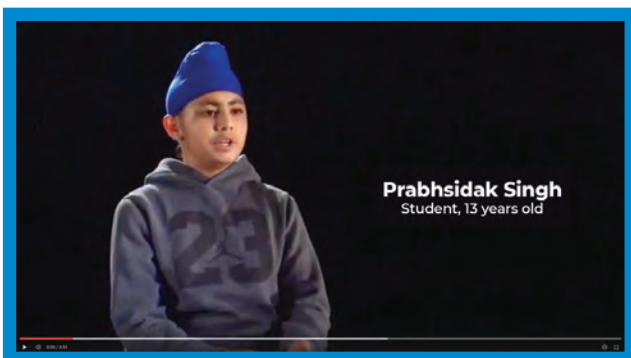
**76%**

of elementary schools

**>3,000**

total students

### The Anti-RACISM Project



“Wow! The visit from Garth was so impactful! I am completely blown away by how the kids opened up and what they took away from the circles. The teacher of the Grade 7 class he worked with said that after he left, the kids were the nicest to each other she'd seen all year! ”

Educator



# Belonging

**Priority:** We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

## GOAL INDIGENOUS EDUCATION

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

### STRATEGIES IN ACTION

- Continue professional development to address, adopt and act on the Truth and Reconciliation Commission's Calls to Action
- Promote and participate in reconciliation and engagement opportunities through authentic learning with Indigenous peoples, communities, and perspectives
- Facilitate learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all students
- Increase classroom content that presents Indigenous experiences and identities to allow all students to see themselves reflected in their curriculum materials
- Design and implement a tool to track key indicators for each cohort and use the data to help individual students successfully reach their chosen post-secondary destination

### SUCCESS CRITERIA

- Educator participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training will increase
- Opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms will increase
- Additional Indigenous resources within schools across Grand Erie will build student (and staff) capacity for intercultural understanding, empathy, and mutual respect
- Increase Indigenous language and curriculum offerings across the district
- Students make a successful transition to their post-secondary destination, resulting in increased 4- and 5-year graduation rates (Ontario Secondary School Diploma, Ontario Secondary School Certificate and Ontario Secondary School Certificate of Accomplishment) and a decrease in number of early leavers





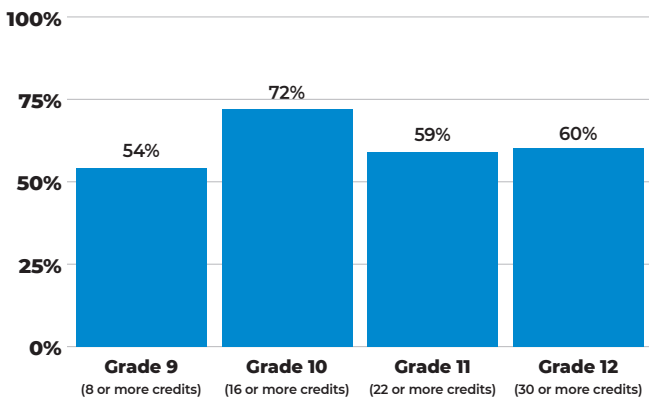
### OUTCOMES INDIGENOUS EDUCATION

- Enhanced Indigenous knowledge and understanding, bringing 96 educators through FNMI Additional Qualifications programs and 160 educators and system staff through Cultural Competency training
- Supported awareness of Indigenous ways of knowing for more than 500 employees, students and community members through a land-based learning Speaker Series
- Increased student engagement in the Indigenous Student Hub by 17% since mid-year 2022-23
- Increased Indigenous language program offerings by 100% and Indigenous course selections by 41% from 2021-22, and established Grand Erie's first Indigenous language eLearning classes (Cayuga, Mohawk, Ojibwe)



### 2022-23 Credit Accumulation

Percentage of Indigenous Students on Track to Graduate in Four Years





## Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

### GOAL BUSINESS SERVICES

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

#### STRATEGIES IN ACTION

- Convert paper-based and email-based processes into system-based processes
- Map out financial software implementation plan
- Collect customer service experiences and develop a satisfaction index

#### SUCCESS CRITERIA

- New applications are in place to better support the system and system processes
- Implement first phase of digital forms for data collection
- Significant reduction in volume of printing and photocopying
- Collect customer service experiences and develop a satisfaction index
- Positive customer service experiences for system will increase

