



Policy and Program Committee Meeting

Monday, January 15, 2024

6:30 p.m.

Education Centre Boardroom

AGENDA

A - 1 **Opening Call to Order**

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

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

B - 1 **Approval of the Agenda**

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

C - 1 **Approval of the Minutes**

- * "THAT the Minutes of the Policy and Program Committee, dated October 14, 2023, be approved."

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

E - 1 **New Business - Program**

- * (a) Grand Erie Learning Alternatives (GELA) 2022-23 Annual Report (K. Graham) (I)
- * (b) Remote Learning Report (K. Graham, L. Thompson) (I)
- * (c) Specialized Services - Programs and Services Report (L. Thompson) (I)
- * (d) Waterford Public School – Grade 7 and 8 Relocation (R. Vanerbroeck) (I)
- * (e) Elgin Avenue Public School and West Lynn Public School Temporary Transition (R. Vanerbroeck) (I)
- * (f) Safe and Inclusive Schools Report 2022-23 – Suspension, Expulsions and Exclusions (P. Ashe) (I)
- (g) [Mental Health Strategy](#) Update (P. Ashe) (I)
- (h) [Equity Action Plan](#) Update (P. Ashe) (I)
- * (i) Health and Safety Annual Report 2022-23 (J. Tozer) (I)

F - 1 **New Business – Policy - Nil**

G - 1 **Adjournment**

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

H - 1 **Next Meeting Date:** March 4, 2024



Policy and Program Committee

Monday, October 16, 2023

Education Centre Boardroom

MINUTES

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

Administration: Director: J. Roberto, Superintendents: P. Ashe, K. Graham, L. Munro, D. Smouter, L. Thompson, J. Tozer, R. Vankerbroek, J. White, R. Wyszynski, Recording Secretary: K. Ireland-Aitken

A - 1 **Opening**

(a) **Roll Call**

Roll call was completed.

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

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

Chair S. Gibson called the meeting to order at 7:30 p.m. and read the Land Acknowledgment Statement.

B - 1 **Approval of the Agenda**

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

(a) **May 8, 2023**

Presented as printed.

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Minutes of the Policy and Program Committee meeting dated May 8, 2023, be approved.

Carried

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

E - 1 **New Business - Program**

(a) **Student Census Survey Executive Summary 2022-23**

Presented as printed.

A focus of the Census Survey, moving forward, will include a voluntary participation plan and review of questions to ensure local community is reflected within the survey.

(b) **Reading Intervention – Systematic and Evidence Based Reading Program**

Presented as printed.

(c) **Grand Erie Math Achievement Action Plan (GEMAAP)**

Presented as printed.



Policy and Program Committee

Monday, October 16, 2023

Education Centre Boardroom

MINUTES

In response to a question, it was noted that data gathered for each student is done through diagnostic, formative and summative assessments. This provides students with multiple experiences and strategies to learning.

- (d) **Curriculum Updates**
Presented as printed.
- (e) **Education, Quality and Accountability Office (EQAO) Results 2022-23**
Presented as printed.
- (f) **Mississaugas of the Credit First Nation Education Services Agreement Progress Report 2023-24**
Presented as printed.
- (g) **Six Nations of the Grand River Education Services Agreement Progress Report 2023-24**
Presented as printed.
In response to a question, it was noted that the board continues to build on student transition by focusing on successful strategies to meet student needs and to provide opportunities to enhance learning experiences.
- (h) **Student Transition Update**
Presented as printed.
- (i) **Student Dress Code**
Presented as printed.
- F - 1 **New Business - Policy** - Nil
- G - 1 **Adjournment**
Moved by: B. Doyle
Seconded by: C. VanEvery-Albert
THAT the Policy and Program meeting be adjourned at 9:05 p.m.
Carried
- H - 1 **Next Meeting Date:** January 15, 2024



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Grand Erie Learning Alternatives (GELA) 2022-23 Annual Report**
DATE: January 15, 2024

Background

This annual report includes an update on programs occurring in 2022-23 for students under 21 years of age and over 21 years of age through Grand Erie Learning Alternatives (GELA). The Grand Erie District School Board continues to implement Ministry of Education initiatives to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

Ministry of Education Programs (for Students Under 21 Years of Age)

GELA supported many students through engaging learning opportunities. This included partnerships with post-secondary institutions, engaging learners within the community and developing programs to meet the needs of students. The Rawdon Street campus continued to support students academically, socially and emotionally, and contributed to the success seen last year. Dual credit programs, School Within a College, Continuing Education, and Passion Courses contributed to engaging students as they progressed toward their high school graduation. Heritage Language focused on language development and engaged individuals throughout the community in the areas of Arabic, Hindi, Mandarin, Polish, Punjabi and Urdu. Last year, participation rates in language programs doubled.

	GELA Day School Program (Rawdon Campus)	Dual Credit	School Within a College	Continuing Education	Passion Courses	Heritage Languages Elementary Program
Enrollment	55	35	11	90	116	314
Success Rate	43%	100%	93%	100%	100%	N/A

Ministry of Education Programs (for Students Over 21 Years of Age)

Adult Education included full or part-time program for adults to complete their OSSD. The campus at Tollgate Technical Skills Centre in Brantford offered four 9-week sessions per year. Students achieved credits through classroom instruction, eLearning using the Ministry of Education’s Virtual Learning platform, and Adult Cooperative Education (Co-op) with an opportunity for adult students to earn Co-op credits at their place of employment. The Personal Support Worker Program ran in Brantford at John Noble Home both semesters. Thirty students successfully graduated from the program. Secondary school credits were also obtained. GELA continued to offer an Adult Dual Credit program in partnership with Conestoga College in Brantford and Fanshawe College in Simcoe.

	Adult Day School Tollgate Campus	e-Learning	Adult Co-op	Personal Support Worker Certificate (PSW)	Adult Dual Credit	Independent Study	Mature Prior Learning Assessment and Recognition	Family Literacy Program	After School Help
Enrollment	117	645	31	35	33	395	Grade 9/10 - 1229 Grade 11/12 - 221	11	Literacy/Numeracy for Current Students (under 21) 1155 (over 21) 91
Success Rate	77%	39%	55%	86%	81%	32%	N/A	N/A	N/A

Other Ministry Offerings

Other Ministry offerings included language supports through the Coordinated Language Assessment and Referral System, the English as a Second Language Program, Language Instruction for Newcomers to Canada and Care for Newcomer Children for eligible adult (18+) newcomers, along with employment and literacy supports through CareerLink and Bridges to Success.