### OUTCOMES BUSINESS SERVICES

- Saved time, paper and expenses through strong adoption of mileage application
- Increased productivity and reduced resource consumption through using electronic signatures in DocuSign, resulting in a 739% increase in usage from 2020-21 to 2022-23
- Reduced photocopying from 33.6 million copies in 2018-19 to 23.9 million copies in 2022-23.
- Launched SchoolCash Online Forms module in August 2023 to streamline parent/caregiver required forms process, with 60 schools participating in this pilot effort

**94%** of claims processed through mileage app

#### Printing reduction saved



**804** trees per year since 2018-19



### GOAL COMMUNICATIONS

Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

#### STRATEGIES IN ACTION

- Drive stakeholder engagement in the vision and mission and consistently connect communications to the vision and mission
- Enhance data-driven decision making through the continued implementation of data gathering and analysis
- Support the effectiveness of communication with all communities

#### SUCCESS CRITERIA

- Schools, departments and communities show they embrace and understand our vision and mission through displays of the brand and positive feedback
- Increased engagement with key audiences on key channels
- Communications channels are effective, simple, focused and understood

### OUTCOMES COMMUNICATIONS

- Embedded vision and mission across the district through promotional materials in use in schools, social media channels, templates for staff use, website
- Supported staff engagement in important initiatives, learning and organizational strategy through the relaunch of employee newsletter with a 60% average interaction rate
- Launched a student journalism initiative to build channel engagement and amplify student voice through four website and social media-based stories
- Supported profile and reputation in communities through media management, placing 60 positive media stories, sharing 100+ messages with school communities and posting and sharing more than 50 positive stories online
- Grew relevance of all social media channels, including an engagement increase on Instagram of more than 5,000%

**56** videos produced, edited  
**676** social posts  
**312** school-focused projects



# Support Services

Connected to all priorities: **Learning**, **Well-Being** and **Belonging**.

## GOAL FACILITY SERVICES

Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

### STRATEGIES IN ACTION

- Review two completed projects from 2021-22 and determine which components should be prioritized and transformed into a standardized menu for schools
- Develop an environmental sustainability framework

### SUCCESS CRITERIA

- One major school renovation and one minor school renovation will be completed by the fall of 2023 based on the standards established
- Environmental standards will be established through development of policy and goals

## OUTCOMES FACILITY SERVICES

- Supported a sense of belonging and well-being through 110 Pride of Place projects and 50 construction/renovation projects. Highlights included:
  - Completion of Brier Park Phase 1 of the open concept enclosure
  - Gym renovation and tennis courts at Pauline Johnson CVI
  - Gym refresh at Waterford District High School
  - Classroom upgrades at Dufferin
- Enhanced environmental sustainability across the district through programs and initiatives that certified eight schools as ECO Schools (one Platinum level, five Gold, one Silver, one Bronze)

### Brier Park Public School



BEFORE

AFTER



École Dufferin



### GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

#### STRATEGIES IN ACTION

- Review and enhance recruitment practices to reflect the importance of lived experiences and enable the hiring of Indigenous staff as well as staff representative of diverse communities
- Provide professional learning to those who hire staff so that the hiring processes are fair, equitable and inclusive.
- Initiate implementation of the HR Workflow Optimization Priorities

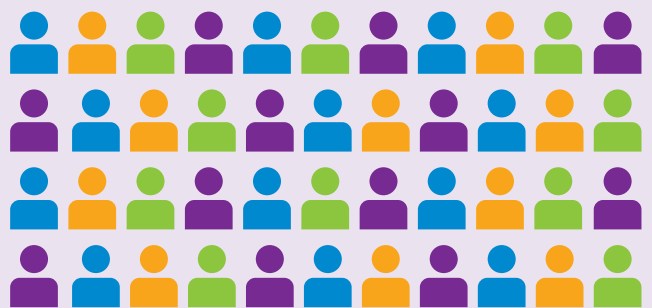
#### SUCCESS CRITERIA

- Equitable and inclusive practices will be embedded throughout the hiring and onboarding process
- All hiring managers will be trained in fair, equitable and inclusive hiring practices
- A demographic questionnaire at the point of hire will be implemented

### OUTCOMES HUMAN RESOURCES

- Achieved the lowest elementary teacher unfilled rate in five years through innovative and creative programs for hiring
- Improved staffing efficiencies by launching an application to simplify and streamline the job selection process for Educational Assistants
- Improved workload for HR staff through technology enhancements to the absence reporting system

**832** employees hired in 2022-23



## Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

### GOAL INFORMATION TECHNOLOGY SERVICES

Embed technology opportunities for staff and students through professional learning and enhanced technology tools.