	Ministry of Labour, Immigration, Training and Skills Development	Ministry of Immigration, Refugees and Citizenship Canada	Ministry of Labour, Immigration, Training and Skills Development	Co-Funded Ministry of Labour, Immigration, Training and Skills Development and Ministry of Immigration, Refugees and Citizenship Canada	Ministry of Labour, Immigration, Training and Skills Development
	Adult Non-Credit Language Training English as a Second Language	Language Instruction for Newcomers to Canada and Care for Newcomer Children	Bridges to Success	Coordinated Language Assessment and Referral System	CareerLink Employment Ontario Services (EOS) Canada-Ontario Job Grant (COJG)
Number of Clients	157 students (April 2022-March 2023)	68 students (April 2022-March 2023)	107 learners (April 2022-March 2023)	188 assessments (April 2022-March 2023)	<u>EOS</u> 645 assisted clients 212 unassisted clients <u>COJG</u> 15 employers 74 individuals

Summary

Grand Erie Learning Alternatives strives to meet the needs of all individuals requiring various pathways and learning modalities. In total, GELA supported 5001 credits and 116 graduates.

Next Steps

- Expand Elementary Language programs and Secondary Credit Language programs.
- Continue with Reach Ahead programs that allow elementary students to take a secondary school credit.

Grand Erie Multi-Year Plan

This report supports the Learning, Well Being and Belonging indicators of Learn Lead Inspire and the following statements: We will build a culture of learning where curiosity and opportunities are nurtured for each learner, we build a culture of well-being to support the cognitive, social emotional and physical needs of each learner, and we build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Respectfully submitted,
Kevin Graham
Superintendent of Education



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education

RE: **Remote Learning Report**

DATE: January 15, 2024

Background

During the COVID-19 pandemic, the Grand Erie District School Board's Virtual Learning Academy was created and supported more than 3200 learners in elementary and 1150 in secondary in the 2020/2021 school year. As school districts transitioned out of the pandemic, the majority of students returned to in-person learning. For some students, returning to in-person learning has not been possible for a variety of factors.

In April 2023, the Ministry of Education released direction to school districts regarding the potential implementation of continued remote learning opportunities as follows:

"Effective with the 2023-24 school year, school boards will have the option to deliver remote learning instruction for elementary and secondary students as it has proven beneficial for some students. School boards may offer remote learning instruction directly, partner with another school board to provide remote learning instruction on their behalf or work with other school boards to deliver remote learning collaboratively."

With the goal of maintaining a connection to all our learners and their families, the Grand Erie District School Board opted to continue to provide remote learning opportunities for both elementary and secondary students.

Additional Information

Elementary Remote Learning Overview

The Elementary Remote Learning Program (ERLP) was created through a tri-board consortium. School board participants are Avon Maitland District School Board (AMDSB), Grand Erie and Upper Grand District School Board (UGDSB). It offers Grades 1-8 and there are 50 students enrolled from Grand Erie.

UGDSB has taken on a coordinating role within the 3-board agreement. Grandview Public School hosts the ERLP in Grand Erie and it is located at Grandview Public School.

All students remain students at their home school boards. This allows students to continue to access wrap-around supports from their local school as needed. This is similar to secondary students accessing online learning through the Ontario eLearning Consortium. These supports would include child and youth counselors, social workers, and special education resource teachers (SERT) among others.

Participating boards have developed an attendance protocol, with the understanding that students who exhibit moderate to severe attendance issues will be removed from the remote program and assigned back to their in-person home school.

Two registration opportunities have been provided for the ERLP. Initial registrations took place as of June 15, 2023 and one additional entry point is being provided at the beginning of Term 2. Entry mid-year is dependent on space availability in classes as there will be no re-organization at that time. Students are able to return to their home schools at any point in time provided there is space available.

Primary class sizes (Grades 1 to 3) are organized to fall within the regulations outlined by the Ministry of Education. Junior classes (Grades 4 to 6) are capped at 25 and intermediate (Grades 7 and 8) classes are capped at 28.

For the 2023-2024 school year, the ERLP follows the guidelines outlined in PPM 164. During remote learning, students and parents are provided with a daily schedule or timetable that includes 300 minutes of learning opportunities, with a combination of synchronous and asynchronous learning activities. Programming is based on the full Ontario curriculum and includes opportunities for guided instruction, large-group and small-group learning, synchronous check-ins, and asynchronous independent work. Students receive 225 minutes of synchronous learning each day. Content is placed on Brightspace, which is the provincial virtual learning environment (VLE). Individual teachers choose between Google or Microsoft Teams for their real time meetings with students.

Secondary Remote/e-Learning Overview

After 2020-21, Grand Erie continued to provide opportunities for asynchronous (eLearning) in addition to synchronous (remote). For 2021-22 and 2022-23, Grand Erie provided Grade 9 and 10 courses through remote learning to 30 students. Over the last few years, students have shown a preference for asynchronous learning through the eLearning model. Grand Erie is a member of the Ontario eLearning Consortium (OeLC). The OeLC is comprised of a collective of Ontario School Boards, each of which has entered into mutual agreement to open their eLearning courses to all students throughout member boards without a course fee. Currently, the Consortium supports 55 member boards (28 Public and 27 Catholic) representing students who reside in both metropolitan and rural areas throughout Ontario. In Grand Erie we offered 17 sections of eLearning in 2018-19 and currently in 2023-24 we are offering 71 sections in Grades 9-12.

Next Steps

Continue to monitor enrolment in program offerings in a remote learning setting to support student success.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham, Superintendent of Education
Liana Thompson, Superintendent of Education



Grand Erie District School Board

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

FROM: Liana Thompson, Superintendent of Education

RE: **Specialized Services – Programs and Services**

DATE: January 15, 2024

Background

Grand Erie is committed to fostering success and independence for each student by addressing barriers to learning. This report outlines professional roles supporting student learning, Special Education Class Placements and a range of pathways, programs, professional learning and services to support students with special education needs.