#### STRATEGIES IN ACTION

- Provide technology modernization tools such as Compass for Success, online registration and verification and cybersecurity processes that will optimize administrative functions and effective instruction
- Provide technology resources and embedded PD to educators that will optimize effective educator/student interaction, engagement, pedagogy and differentiation

#### SUCCESS CRITERIA

- Implementation and training for Compass for Success, online registration and verification will be completed and cybersecurity processes will be further enhanced
- Educators will use technology resources and implement instruction strategies that support student learning styles



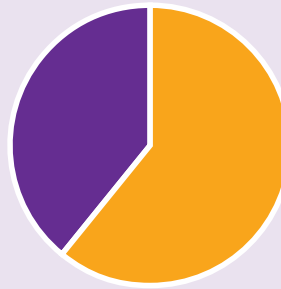




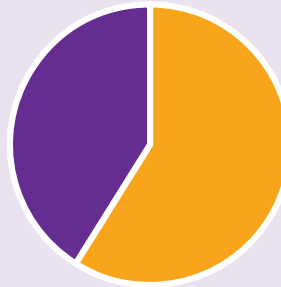
### OUTCOMES

### INFORMATION TECHNOLOGY SERVICES

- Fully implemented an online registration process for families of students in K-8 resulting in 1612 online registrations in 2022-23
- Reduced user clicks on phishing scams from 18% to 4% as a result of information and training campaign
- Reduced the number of unwanted emails entering mailboxes by 54% through implementation of a new email gateway
- Increased educator usage of 3D printers, coding kits and other tech resources through full day of training for Technology educators



**39%**  
increase in  
Technology and  
Innovation PLE  
registrants



**41%**  
increase in  
Digital Coding  
Binder PLE  
registrants

**2**



coding kits provided to each school

## Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

### GOAL LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

#### STRATEGIES IN ACTION

- Implement differentiated, job-embedded coaching supports and system professional development for new and aspiring leaders in Grand Erie
- Implement differentiated, job-embedded coaching supports and system professional development for current Grand Erie leaders

#### SUCCESS CRITERIA

- New and future leaders will gain the knowledge and skills that will enable them to pursue leadership opportunities with confidence
- Current leaders will create the conditions to support the successful implementation of the strategic goals in the areas of learning, well-being, belonging in departments and schools across the district



Job-embedded learning with Shelley Moore to support current leaders in establishing strategic goals around Belonging.





### OUTCOMES LEADERSHIP

- Supported learning growth and instructional practice for 319 educators through Additional Qualification courses including reading, math, special education, First Nations, Métis and Inuit Peoples, and French
- Enhanced system effectiveness by delivering Instructional Coaching Institute programming to 88 educators and support staff
- Supported integration and skill development for 152 new elementary and secondary teachers through learning and mentorship sessions as part of the New Teacher Induction Program
- Enhanced the leadership skills of 51 employees through the LeadGEDSB program

“ Attending Lead helped me grow professionally and personally. We challenged our own thinking about ourselves as leaders (and) I feel more confident in my opportunities as a leader. ”

LeadGEDSB Participant



# 145

participants in Summer Learning Institute for employees



# 21

new Administrators participated in mentorship program



## Grand Erie District School Board

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# Annual Learning and Operating Plan 2023-24

October 2023



## A message from the Director of Education and the Chair of the Board of Directors



**JoAnna Roberto, Ph.D.**

**Director of Education,  
Secretary of the Board**



**Susan Gibson**

**Chair,  
Grand Erie District  
School Board**

As we move into the 2023-24 school year, we find ourselves approaching the half-way point of our multi-year strategic plan. By now, we know our vision – to learn, lead and inspire – and our mission, working together to build a culture of learning, well-being and belonging to inspire each learner. We've seen these ideals in action, we understand how each of our roles contributes to furthering our collective priorities, and we know how to work together to reach even the most ambitious of goals. We have much to be proud of.

Now we turn our attention to what comes next as we renew our focus, commitment and motivation.

In the middle, we find inspiration by looking back at what we've achieved, and forward with the wisdom and experience of knowing how to overcome significant challenges. Now is the time to see what we are truly capable of, as leaders and as learners who make a tremendous difference in the lives of our students.

It is with pride and enthusiasm that we present the following pages, outlining the commitments, goals, milestones and priorities that will take us to the next level this year. The Annual Learning and Operating Plan is what keeps us on track and accountable to our mission and vision. The interconnectedness of these goals recognizes that we create the conditions that allow learners to succeed and thrive, to see themselves and be themselves, and to shape and fulfill their own goals and dreams on each of their unique paths.

Thank you to our Senior Leadership Team, our Board of Trustees, our school leaders, our system and support staff, families and school communities for being such important partners and collaborators on this journey of learning. We express our sincerest gratitude to you in helping shape these plans and showing what's possible for students and learning in Grand Erie.

Handwritten signature of JoAnna Roberto in black ink.

Handwritten signature of Susan Gibson in black ink.





## Our Vision

Learn

Lead

Inspire

## Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

## Our Collective Priorities

### Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

### Well-being

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

### Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

# Learning

**Priority:** We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

## GOAL MATHEMATICS

**Increase mathematics learning outcomes for all students.**

### STRATEGIES IN ACTION

- Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement:
  - Provide professional learning for educators to support drawing explicit connections to engage in the curriculum and use proven instructional and assessment practices (high-impact instructional practices)
- Engage in ongoing learning to strengthen mathematics content knowledge for teaching:
  - Provide classroom embedded coaching support in schools to support the development of a comprehensive understanding and precise implementation of the mathematics curriculum
  - Engage educators in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning
- Know the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive:
  - Provide professional development and student task moderation to support educators understanding of the mathematics strengths, needs and interests of all students to inform their instructional decisions and support student inclusion and engagement

### SUCCESS CRITERIA

- The percentage of students achieving the provincial math standard on 2023-24 EQAO will improve by 5% for Grade 3, 4% for Grade 6 and 6% for Grade 9
- Grade 3, 6 and 9 students achieving level 3 and 4 in math, as indicated on report card data, will increase by 2% from the previous year
- Coaching support will regularly occur in 100% of all Grade 3, 6 and 9 classrooms to deepen knowledge of mathematics curriculum, instructional starting points, and interventions
- 100% of educators will be engaged in mathematics professional learning, focused on math content development, assessment and high-impact instructional practices, including the use of the Math Long Range Plan and engaging in student task moderation
- Student confidence Grades 1-9, as indicated by math survey, will improve by 5%





## GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on Grades 1-3).

### STRATEGIES IN ACTION

- Continue to provide professional learning and classroom embedded coaching support for the Early Literacy Assessment Tool (ELAT) for Grade K-2 educators to support the implementation of the ELAT to build teachers' understanding of systematic and explicit instruction of phonemic and phonological awareness
- Provide classroom-embedded literacy coaching in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments
- Provide professional learning pertaining to the effective use of the Benchmark Assessment System (BAS) to identify student instructional and independent reading levels in Grade 7, 8, and 9 in order to support responsive instruction

### SUCCESS CRITERIA

- 100% of educators who are new to K-1 and Grade 2 educators will receive professional learning using the ELAT to support the delivery of responsive instruction resulting in improved reading skills of all students
- 100% of elementary schools will receive support from literacy coaches
- 100% of students receiving reading resource intervention support will increase by one or more BAS levels
- 100% of grade 7, 8 classroom teachers and grade 9 English teachers will receive professional learning for BAS