Grand Erie promotes and embeds human rights, anti-discrimination, inclusive design, Universal Design for Learning (UDL) and accessibility principles, approaches, and actions in all aspects of services and learning environments. Within classrooms, the use of culturally relevant, responsive and sustainable pedagogy (CRRSP) and differentiated instruction (DI), assessment, and evaluation to support students in their learning is expected.

As a district, staff recognize the talents, gifts, and abilities of each student within schools. The intersectional identities each student brings with them are celebrated and acknowledged, which validates the richness of their experiences and values and honours their whole self.

Students with special education strengths and different learning abilities are supported in inclusive classroom environments that enable them to develop to their potential. Staff emphasize the inclusion of students and provide meaningful, individualized integration opportunities for students accessing special education programs. Students' different learning abilities are served through a variety of programs, placements, and class types with most students with special education strengths and needs accessing programming through regular class placement.

Providing barrier-free, meaningful educational opportunities for students with special education needs is based on guiding principles outlined in Standard 2 of Grand Erie's [Special Education Plan](#) that are reviewed annually by the Special Education Advisory Committee (SEAC) and approved by the Board of Trustees in accordance with the [Ontario Ministry of Education Standard for School Boards' Special Education Plans \(2000\)](#).

Additional Information

Professional Roles Supporting Student Learning

Students may be supported by professionals in various roles across classroom, school and system teams. Supports include:

Classroom Support Staff

- General Education Class Teacher
- Special Education Class Teacher
- Designated Early Childhood Educator
- Educational Assistant

School Support Staff

- Learning Resource Teacher (LRT)
- Skill-Building Resource Teacher (currently in three elementary schools)

System Support Staff

- Instructional Coaches
- Teacher Consultants
- Teacher Technician for Assistive Technology
- Lead Educational Assistant for Special Education Amount (SEA) Support
- Lead Educational Assistants
- Teacher Technician for Deaf/Hard of Hearing
- Virtual T.H.R.I.V.E. (Transferable, Higher order thinking, Research, Innovation and inquiry skills, Virtual Experience) Teacher
- Program and Inclusion Coordinator
- Intensive Support Inclusion Coordinator
- Principal Leader for Specialized Services
- Psychological Services
- Speech Language Services
- Board Certified Behaviour Analysts

Special Education Class Placements and Program

Student placement in a general education classroom in the student's home school is the most enabling placement for all students. Individual student strengths and needs are considered annually when determining classroom placement. An inclusive model of special education identifies, prevents, and addresses barriers that may affect students' ability to learn and contribute to society. When more intensive support is required for a student, self-contained placement may be considered by the board and confirmed by an Identification, Placement and Review Committee (IPRC) as outlined in Regulation 181/98.

Specialized Services Overview K-12:

- Approximately 23% of students receive special education programs and services
- 16% of students have IEPs/individualized programming
- 2% of students access learning through placement in a Special Education program/class

Classroom placements and supports are provided on a continuum based upon the strengths and needs of the student that includes:

- Regular classroom with UDL, CRRSP instruction and assessment and accommodations.
- Self-contained special education classrooms, partially integrated.
- Self-contained special education classrooms fully contained.
- Wrap-around supports and services.

Access to self-contained programming will be discussed with parents/caregivers and students when it is being considered. When a self-contained placement may be appropriate, it is a consultative process which honours the voices of parents/caregivers, school staff, program support staff and the student. Integration into regular programs occurs in consultation with parents/caregivers and school staff. Exit planning from self-contained programming into regular programming is considered regularly, as outlined in Individual Education Plan (IEP) transition plans. Self-contained placements should be time-limited, always considering the student's transition and return to the general education classroom.

Several self-contained classroom programs are offered at both the elementary and secondary levels with a total of 61 classes.

Pathways and Programs

Elementary Program offerings include:

In elementary, self-contained programs for students with autism, behaviour, intellectual disability, giftedness and physical disability are provided.

Intensive Support – Behaviour – 8 students

- Support students with the development of skills related to self-regulation
- Integrate students into a general education classroom when possible, working on accommodated and/or modified curriculum in addition to the alternative curriculum goals
- Focus on skill-building in this time-limited placement to exit to general education class programming

Intensive Support – Communication (Autism) – 6 students

- Alternative programming in these classrooms is driven by individual student need with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in the credit bearing programs
- Focus on communication and social skills with support for behaviour, safety, and sensory needs
- Focus on skill-building to exit to regular class programming wherever possible to include a time limit

Intensive Support Gifted – 25 students

- Grades 5-8
- Provide differentiated learning experiences of depth and breadth beyond the regular curriculum
- Provide opportunity for collaboration, learning and leadership with peers of similar intellectual abilities
- Focus programming on critical and high order thinking skills, creativity, problem solving, research, technology, and metacognition
- Exhibit exceptionally high performance beyond grade level expectations in numerous subject areas

Intensive Support Intellectual – 10 students

- Support students with an intellectual disability that typically falls within the moderate to severe range
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living
- Derive program goals from alternative curriculum
- Focus on skill-building to exit to regular class programming wherever possible

Intensive Support – Physical – 6 students

- Drive alternative programming in these classrooms by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities
- Focus on communication, social awareness, personal care, and motor skills development
- Focus on skill-building to exit to regular class programming wherever possible to include a time limit

Secondary Program Offerings include:

In secondary, self-contained programs for students with autism, behaviour, intellectual disability, and physical disability are provided.

Intensive Support – Bridge: Autism, Behaviour, Intellectual Disability – 16 students

- Offer 4- section classes
- Support student needs in literacy, numeracy, self-regulation, social skills, learning skills, self-advocacy, and mental health, while offering maximum integration with the opportunity to work towards credit.
- Focus on skill-building to exit to credit-bearing classes wherever possible to include a time limit
- Work towards an Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of attending post-secondary programming or entering the workplace after secondary school.