## Learning

**Priority:** We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

### GOAL GRADUATION

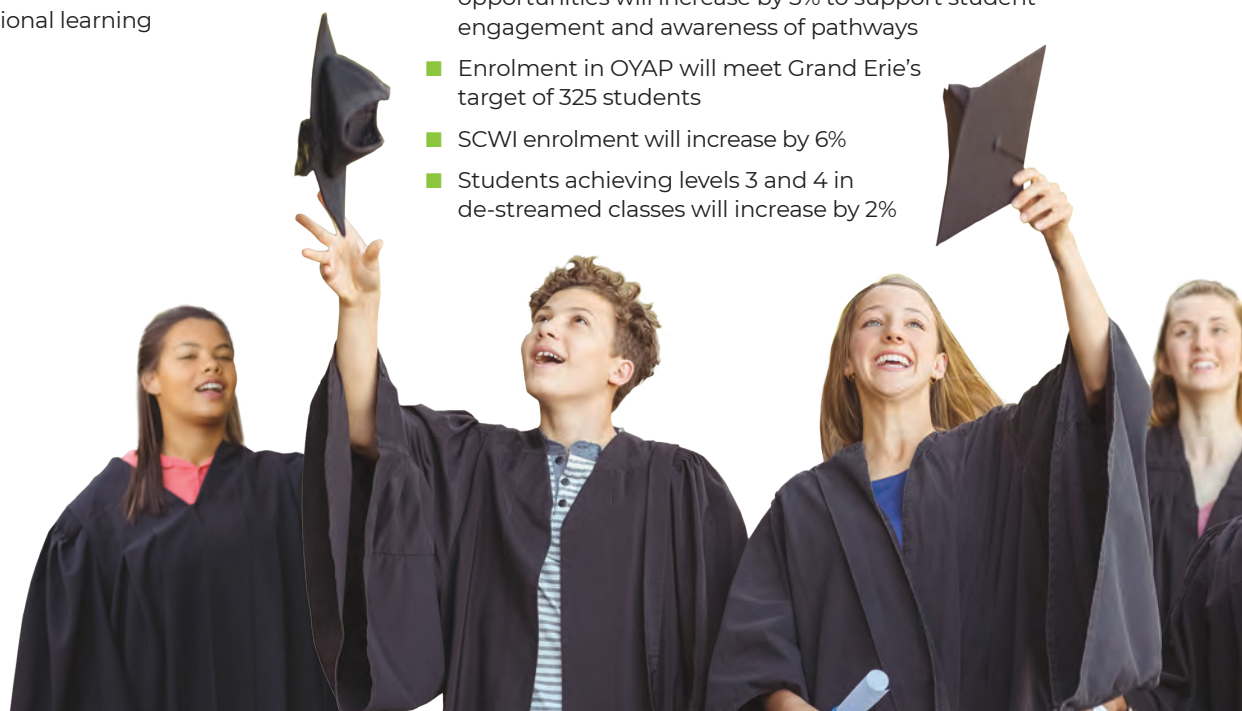
**Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).**

#### STRATEGIES IN ACTION

- Provide professional learning opportunities to educators to support the implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), School College Work Initiative (SCWI) and experiential learning, including students from equity-deserving groups, through promotion and experiential learning opportunities
- Provide support for educators of de-streamed courses in assessment for learning and responsive instruction through job embedded instructional coaching and professional learning

#### SUCCESS CRITERIA

- The overall number of students earning either their Ontario Secondary School Diploma, Ontario Secondary School Certificate or Certificate of Accomplishment will increase by 3%
- Credit accumulation will increase by 3% across Grades 9-12
- Experiential learning opportunities by educators will increase by 20% from 2022-23
- There will be a 5% increase in the usage of experiential learning kits by elementary classes
- SHSM Completion rate will increase by 12% from 2022-2023
- Elementary school participation in experiential learning opportunities will increase by 5% to support student engagement and awareness of pathways
- Enrolment in OYAP will meet Grand Erie's target of 325 students
- SCWI enrolment will increase by 6%
- Students achieving levels 3 and 4 in de-streamed classes will increase by 2%





## GOAL SPECIALIZED SERVICES

**Increase the knowledge and skills of staff to better support learners with special education needs in an inclusive classroom.**

### STRATEGIES IN ACTION

- Provide resources to support educators in their understanding and use of Tiered Interventions
- Deliver professional development and provide classroom-embedded coaching in schools to support educators in their understanding and implementation of Tiered Interventions, Universal Design for Learning, and Differentiated and Responsive Instruction and Assessment
- Pilot new Individual Education Plan (IEP) software
- Students in secondary vocational programs will enroll in at least one credit bearing course (student voice and choice)
- Implement Skillbuilding programs in three elementary schools
- Expand the Project SEARCH program