Intensive Support – Communication: Autism – 6 students

- Offer 8-section classes
- Drive alternative programming in these classrooms by individual student need, with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in credit bearing programs.
- Focus on communication and social skills with support for behaviour, safety, and sensory needs, applying the principals of Applied Behaviour Analysis (ABA)
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Work towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school

Intensive Support – Intellectual Disability - 10 students

- Offer 8-section classes
- Support students with an intellectual disability that typically falls within the moderate to severe range.
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living
- Derive program goals from alternative curriculum
- Focus on skill-building to exit to credit-bearing classes wherever possible
- Work towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school

Intensive Support – Physical – 6 students

- Offer 8-section classes
- Derive alternative programming in these classrooms driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Work towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school

Intensive Support – Vocational: Autism, Intellectual Disability – 16 students

- Offer 8-section classes
- Integrate students into at least one credit-bearing course wherever possible, while also working on modified and/or alternative curriculum to gain skills in functional academics, job readiness and independent living skills
- Focus on skill-building to exit to credit-bearing classes wherever possible to include a time limit

- Work towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school

Further to regular class and special education class placements, Grand Erie offers the following special programs:

Additional Special Education Programs Offerings include:

Further to regular class and special education class placements, Grand Erie offers the following special programs:

T.H.R.I.V.E. (Transferable, Higher order thinking, Research, Innovation and inquiry skills, Virtual Experience) Elementary

- This is a virtual withdrawal experience for students in grade 5-8 who may demonstrate evidence of advanced cognitive ability to collaborate and learn with like-minded students from across the board. In consultation with the students and parents/caregivers, a student who demonstrates the need for learning with greater focus on the Deep Learning Competencies and opportunities to learn with other like-minded peers. An application may be made to the Program and Inclusion Coordinator two times throughout the school year, once at the start of each term. These students meet with the virtual class and a teacher once per week for 90 minutes to work synchronously and asynchronously to plan, investigate, research, and share their learning.

Skill-Building Program Elementary

- Three schools offer Skill-Building Programs staffed with an educator and educational assistant to provide opportunities for direct instruction to students on specific and targeted skills. Skill building educators work collaboratively with classroom educators to team-teach and/or co-plan lessons to ensure the learning is scaffolded to meet every learner at the start of the lesson. Instructional time with the skill-building teacher focuses on targeted skill intervention and generalization through either in-class support or small group withdrawal, for short durations. The overarching goal of the skill-building program is to ensure that students are present, participating, supported, and achieving across all environments at school.

Project SEARCH – A School-to-Work Training Program

- Project SEARCH offers total workplace immersion (3 work placements, 700+ hours of hands-on experience) for students with Intellectual and/or developmental disabilities. Community agencies linked with the program support the students' education, employment training and employment search after graduation.
- The goal for students completing Project Search is competitive employment in an integrated setting in the community. Students learn transferable skills at a host work site that can support a variety of employment opportunities in their community. Students are immersed in an atmosphere of high expectations and 75% of Project | SEARCH Canada graduates secure quality employment within a year of graduation.
- Project SEARCH Grand Erie has expanded to 2 host business sites, St. Joseph's Long Term Care Home in Brantford, and new this year, Norfolk General Hospital in Simcoe. Project SEARCH is supported by a Grand Erie Secondary School Teacher and a Skills Trainer from Community Living.

Grand Erie is committed to providing inclusive programs that foster positive learning experiences, full participation and successful outcomes for all students.

Professional Learning

To support educator capacity to provide inclusive learning spaces and opportunities for students with special education needs, the following professional learning opportunities have been or are being provided:

Infrastructure to Inclusion with Dr. Shelley Moore:

- In 2022-23, Dr. Shelley Moore led 12 educator teams through professional learning that create movement towards inclusive practices within the educational setting. The purpose of the learning was to increase the knowledge and skills of staff to support the diversity of learnings within an inclusive classroom. The sessions focused on: What does inclusion mean? From integration to inclusion to diversity, utilizing the scaffolded activity planner, location versus place and purposeful planning for a community to learn together. Learning with Dr. Moore will continue this year for those same 12 schools with booster sessions to check-in on the implementation of the resources and tools to support inclusive practices, and to provide opportunities for teams to collaborate and plan.

Learning Resource Teacher training:

- Learning Resource Teachers (LRTs) participate in monthly meetings and collaboration sessions. Each session focuses on new learning that helps LRTs work together with school educators to build inclusive classrooms. Topics thus far have included Fostering the Development of Student Self-Regulation in Schools, Supporting Students with Anxiety, and Understanding and Implementing Universal Design for Learning (UDL) in Classrooms. LRTs also participate in a virtual training series that supports the understanding and implementation of Special Education and Specialized Services processes and procedures each month.

Collaboration with Brock University:

- Specialized Services is collaborating with Brock University research team to complete a Situational Analysis for Grand Erie. System change for inclusion requires a multi-faceted approach that involves various stakeholders. The objectives of the situational analysis are to explore an appetite for inclusion within the Grand Erie community, ensure Grand Erie has the necessary tools to successfully transition to an inclusive model, based on findings from the research, engage the community in action-oriented goals to create more inclusivity for children and adults with disabilities, and to mobilize knowledge for sustainability. Dr. Sheila Bennett and the Brock team have been working closely with the Specialized Services system team to review existing practices, re-imagine special education service delivery and consider research-based next steps.

Partnership with Novak Learning on Universal Design for Learning (UDL):

- Staff have the opportunity to participate in UDL Professional Development throughout the 2023-24 school year that is being facilitated by [Novak Education](#) to support the implementation of UDL within their classroom and support a deeper understanding in this area. Educators need diverse opportunities to be able to create and/or develop UDL lesson plans, activities, resources, or assessments. Sessions are tiered in depth and complexity offering educators a variety of entry points to UDL learning:
 - Administrators – 2-hour session
 - LRTs, Specialized Services, Curriculum and Student Achievement and Student Success System Teams – 3 half day sessions
 - Vocational and Credit Teachers supporting students in Vocational Classes – 2 half day sessions
 - Skill-Building Educator Teams – 4 half day sessions

In addition, all staff have the opportunity to participate in a series of 2-hour sessions offered after-school (2 introductory level, 3 experienced level).

Financial Implications

Funding for the Special Education Programs and Services outlined in the Special Education Plan is embedded in Grand Erie's budget annually.

The Special Education grant is a component of Grants for Student Needs funding made up of six different allocations. These allocations are enveloped, which means the funding may only be used for special education programs, services and/or equipment.