### SUCCESS CRITERIA

- 100% of Learning Resource Teachers will participate in monthly learning sessions and share the learning back at their schools
- Classroom educators will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment to support the development of effective IEPs
- IEPs (accommodated/modified) will be reviewed
- 100% of classroom teachers who currently teach students enrolled in secondary vocational programs will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment
- The number of credits earned by students in vocational programs will increase from 135 to 200
- 100% of classroom educators who teach students in Skillbuilding programs will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment
- Students enrolled in Skillbuilding programs will increase their time in the general education classroom to two or more instructional blocks by the end of the school year
- 75% of students graduating from Project SEARCH programs will achieve gainful employment
- Open Project SEARCH Haldimand site



# Well-Being

**Priority:** We build a culture of **well-being** to support the cognitive, social, emotional and physical needs of each learner.

## GOAL SCHOOL CULTURE AND WELL-BEING

**Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being. Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.**

### STRATEGIES IN ACTION

- Engage in a learning pilot with schools, focused on trauma-informed practices, the impact of poverty on student availability for learning, and an understanding of alternatives to suspension
- Provide school-based learning opportunities for staff and students in elementary schools, focused on the implementation Social-Emotional Learning (SEL) strategies in classrooms
- Provide learning opportunities for staff and students related to equity, inclusion, the role of the bystander, and the building of community
- School Culture and Well-Being Champions will facilitate year-round student-led initiatives supporting equity, inclusion, mental health and well-being
- Conduct a School Climate Survey to support schools in creating a stronger sense of belonging, specifically in the areas of engagement, environment, safety, and well-being
- Analyze attendance data across the district to develop school specific attendance strategies

### SUCCESS CRITERIA

- Staff participating in the pilot will gain an increased understanding of trauma and its effects on student availability for learning and associated behaviour
- Staff and students will share their experiences related to social-emotional skills learning in their classrooms and schools through videos, surveys, reflections, and testimonials
- Staff and students will have more knowledge to respond appropriately during situations involving discrimination
- 100% of schools will showcase their learning throughout the year through school-based and district-wide events and channels
- School Climate Survey data from 100% of schools will inform individual school supports and board initiatives
- Overall student attendance will improve by 2%





## Belonging

**Priority:** We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

### GOAL INDIGENOUS EDUCATION

**Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.**

#### STRATEGIES IN ACTION

- Deliver professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action
- Promote and participate in reconciliation community engagement opportunities through authentic learning with Indigenous peoples, communities, and perspectives
- Facilitate learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives to build student (and staff) capacity for intercultural understanding, empathy, and mutual respect
- Increase classroom content that presents Indigenous experiences and identities to allow all students to see themselves reflected in their curriculum materials, including land-based learning
- Collaborate with school teams and system supports (Indigenous Education, Specialized Services, Program, Safe Schools) to ensure all resources are used to support student success

#### SUCCESS CRITERIA

- All schools and departments will participate in First Nations, Métis and Inuit Additional Qualification courses, reconciliation events and/or cultural competency training
- Learning opportunities to support community engagement will increase from six to eight sessions
- Opportunities for staff and students to learn through experiences and perspectives in a variety of communication and learning platforms will result in a participation rate of at least 50% of schools
- Indigenous language and curriculum offerings across the district will increase by 10% from 152 course selections to 168
- Land-based learning opportunities will be provided to schools across Grand Erie
- Credit accumulation for Grade 9 Indigenous students will increase by 6% (from 54% to 60%), Grade 10 Indigenous students will increase credit accumulation from their previous year by 5% (from 54% to 59%)



## Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

### GOAL BUSINESS SERVICES

Enhance business proficiency in Grand Erie.

#### STRATEGIES IN ACTION

- Convert paper-based processes into digital formats
- Launch the new Enterprise Finance System

#### SUCCESS CRITERIA

- 40% of schools will use Key-based online forms
- Printing will be reduced by 25% from previous year
- Complete all 5 phases of product development on time:
  1. Initiation: October 2023
  2. Mapping: October to November 2023
  3. Solution definition: December 2023 to March 2024
  4. Training and testing: May to August 2024
  5. Go live: September 2024

### GOAL COMMUNICATIONS

Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

#### STRATEGIES IN ACTION

- Support system growth through robust Kindergarten and Transitions campaigns
- Support community awareness and engagement in learning, well-being and belonging at Grand Erie Schools
- Support the effectiveness and accessibility of communication with all communities