The prioritized funding for special education programs and services demonstrates Grand Erie's continued commitment to providing effective services to students for their learning, well-being, and belonging. Special education funding is primarily directed towards staffing in order to develop and deliver programming. Staffing is inclusive of classroom-based support staff, school-based support staff and Specialized Services system staff.

Funding Special Equipment Allocation (SEA) and supporting professional learning that directly impacts on student learning and well-being are also priorities of special education funding.

Details of revenue and expenditures supporting special education programs and services are embedded annually in the budget planning process.

Next Steps

- Continue system learning opportunities with provincial and national leaders in inclusive education
- Provide system wide professional learning for educators, Administrators, system and support staff
- Review of the Skill-Building program and other programs and placements
- Update through the Annual Learning and Operation Plan
- Revise the Special Education Plan annually
- Continue work with SEAC

Grand Erie Multi-Year Plan

This report supports Grand Erie's mission, and the following statement: Together we build a culture of learning, well-being and belonging to inspire each learner.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Regan Vankerbroeck , Superintendent of Education
RE: **Waterford Public School – Grade 7 and 8 Relocation**
DATE: January 15, 2024

Background

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

Additional Information

As part of the relocation, a working committee will be established in early spring with representation from Senior Administration, school Administration, staff, parents, students, Communications and Community Relations and Facility Services to support the transition.

The transition plan will consider the following based on initial feedback:

- Create a School within a School model whereby the Grade 7-8 students and staff are located at Waterford District High School in a dedicated space, while remaining part of Waterford Public School (WPS). This will allow for a continued sense of community, and school-wide events with WPS, and a seamless transition to secondary school.
- Include renovations, bell times, transportation drop-off and pick-up times and zones, nutrition and recess breaks and enhancements to the outdoor space dedicated for the Grade 7-8 students and staff.
- Plan for Grade 7-8 student access to the Learning Commons, and gymnasium at dedicated times during the day.

Next Steps

Communicate with the schools about the establishment of a working committee and ensure timelines are in place to address renovations, resources, and transition events. Provide a working committee update to the Board in the spring.

Grand Erie Multi-Year Plan

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

Respectfully Submitted,
Regan Vankerbroeck
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Regan Vankerrebroeck, Superintendent of Education
RE: **Elgin Avenue Public School and West Lynn Public School Temporary Transition**
DATE: January 15, 2024

Background

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

At the Finance Committee meeting on April 17, 2023, Senior Administration was to consider a temporary accommodation for students at Elgin Avenue Public School that may involve West Lynn Public School, Lynndale Heights Public School, and the use of portables. A temporary accommodation plan was to be presented to the Board and communicated to students, families, and staff prior to March 1, 2024. As supported by the Long-Term Accommodation plan, West Lynn Public School can accommodate Elgin Avenue students with portables.

On February 12, 2024, staff will bring a report to the Finance Committee: Elgin Avenue Public School Renovation Report Update/Approval to Tender Elgin Avenue Public School Renovation. The temporary relocation will ensure student safety and support the project timelines, as Elgin Avenue Public School cannot be occupied while work is occurring.

Additional Information:

Based on the timelines for the renovation of Elgin Avenue Public School approvals and permits, the tentative 14-month construction schedule is slated to begin July 2024 and conclude August 2025.

In preparation for the renovation and expansion of Elgin Avenue Public School a temporary relocation plan will include but not be limited to the following:

- Establishment of a working committee in February with representation from Senior Administration, school Administration, staff, parents, students, Communications and Community Relations and Facility Services to support the transition.
- Opportunities for all students and staff to engage in transition activities and to experience new connections at West Lynn Public School. This will include but not be limited to site visits, joint assemblies, resources, and School Council connections.
- Ensure ongoing communication is implemented to inform families, students, and staff of updates that relate to the transition plans for Elgin Avenue Public School and West Lynn Public School students, staff, parent(s)/caregiver(s), and community.

Next Steps

An update regarding the transition will be submitted in the spring.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Regan Vankerrebroeck
Superintendent of Education



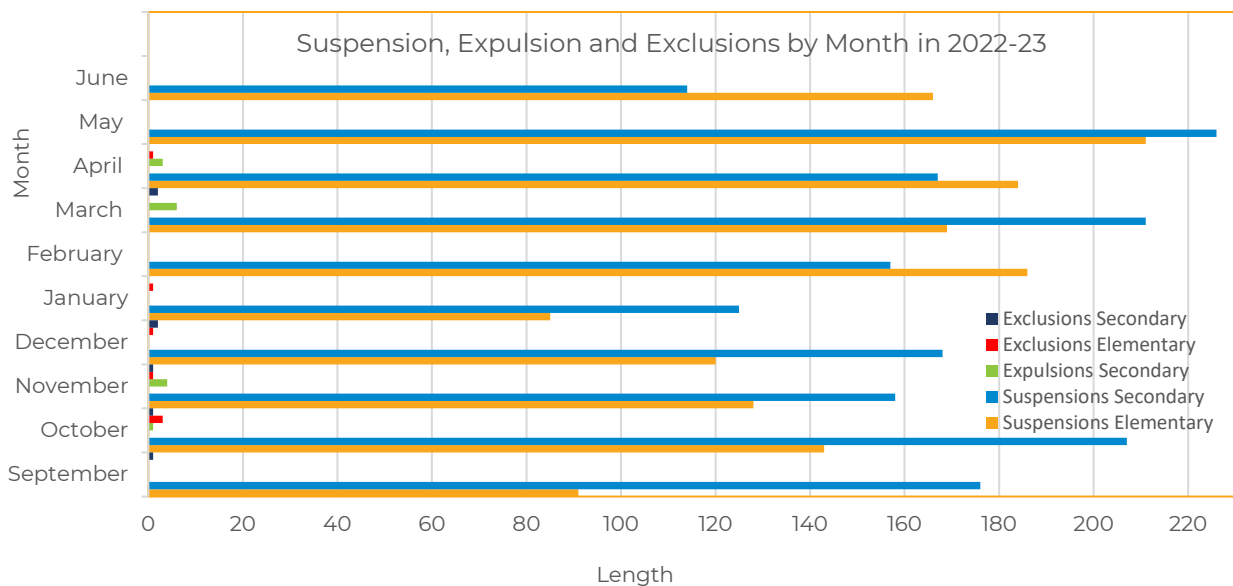
Grand Erie District School Board

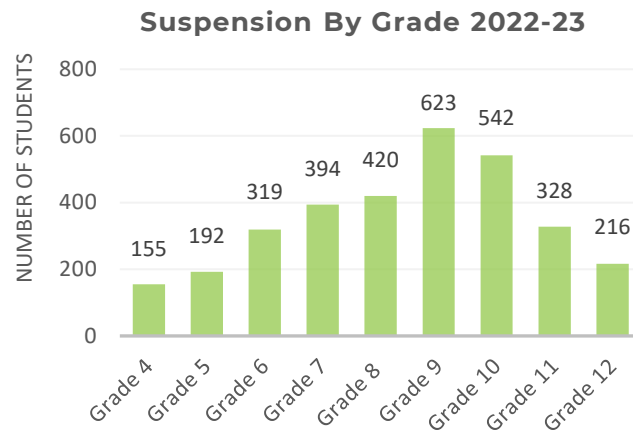
TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Pete Ashe, Superintendent of Education
RE: **Safe and Inclusive Schools Report 2022-23 – Suspensions, Expulsions and Exclusions**
DATE: January 15, 2024

Background

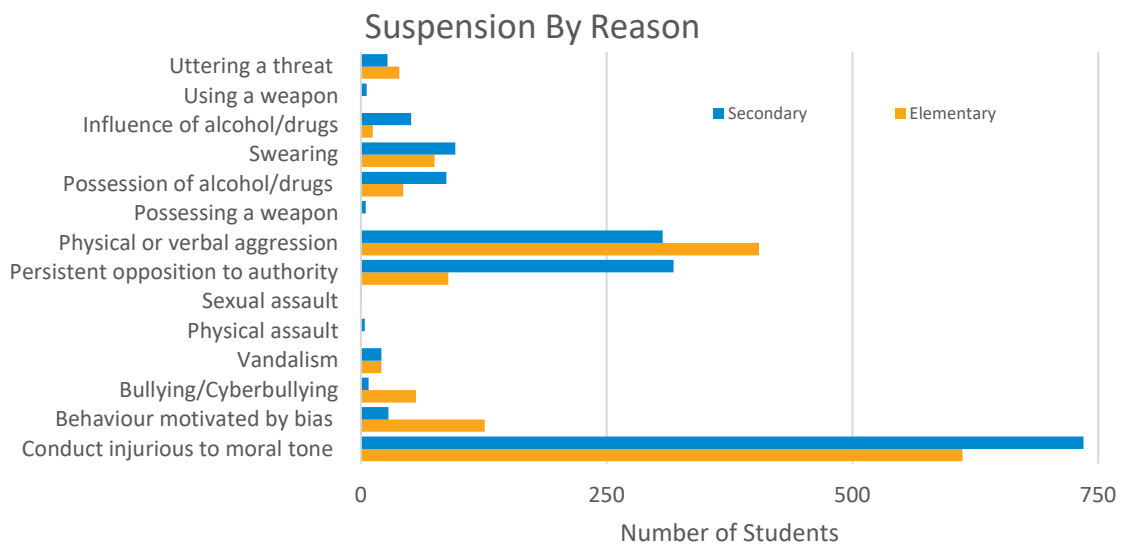
Grand Erie District School Board (Grand Erie) supports progressive discipline as an anti-oppressive, anti-racist, and inclusive approach that encourages positive behaviour, promotes healthy relationships and social-emotional development among all students. Grand Erie recognizes that the suspension, expulsion or exclusion of a student are possible steps in this process and, when mandated or warranted, may be required to ensure the safety of all members of the school community.

1.0 Suspension, Expulsion and Exclusion Data





Suspension Data by Reason for Suspension



Overall Data from 2022-23

- Suspensions = 3189 (1480 elementary, 1709 secondary)
- 53% of suspensions were for 1 day
- 94% of suspensions were from 1-5 days
- < 1% of secondary students were expelled
- < 1% of elementary and secondary students were excluded

2.0 Safe and Inclusive Schools Supports Provided to Students on Suspension, Expulsion or Exclusion

- 23 students earned a total of 78.5 credits while on suspension, expulsion, or exclusion
- 7 students were returned to schools from expulsions (4 more returned after September)
- 193 students were referred to Safe and Inclusive Schools
- 121 elementary interventions and 141 secondary interventions were provided
- Safe and Inclusive Schools interventions provided in 2022-2023 included the following:
 - Academic supports
 - Counselling supports
 - Community referrals
 - ARTO (Assessment of Risk to Others) assessments
 - Case Conferences
 - Student Action Plans (SAPs)

- Family supports
- School intervention support for students with complex emotional needs
- Self-regulation skill building
- Re-entry plans
- Experiential learning
- Re-engage students through Focus on Youth
- Re-engage students through equity work
- Restorative practice training and support in schools

3.0 Next Steps

- Increased options for student and school supports from school-based Child and Youth Workers are being provided
- Support is being continued for student self-regulation, and increased to enhance responsive interventions at the school level through the Self-Regulation Support document included in Tier 1 supports, fostering consideration of stressors and related Interventions In student environments
- Administrators review their schools' current and historic suspension data and include this information in school-based planning
- Superintendents of Education will monitor suspensions and expulsions and support schools in working with School Culture and Well-Being

4.0 Grand Erie Multi-Year Plan

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

Respectfully submitted,

Pete Ashe
Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **Health and Safety Annual Report 2022-2023**
DATE: January 15, 2024

Background:

1.0 Occupational Health and Safety Services operates to:

- Provide advice on measures and procedures to strengthen the safety management program
- Ensure a healthy and safe environment during the delivery of educational activities
- Coordinate the activities of the Joint Occupational Health and Safety Committee (JOHSC)
- Liaise with regulatory agencies and other organizations to keep informed of regulatory and industry sector changes
- Ensure that policies and procedures are in place for inspections, testing and training and that they meet the expectations required by legislation
- Ensure timely reporting of workplace injuries and corrective measures that the Ministry of Labour, Immigration, Training and Skills Development (MLITSD) would deem reasonable
- Ensure timely reporting of critical injuries and occupational illnesses to regulatory bodies according to the Occupational Safety Act and Workplace Safety and Insurance Board