#### SUCCESS CRITERIA

- Multi-channel, system-wide and school specific campaigns will be evident across Grand Erie
- Engagement across all social media channels will increase by 5% compared to 2022-23
- 12 student journalism pieces will be published on the website
- 10 specific good news stories will be pitched to local and regional media
- A new website in the 2023-24 school year
- The number of translated information pieces will increase by 20% over 2022-23





## GOAL FACILITY SERVICES

Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

### STRATEGIES IN ACTION

- Develop and establish baseline Customer Service Key Performance Indicator (KPI) data for maintenance work orders
- Complete modernization renovations to a select number of schools

### SUCCESS CRITERIA

- Report monthly KPI data to better understand our progress toward better Customer Service and reduce the duration of days for work orders
  - KPI definition: October 2023
  - Reporting commences: November 2023
  - Establish improvement by June 2024
- One major school renovation and two minor school renovations will be completed by the fall of 2024



## Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

### GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and supports our diverse population.

#### STRATEGIES IN ACTION

- Provide tools and resources to support Administrators and Supervisors with efficient and effective recruitment and selection practices
- Continued professional learning to support fair, equitable and inclusive hiring practices

#### SUCCESS CRITERIA

- Workflow checklists will be established for all employee groups
- Interview questions will be updated to reflect a diversity, equity and inclusion lens
- A demographic questionnaire will be implemented at the point to hire, and a work force census rolled out
- A Professional Learning Environment will be developed for Administrators and Supervisors with training resources on equitable and effective teacher hiring practices, unconscious bias, job screen criteria and developing interview questions and workplace accommodations





## GOAL INFORMATION TECHNOLOGY

Embed technology opportunities for staff and students through professional learning and access to enhanced technology tools.

### STRATEGIES IN ACTION

- Provide technology modernization tools
- Provide technology resources and embedded professional learning to educators

### SUCCESS CRITERIA

- 100% of educators will access Compass for Success student profiles to increase data literacy and support educators' ability to be responsive to learners
- User attempts to click on phishing scams through training campaigns will be reduced by 5%
- Multifactor Authentication technology will be used by 100% of Grand Erie employees who require access to technology resources for their daily work to enhance cyber security
- Access points will be replaced at all elementary schools to enhance WiFi connectivity
- All educators will have access to learning opportunities and classroom visits by Technology for Learning and Innovation consultants to support implementation of digital tools





# Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

## GOAL LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

### STRATEGIES IN ACTION

- Promote participation in Additional Qualification (AQ) courses to increase educator knowledge and confidence in content and instructional pedagogy
- Provide professional development and mentorship opportunities to all new teachers through the New Teacher Induction Program (NTIP)
- Provide professional development opportunities covering a wide range of knowledge and skills to enable new and current leaders to manage responsibilities and be effective within their roles
- Provide mentorship opportunities to new principals and vice-principals to support leadership development
- Facilitate learning opportunities through LeadGEDSB program to encourage and support new and aspiring leaders
- Facilitate learning opportunities at monthly administrator meetings and through school visits to support school administrators in the implementation and impact of school improvement efforts

### SUCCESS CRITERIA

- 300 educators will participate in AQ courses
- 100% of teachers enrolled in NTIP will participate in a combination of mentorship and professional development sessions throughout the year based on their interests and needs
- 100% of first year contract teachers will complete the NTIP requirements
- 100% of new principals and vice-principals will participate in the mentorship program and experience an increase in knowledge and confidence in their ability to lead in their new role as indicated by reflections and testimonials
- Increase participation by 10 employees from previous year and gather participant input to further enhance and support program offerings
- 100% of school improvement plans will include a math, attendance and/or graduation goal



# Annual Learning and Operating Plan 2023-24

OCTOBER 2023







## Grand Erie District School Board

349 Erie Avenue, Brantford, Ont., N3T 5V3

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## Standard 7:

### SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

**The purpose of the standard is to provide details of the Board's specialized health support services to the ministry and the public.**

Ministry of Education Policy/Program Memorandum No. 81 – Provision of Health Support Services in School Settings provides direction about the delivery of services that go beyond educational services and are not part of normal preventative health programs already provided by boards of health to school children.