2.0 Program Administration - Joint Occupational Health and Safety Committee (JOHSC)

During the school year the JOHSC met monthly. Major items considered by the Committee included:

- COVID-19 Provincial and Public Health directives (PPE, Reporting, occupational illness)
- De-escalation technique training launched online and completed by all staff. This will continue to be done yearly for educational staff.
- MLITSD safety initiatives and worksite visits
- Approval of JOHSC Terms of Reference with the MLITSD
- Asbestos concerns and program updates
- Indoor Air Quality including ventilation, filtration, and mould
- Updating certification training for site safety reps and JOHSC members
- Workplace Inspections
- Workplace Hazardous Materials Information System (WHMIS) Regulations
- Slip, trips and falls prevention
- Preventing strains and sprains
- Workplace Violence and Workplace Harassment Legislation including creation of Workplace Violence Risk assessment form in Ebase Form Logic
- Improved the annual school start up inspection for school administrators for health and safety compliance created in Ebase Inspections module
- JOHSC Recommendation form launched online via Ebase Form Logic
- Completed train the trainer module to move site rep health and safety certification training in house through the health and safety department

- Created a template for summoning emergency assistance to support a workplace violence concern in schools

3.0 Accidents/Incidents Statistics

3.1 Annual statistics and the last three preceding years:

	2022-2023	2021-2022	2020-2021	2019-2020
Slips, Trips, Falls	111 14.64% (71 First Aid, 10 Health Care, 19 Lost Time, 11 No Treatment)	135 7.30 % (97 First Aid, 4 Health Care, 24 Lost Time, 10 No Treatment)	73 5.949% (50 First Aid, 5 Health Care, 11 Lost Time, 1 Reoccurrence, 6 No Treatment)	84 7.74% (51 First Aid, 13 Health Care, 18 Lost Time, 2 No Treatment)
Sprains/Strains	48 6.33% (25 First Aid, 7 Health Care, 12 Lost Time, 2 No Treatment, 2 Reoccurrence)	44 2.38% (21 First Aid, 9 Health Care, 13 Lost Time, 1 Reoccurrence)	43 3.504% (17 First Aid, 11 Health Care, 13 Lost Time, 2 No Treatment)	35 3.23% (16 First Aid, 8 Health Care, 11 Lost Time)
Struck by/Caught on Object	144 19.00% (105 First Aid, 15 Health care, 19 Lost Time, 5 No Treatment)	147 7.95% (116 First Aid, 11 Health Care, 9 No Treatment, 11 Lost Time)	68 5.542% (53 First Aid, 8 Health care, 4 Lost Time, 3 No Treatment)	101 9.31% (69 First Aid, 13 Health Care, 15 Lost Time, 4 No Treatment)
Workplace Violence and Aggression **	383 50.53% (305 First Aid, 21 Health Care, 12 Lost Time, 45 No Treatment)	1481 80.05% (307 First Aid, 16 Health Care, 12 Lost Time, 1146 No Treatment)	979 79.788% (114 First Aid, 8 Health Care, 7 Lost Time, 850 No Treatment)	844 77.88% (156 First Aid, 17 Health Care, 16 Lost Time, 655 No Treatment)
Other	72 9.50% (43 First Aid, 13 Health Care, 7 Lost Time, 9 No Treatment)	43 2.32% (13 First Aid, 10 Health Care, 16 Lost Time, 4 No Treatment)	64 5.216% (14 First Aid, 9 Health Care, 17 Lost time, 224 No Treatment)	21 1.94% (6 First Aid, 3 Health Care, 3 Lost Time, 1 Reoccurrence, 8 No Treatment)
Totals	758 100% (549 First Aid, 66 Health Care, 69 Lost Time, 72 No Treatment, 2 Reoccurrence)	1850 100% (554 First Aid, 50 Health Care, 1169 No Treatment, 76 Lost Time, 1 Reoccurrence)	1227 100% (248 First aid, 41 Health Care, 52 Lost Time, 1 Reoccurrence, 885 No Treatment)	1085 100% (298 First Aid, 54 Health Care, 63 Lost Time, 1 Reoccurrence, 669 No Treatment)

** These are incidents reported in the Parklane system as causing injury and may also be duplicated in the OESC WV reporting system.

Note: Classification of accidents/incidents shows the major contributions are workplace violence/aggression, slips, trips, falls, struck by/caught on an object, sprains and strains. The annual statistics provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2023-2024.

3.2 Summary of Incident/Accidents:

Employee Group	FTE	Slips, Trips, & Falls	Strains Sprains	Struck by Object & caught on	Workplace Violence & Aggression**	Other	Total 2022-2023		Total 2021-2022	
							#	Incidents per 100 Employees	#	Incidents per 100 Employees
Non-union/Admin	191.5	3	1	4	1	4	13	6.79	71	39.78
Elementary Teachers	1173	39	6	41	69	14	169	14.41	467	40.56

Secondary Teachers	555.83	9	2	11	5	11	38	6.84	58	10.27
PSSP	67	2	0	1	1	1	5	7.46	14	21.37
Clerical/Technical	202.02	4	2	9	4	5	24	11.88	9	4.53
Educational Assistants	346	34	13	46	268	26	387	111.85	1078	303.66
Facilities	190.88	9	21	19	0	2	51	26.72	46	23.03
ECE	125	4	0	4	6	0	14	11.20	41	33.61
Elementary Occasional Teachers	384	4	1	5	14	2	26	6.77	40	9.52
Secondary Occasional Teachers	243	0	2	2	0	1	5	2.06	7	3.32
Casual Educational Assistants	130	3	0	0	15	1	19	14.62	16	14.41
Casual Early Childhood Educators	48	0	0	0	0	0	0	0.00	3	5.77
Casual Caretakers /Seasonal workers	36	0	0	2	0	4	6	16.67	0	0
Casual Clerical Technical	63	0	0	0	0	1	1	1.59	0	0
Total	3755.23	111	48	144	383	72	758	20.19	1850	49.91

** These are incidents reported in the Parklane system as causing injury and may also be duplicated in the OESC WV reporting system.