Policy/Program Memorandum No. 161 – Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy) in Schools must have policies and procedures in place to support students with prevalent medical conditions. For students to fully participate in the learning environment and achieve success, the Grand Erie District School Board, the Home and Community Care Support Services of Hamilton, Niagara, Haldimand, Brant (HNHB), and the Lansdowne Children's Centre who manages the School Based Rehabilitation Services (SBRS) program share responsibility for these specialized health support services.

Further information regarding specialized health support services in Grand Erie can be found in the following documents:

- Board Policy SO8 – Community Partnerships [Link to doc](#)
- Board Policy SO28 – Student Concussion and Head Injury [Link to doc](#)
- Board Policy SO30 – Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools [Link to doc](#)
- Board Procedure SO108 – Community Service Providers and Schools Working Together [Link to doc](#)

#### Key abbreviations:

**HCCSS - HNHB** Home and Community Care Support Services of Hamilton, Niagara, Haldimand, Brant **LCC** – Lansdowne Children's Centre

**PT** – Physiotherapist

**OT** – Occupational Therapist

**PSL** – Preschool Speech and Language

**RN** – Registered Nurse

**SBRS** – School Based Rehabilitation Services

**SLP** – Speech and Language Pathologist

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Occupational Therapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Occupational Therapy (OT) assessment indicating if OT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS SBRS OT indicates when occupational therapy services are no longer required	Discussion with SBRS Manager.

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Physiotherapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Physiotherapy (PT) assessment indicating if PT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS. SBRS PT indicates when physiotherapy services are no longer required	Discussion with SBRS Manager
Speech & Language Therapy	SBRS program managed through LCC- Brant Haldimand Norfolk Preschool Speech and Language (BHNPSL)	Meets criteria for assessment established by SBRS Speech-Language Pathologist (SLP) assessment indicating if SBRS Speech services are required	SBRS clinician based upon established criteria SLP based on assessment results PSL clinician based upon established criteria	Criteria determined by SBRS SBRS SLP indicates when intervention no longer required Transfer from PSL based on age and need	Discussion with SBRS Manager School Team meeting with parent/guardian and student if appropriate or required by legislation and SLP report
Nursing	HCCSS - HNHB	Medical assessment indicating that nursing must be provided during school hours	HCCSS - HNHB HNHB Care Coordinator	Medical assessment indicating nursing no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request case conference with HCCSS - HNHB Care Coordinator
Administering of prescribed medications	Oral medication by school staff, G-tube and Intra-muscular medications by HCCSS - HNHB /Student (if appropriate) Note school staff are not authorized to administer injections; therefore, requests made in relationship to school staff administering injections shall be denied	Medical Statement OR Authorization of parent/guardian for medication to be administered at school except for administration of medicinal cannabis, which requires a Medical Statement	School Principal HCCSS - HNHB Care Coordinator	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours OR Student has learned to administer medications independently	School or parent/guardian can request a case conference with HCCSS - HNHB Care Coordinator
Toileting	School staff - Medical Referral training available from OT/RN	Physician, Nurse	Once school staff training is complete service may be discharged or placed on hold for future requests	Not applicable	

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Assistance with Catheterization	Student Board Staff (i.e., volunteer Educational Assistants after training by HCCSS - HNHB)	Medical assessment indicating that catheterization must be done during school hours.	HCCSS - HNHB Care Coordinator	Medical recommendation indicating catheterization no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN/HNHB Care Coordinator
Suctioning	HCCSS - HNHB	Medical Referral	HCCSS - HNHB Care Coordinator	Recommendation indicating that suctioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with HCCSS - HNHB Care Coordinator
Lifting and positioning	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	Assessment by health professional indicating that lifting and positioning must be done during school hours	SBRRs Manager	Recommendation indicating that lifting and positioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with SBRS Manager
Assistance with mobility	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	O T/PT Medical Referral	Medical Referral	Recommendation indicating that assistance with mobility no longer required during school hours OR Parent/guardian and student assume responsibility	School or parent/guardian can request a case conference with SBRS Manager
Feeding	Oral - school staff G-tube - HCCSS - HNHB	Medical Referral	Physician, Nurse	HCCSS - HNHB: Parent directives based on physician orders	School or parent/guardian can request a case conference with HCCSS - HNHB Care Coordinator