3.3 Student Aggression/Workplace Violence

With legislation in place related to workplace violence, there continues to be growing concern regarding personal safety amongst workers in educational setting. Workers are entitled to a safe and healthy workplace and can reasonably expect to leave their place of employment in the same state of health as they arrived.

The legislation provides the worker with the right to refuse unsafe work when there are concerns of workplace violence. Comprehensive programs are in place and must be adhered to for the protection of all workers from aggression in an educational environment. This includes providing for the protection of workers in any of the special circumstances in which they are required to work.

Number of Workplace Violence reports completed during 2022-2023 (2913 Reports):

- 271: Injury to staff First aid only
- 36: Injury to staff – medical attention
- 344: no physical contact-no injury (e.g verbal threats or inappropriate language)
- 2262: physical contact but no injury, no first aid, no medical attention

Number of Reports	Number of people who reported	Percentage of People who completed # of Reports
1	254	40.7%
2	96	15.3%
3	59	9.4%
4	40	6.4%
5	26	4.1%
6	25	4.0%
7	15	2.4%
8	18	2.8%
9	10	1.6%
10+	79	12.6%
Total Number of People completing reports: 624		

4. Management of Hazardous Materials

4.1 Asbestos

The Asbestos Management program continues to be followed and updated on a regular basis. Asbestos surveys, status reports, and floor plans are available for all locations including portables. It is updated when any asbestos remediation is done (such as removal).

4.2 Hazardous Waste

In conjunction with Facilities, the annual Chemical Disposal Program continues to occur. A registered waste carrier is retained to package waste chemicals to ensure that the disposal efforts do not create either an environmental or safety hazard.

5. Compliance with Health and Safety Legislation

In 2022-2023 the MLITSD received one complaint related to employee health and safety concerns which resulted in two orders for Grand Erie. The orders were to provide appropriate employees with copies of BeSafe plans and to provide information and instruction in how to use LITE to access BeSafe plans. These orders were complied within the timeframe given.

There were ten field visits conducted. One was related to a noise induced occupational illness report claim that resulted in two orders issued, one for inappropriate guarding on a pedestal grinder, and the other to provide a load rating on a mezzanine.

There were nine field visits that were part of the MLITSD Workplace Violence initiative. Overall Grand Erie did well with only one site receiving orders. The orders related to PPE and providing information and instruction around workplace violence including sharing Be Safe plans, reassessment of risk, and BMS training. All orders were complied within the time frame given. Grand Erie had five stage one work refusals for workplace violence during 2022-2023, all were resolved in stage one.

6. Indoor Air Quality (IAQ)

IAQ continues to be a major concern in some areas. This past year also brought concerns and alerts regarding air quality due to smoke from forest fires. Protocols have been updated to address these concerns in a timely manner. Ventilation improvements

continued to be a key upgrade in the summer of 2023. Portable HEPA filter units (1700) that have been deployed to schools are being maintained and operated.

7. Harassment

Grand Erie is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. It is recognized that, beyond the provisions of the *Ontario Human Rights Code*, every individual has an equal right to learn and work in an environment that is free from harassment. In 2022-2023, eight complaints were filed and there were no findings of harassment.

Next Steps:

Priorities for 2023-2024:

- **Workplace Violence and Student Aggression**
Workplace Violence with student aggression continues to be a concern. The Specialized Services Department, Health and Safety Department, and JOHSC continue to work on improvements and strategies in this area. Continued training, updating, and maintaining safety plans, improved personal protective equipment, and continued communication to minimize the risk to staff will be the focus of this year.
- **Slips, Trips and Falls, Strains and Sprains**
Slips, trips, falls, strains, and sprains continue to be the largest contributors to Workplace Safety and Insurance Board costs. The Health and Safety Department in consultation with the JOHSC will focus this year on continued education to prevent slips and falls through: proper footwear, awareness of surroundings, the use of traction aids and reminders to all staff to take care when walking in winter ice and snow conditions. The JOHSC will continue to promote an awareness program which will include such things as continuing the education and training on proper lifting techniques for staff working with special needs students to prevent strains, education on how to maintain a healthy back, providing ergonomic workstations and equipment to prevent repetitive strain injuries with office and support staff. Facility Services will continue to consider more ergonomically friendly tools for cleaning purposes to decrease strain and sprain injuries.
- **Workplace Hazardous Materials Information System**
We will continue to ensure compliance with all aspects of the Workplace Hazardous Materials Information System Regulation. The training program for employees includes information on the new WHMIS 2015 hazard classifications, pictograms, Safety Data Sheet, labels etc.
- **Machine Guarding in Technology Classes**
We continued with safety upgrades in 2022-2023 totalling \$200,000. The improvements will continue into next school year.
- **Training and Development**
Training continues to be a significant component of Occupational Health and Safety activities such as the following:
 - Ball strike prevention
 - Slips, trips and falls
 - Winter action safety plan
 - Behaviour Management System (BMS), De-escalation Techniques and Data Collection Training
 - Asbestos Awareness Training

- Occupational Health and Safety issues and Accident Investigation training for Administrators
 - Student Injury Prevention Initiative
 - Safe Lifting Techniques for staff working for students with special needs
 - Certification training for new site safety representatives
 - Refresher training for existing site safety representatives
 - First Aid/CPR including Automated External Defibrillator training
 - Workplace Violence and Harassment
 - WHMIS 2015
 - Working at Heights training including elevated work platforms
 - Chainsaw Safety training for Grounds staff
- **Chemical Management Program**
Canada SDS provides online access and a management tool for the Board's Safety Data Sheet inventory. Inventories continue to be maintained for all schools and support locations.

Ministry of Labour Immigration Training and Skills Development (MLITSD) Health and Safety Initiative:

Each year the MLITSD schedule compliance initiatives and/or campaigns in specific sectors to:

- Protect workers' rights under the Occupational Health and Safety Act and the Employment Standards Act
- Enhance employers' awareness of their responsibilities

Occupational health and safety inspectors will proactively:

- Raise awareness about hazard in the workplace
- Increase compliance with the Occupational Health and Safety Act and its regulations

Campaigns for 2023-2024 include:

- Material Handling
- Respiratory Protection
- Asbestos in building structures

The JOHSC continues to improve our accident statistics and make recommendations on training that is needed to improve the safety of all staff.

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources