



Policy and Program Committee Meeting

Monday, January 12, 2026

6:30 p.m.

Boardroom, Education Centre

AGENDA

A - 1 Opening Call to Order

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

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

B - 1 Approval of the Agenda

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

C - 1 Consent Agenda

Recommended Motion:

"THAT the Policy and Program Committee accept the January 12, 2026 Consent Agenda and the recommendations contained therein."

- * (a) Approve the minutes of:
 - (i) Policy and Program Committee meeting dated October 20, 2025

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

E - 1 New Business - Program

- (a) [Annual Learning and Operating Plan \(ALOP\) Research Goal](#) (C. Bedard) (I)
- (b) [Annual Learning and Operating Plan \(ALOP\) 4-Year Summary](#) (J. Roberto, D. Atanas, K. Graham, L. Munro, R. Strang, L. Thompson, J. Tozer, R. Vankerrebroeck, J. White, R. Wyszynski) (I)
- * (c) Education, Quality and Accountability Office (EQAO) Results 2024-25 and Graduation Data (L. Munro) (I)
- * (d) Curriculum Updates Report (L. Munro) (I)
- * (e) Innovation Hub 2024-25 Evaluation Results (C. Bedard, L. Munro) (I)
- * (f) Technology and Innovation Hub Update (K. Graham, L. Munro, R. Vankerrebroeck) (I)
- * (g) Grand Erie Learning Alternatives (GELA) 2024-25 (R. Vankerrebroeck) (I)
- * (h) Safe and Accepting Schools Report 2024-25 - Suspensions, Expulsions and Exclusions (K. Graham, R. Vankerrebroeck) (I)
- * (i) Health and Safety Annual Report 2024-25 (J. Tozer) (I)
- * (j) Draft School Year Calendars 2026-27 (K. Graham)

Recommended Motion:

"THAT the draft School Year Calendars 2026-27 be forwarded to the January 26, 2026, Regular Board meeting for approval."

F-1 New Business - Policy

- * (a) Emergency Planning Policy (SO-05) (K. Graham)

Recommended Motion:

"THAT the Emergency Planning Policy (SO-05) be forwarded to the January 26, 2026 Regular Board meeting for approval."



Policy and Program Committee Meeting

Monday, January 12, 2026

6:30 p.m.

Boardroom, Education Centre

AGENDA

- * (b) Use of Electronic Communications and Social Media Policy (IT-04) (L. Munro)
Recommended Motion:
"THAT the Use of Electronic Communications and Social Media Policy (IT-04) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (c) Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07) (J. Tozer)
Recommended Motion:
"THAT the Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees Policy (HR-07) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (d) Harassment/Objectionable Behaviour Policy (HR-05) (J. Tozer)
Recommended Motion:
"THAT the Harassment/Objectionable Behaviour Policy (HR-05) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (e) Health & Safety Policy (HS-01) (J. Tozer)
Recommended Motion:
"THAT the Health & Safety Policy (HS-01) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (f) Community Planning and Facility Partnership Policy (FA-11) (R. Wyszynski)
Recommended Motion:
"THAT the Community Planning and Facility Partnership Policy (FA-11) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (g) Community Use of Schools Policy (FA-04) (R. Wyszynski)
Recommended Motion:
"THAT the Community Use of Schools Policy (FA-04) be forwarded to the January 26, 2026 Regular Board meeting for approval."
- * (h) Fundraising Policy (SO-01) (R. Wyszynski)
Recommended Motion:
"THAT the Fundraising Policy (SO-01) be forwarded to the January 26, 2026 Regular Board meeting for approval."

G - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."

H - 1 **Next Meeting Date: March 9, 2026 at 6:30 p.m.**



Policy and Program Committee

Monday, October 20, 2025

6:30 p.m.

Norfolk Room, Education Centre

MINUTES

Present: Chair: S. Gibson, Trustees: J. Bradford, B. Doyle, C.A. Sloat, C. VanEvery-Albert

Administration: Director: J. Roberto, Superintendents: D. Atanas, K. Graham, L. Thompson, J. Tozer, R. Vankerbroeck, J. White, R. Wyszynski, Associate Director: L. Munro Senior Manager: R. Strang, Senior Executive Assistant: C. Dero, Recording Secretary: K. Ireland-Aitken

Guests: Consultants: K. Edgar, M. Moynihan

Regrets: Trustees: T. Sault, T. Waldschmidt, L. Whiton

A - 1 **Opening
Roll Call**

The meeting was called to order by Chair S. Gibson at 6:35 p.m. and roll call was confirmed.

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

(c) **Welcome /Land Acknowledgment Statement**
Committee Chair S. Gibson read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**
Moved by: J. Bradford
Seconded by: C. VanEvery-Albert
THAT the Policy and Program Committee agenda be approved.
Carried

C - 1 **Consent Agenda**
Moved by: B. Doyle
Seconded by: J. Bradford
THAT the Policy and Program Committee accept the October 20, 2025 Consent Agenda and the recommendations contained therein.
Approve the minutes of:
(i) Special Policy and Program Committee meeting dated September 15, 2025
Carried

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

E - 1 **New Business - Program**
(a) **Diplôme d'Études en Langue Française (DELF)**
Presented as printed.

(b) **Equity Action Plan Final Report 2024-25**
Presented as published.



Policy and Program Committee

Monday, October 20, 2025

6:30 p.m.

Norfolk Room, Education Centre

MINUTES

- (c) **International Education Report**
Presented as printed.
- (d) **Grand Erie Math Achievement Overview Plan**
Presented as published.
- (e) **Multi-Year Accessibility Plan 2024-25 Update**
Presented as published.
- (f) **Education Service Agreement Annual Report Six Nations Students 2024-25**
Presented as published.
- (g) **Education Service Agreement Annual Report Mississaugas of the Credit Students 2024-25**
Presented as published.
- (h) **Secondary Program Review: Tollgate Technological Skills Centre Update**
Presented as printed.
- (i) **Strategic Communications Plan**
Presented as printed.
- (j) **Mental Health Action Plan Final Report 2024-25**
Presented as published.
- F - 1 **New Business – Policy**
 - (a) Student Expulsions Policy (SO-07)
Moved by: J. Bradford
Seconded by: B. Doyle
THAT the Student Expulsions Policy (SO-07) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
 - (b) Student Suspensions Policy (SO-06)
Moved by: B. Doyle
Seconded by: J. Bradford
THAT the Student Suspensions Policy (SO-06) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
 - (c) Fees for Learning Materials and Activities Policy (SO-22)
Moved by: C. VanEvery-Albert
Seconded by: J. Bradford
THAT the Fees for Learning Materials and Activities Policy (SO-22) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried



Policy and Program Committee

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Norfolk Room, Education Centre

MINUTES

- (d) Visual Identity Policy (SO-25)
Moved by: B. Doyle
Seconded by: J. Bradford
THAT the Visual Identity Policy (SO-25) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
- (e) Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools Policy (SO-30)
Moved by: J. Bradford
Seconded by: B. Doyle
THAT the Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools Policy (SO-30) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
- (f) Accessibility Policy (SO-31)
Moved by: C. VanEvery-Albert
Seconded by: J. Bradford
THAT the Accessibility Policy (SO-31) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
- (g) Animals in Schools, including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33)
Moved by: B. Doyle
Seconded by: C. VanEvery-Albert
THAT the Animals in Schools, including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
- (h) School Councils Policy (SO-02)
Moved by: J. Bradford
Seconded by: B. Doyle
THAT the School Councils Policy (SO-02) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried
- (i) Naming/Renaming of Schools and Facilities Policy (FA-03)
Moved by: C. VanEvery-Albert
Seconded by: B. Doyle
THAT the Naming/Renaming of Schools and Facilities Policy (FA-03) be forwarded to the October 27, 2025 Regular Board meeting for approval.
Carried



Policy and Program Committee

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MINUTES

- (j) Transition Committee Facilities Policy (FA-09)

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Transition Committee Facilities Policy (FA-09) be forwarded to the October 27, 2025 Regular Board meeting for approval.

Carried

- G - 1 **Adjournment**

Moved by: C. VanEvery-Albert

Seconded by: B. Doyle

THAT the Policy and Program Committee meeting be adjourned at 7: 28 p.m.

Carried

- H - 1 **Next Meeting Date:** January 12, 2026



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., CEO, Director of Education & Secretary of the Board
FROM: Lisa Munro, Associate Director of Curriculum & Student Achievement
RE: **Education Quality and Accountability Office (EQAO) Results 2024-25 and Graduation Data**
DATE: January 12, 2026

Background

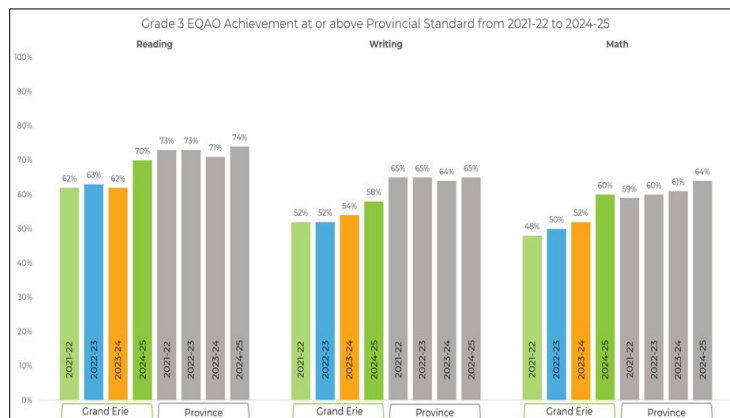
Grand Erie District School Board (Grand Erie) Grades 3 and 6 students participated in the provincial assessment of reading, writing and mathematics skills conducted by Ontario's Education Quality and Accountability Office (EQAO). Teachers administered the digital-based EQAO assessment in May and June of 2025. Students completed four language sessions and four mathematics stages. Responses included single-select, multiple-select, drag and drop, drop-down menu, checklist, and open-response.

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

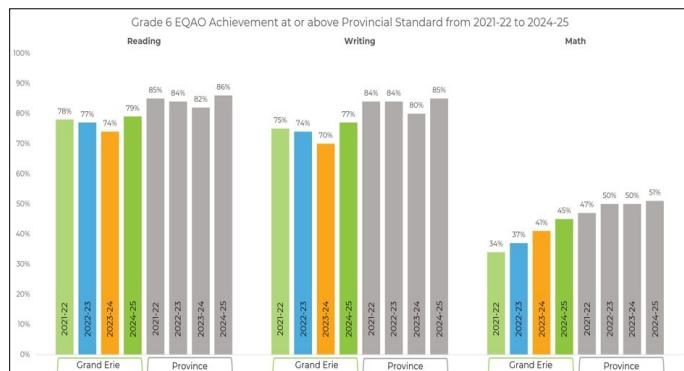
As compared to the 2023-24 school year, results for Grand Erie in 2024-25 showed improvements in all areas assessed in Grade 3 and 6 and the Grade 9 mathematics assessment. Grade 10 OSSLT applied results improved while academic results remained the same.

EQAO Year over Year Result Summary 2021-2025

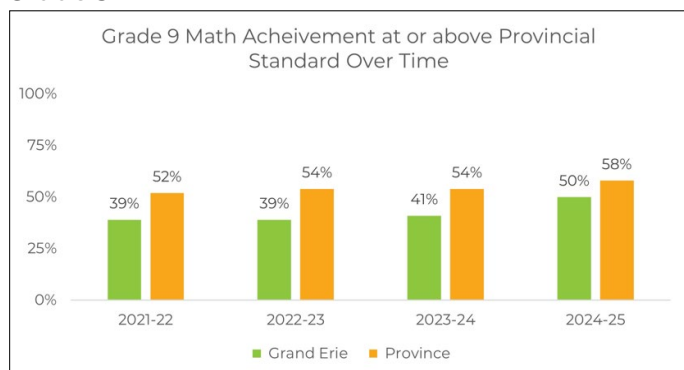
Grade 3



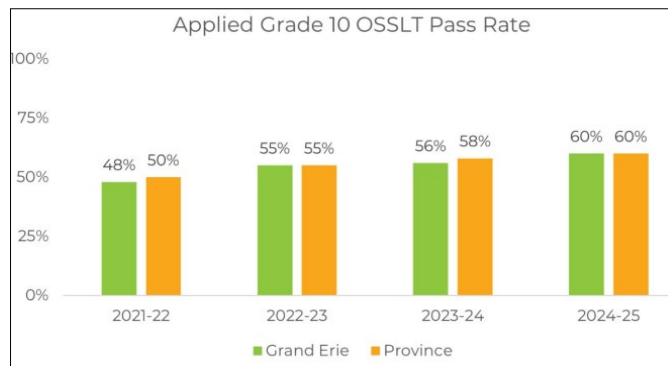
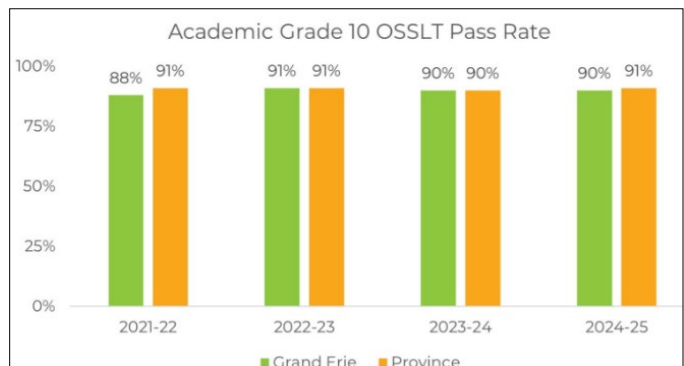
Grade 6



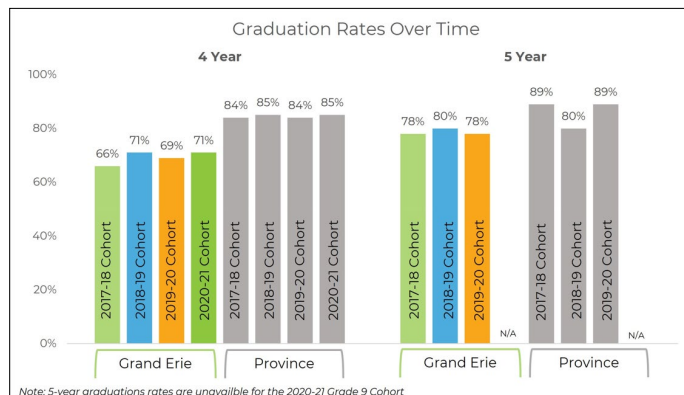
Grade 9



Grade 10 OSSLT



Graduation Rate



Graduation rates continue to trend upward, with Grand Erie's four-year graduation rate now at 71%. The five-year graduation rate is not yet available.

Highlights of Grand Erie's EQAO results from **2023-24** to **2024-25** include:

- Grade 3 math results increased by 8%
- Grade 6 math results increased by 4%
- Grade 9 math results increased by 9%
- OSSLT applied results increased by 4% and academic results remain at 90%

Highlights of Grand Erie's EQAO results over **three** years include:

- Grade 3 math results increased by 10%
- Grade 6 math results increased by 8%
- Grade 9 math results increased by 11%
- OSSLT applied results increased by 5% and academic results remain at 90%

Grand Erie's incremental gains in EQAO are the result of an intentional, system-wide commitment to learning at every level of the district guided by the moral imperative that students remain at the core of everything we do.

The strategies to support this work include coherent, accountable, data-driven professional learning focused on curriculum implementation with fidelity and math content learning, increased instructional math coaches to work with classroom teachers, and using data-Informed practice. School teams use diagnostic and formative assessments, board-developed planning tools and Ministry resources to 'know the learner' and adjust instruction precisely.

Next Steps

Our learning plan includes intentional supports to sustain the upward trend and close the remaining gaps. Strategies outlined in Grand Erie's 2025-26 [Annual Learning and Operating Plan](#) continue to be responsive. We will continue to scale precise teaching practices, increase assessment literacy, and provide school-by-school supports based on greatest areas of need.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro, Associate Director of Curriculum & Student Achievement



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education, CEO & Secretary of the Board
FROM: Lisa Munro, Associate Director of Curriculum & Student Achievement
RE: **Curriculum Updates Report**
DATE: January 12, 2026

Background

The Ministry of Education has recently announced updates about Remembrance Day resources, community involvement hours and new curriculum implementation timelines.

Remembrance Day Learning Resources

Beginning November 11, 2026, Ontario schools will receive new, high-quality resources to support teaching and learning about Remembrance Day. These materials will ensure all students receive a consistent and comprehensive education about the history, purpose, and significance of Remembrance Day, honoring the courage and sacrifice of Canadian soldiers in major conflicts and peacekeeping missions. Schools will continue to hold dedicated ceremonies at 11:00 a.m. and teach about Remembrance Day.

Minister's Certificate of Recognition for Community Involvement

Starting with the 2025-26 graduating class, students who complete 50 or more community involvement hours will be eligible for a new Minister's Certificate of Recognition, with distinctions for bronze (50-99 hours), silver (100-199 hours), and gold (200+ hours). The Ontario Secondary School Diploma requirement remains at 40 hours.

Kindergarten Curriculum Update (2026)

The Ministry of Education has released the revised Kindergarten Curriculum (2026.) The new curriculum will replace the Kindergarten Program (2016), which remains in effect for the remainder of the current school year. The early release will provide time to unpack the new curriculum prior to mandatory implementation in the 2026-27 school year.

Key Features and Changes

The Kindergarten Curriculum (2026) is grounded in age-appropriate, evidence-based teaching methods and maintains a student-centered approach. It is designed to equip students with the foundational knowledge and skills necessary for success in Grade 1 and beyond.

Enhancements include:

- Explicit, systematic instruction in foundational reading skills, including phonological and phonemic awareness, letter-sound relationships, and decoding
- A strengthened focus on mathematics, with clear expectations for number sense, spatial reasoning, and problem-solving
- Science and technology learning has been enhanced, with new expectations for inquiry, exploration, and hands-on investigation
- The curriculum maintains a strong commitment to play-based and inquiry learning, recognizing the importance of both structured and unstructured play in early development
- The roles of both teachers and Designated Early Childhood Educators are reaffirmed as essential to delivering high-quality Kindergarten programming
- The curriculum is designed to be inclusive and responsive to the diverse needs of all learners

Implementation Supports

To support implementation, a series of monthly webinars will be made available beginning in February 2026 to introduce educators to the revised curriculum. A [summary document outlining key changes](#) is posted on the Curriculum and Resources website to support educator awareness.

Additionally, classroom-ready resources will be available through TVO, Dyslexia Canada, Ontario Science Centre & Science North. Additional training opportunities and resources will be communicated in Spring 2026.

Additional Curriculum Implementation Timelines

To support educators and ensure high-quality implementation, the Ministry has extended the timeline for several curriculum changes:

- Updates to Grades 7, 8, and 10 History will now become mandatory in Fall 2026 (previously Fall 2025).
- The new financial literacy graduation requirement will be implemented in the 2026-27 school year, allowing for comprehensive revisions to Grade 10 mathematics courses.

Comprehensive teaching resources will be provided in advance to support these changes.

Substance Use and Digital Safety Modules for Grade 6

Building on the success of previous Mental Health Literacy Modules for Grades 7, 8, and Career Studies, the Ministry is introducing new Grade 6 modules focused on substance use and digital safety. Developed by School Mental Health Ontario in collaboration with educators, students, and subject experts, these teacher-led modules align with the Grade 6 Language and Health and Physical Education curricula. They provide practical lesson plans and educator guides to help students understand the effects of substances, practice decision-making and refusal strategies, and develop safe, healthy digital habits that protect privacy and well-being.

Grand Erie Multi-Year Plan

This report supports all three indicators of Learn Lead Inspire and the following statement: we will support a culture of learning, student achievement, and well-being.

Respectfully submitted,

Lisa Munro, Associate Director of Curriculum & Student Achievement



Grand Erie District School Board

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

FROM: Lisa Munro, Associate Director of Curriculum & Student Achievement
Chloe Bedard, Ph. D., Manager of System Research

RE: **Innovation Hub 2024-25 Evaluation Results**

DATE: January 12, 2026

Background

The Innovation Hub, launched on November 21, 2024, has made a significant impact on both teachers and students in its first year of operation. The Innovation Hub's programming has positively influenced attitudes towards STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, fostering creativity, problem-solving skills, and cognitive resilience among students. Surveys and focus groups were used to assess student and teacher attitudes and experiences before and after participating in Innovation Hub activities.

Findings

Educators reported a strong interest in developing transferable skills through STEAM education and observed notable improvements in their students' independence, confidence, and engagement with STEAM projects.

Students exhibited increased positive attitudes towards STEAM, particularly those who initially had lower confidence in their abilities. The hands-on, creative learning experiences provided by the Hub fostered creativity, problem-solving skills, and cognitive resilience. Students valued the opportunity to engage in interactive, interest-driven activities, which enhanced their learning and motivation. The Innovation Hub's focus on social collaboration and communication further contributed to a supportive learning environment, where students could rely on peer feedback and mutual support. The development of a wide range of skills, including technical proficiency, critical thinking, and leadership, was evident across various activities. Moreover, programming inspired students to explore new career aspirations and entrepreneurial opportunities, demonstrating the real-world applications of their skills. The experiential learning environment at the Innovation Hub has proven to be a catalyst for both personal and academic growth.

Next Steps

There will be continued monitoring of student and educator outcomes as the Innovation Hub continues to provide innovative STEAM programming. In 2025-26, expanded professional learning in the engineering design process, experiential learning cycle and drone pathways opportunities are being offered to educators through the Innovation Hub. Live streaming education, competitive gaming, coding competitions, extended learning programs, and broadened community collaborations are some of the ways that the Innovation Hub continues to strengthen skills and foster originality.

Effective September 2026, Innovation Hubs will be expanded to include Cayuga Secondary School and Simcoe Composite School an integral component of a Technological Hub program. The new Innovation Hubs will follow a similar implementation to the current Innovation Hub at North Park Collegiate Institute and Vocational School.

Grand Erie Multi-Year Plan

This report supports all three indicators of Learn Lead Inspire, learning, well-being, and belonging.

Respectfully submitted,
Lisa Munro, Associate Director of Curriculum & Student Achievement
Chloe Bedard, Ph. D., Manager of System Research

Innovation Hub Transforms Student Learning

Empowering Students to Create, Collaborate, and Succeed

Overview

The Innovation Hub launched on November 21, 2024. In 2024-25, about 1,790 students visited the Innovation Hub. Programming offered dynamic, hands-on learning experiences across all grade levels, from kindergarten to Grade 12.

Hands-On, Creative Learning

- Interactive programs fostered creativity and allowed students to design, build, and experiment—making learning memorable and engaging.



Collaboration and Communication

- Teamwork and peer feedback were central, helping students build communication skills and a sense of community.



Boosted Attitudes Toward STEAM

- Students showed increased positive attitudes toward Science, Technology, Engineering, Arts, and Mathematics (STEAM), particularly those with initially lower confidence, fostering greater enthusiasm and participation.



Career Exploration and Aspirations

- Experiences inspired students to explore new career paths and entrepreneurial opportunities, broadening their horizons for future education and employment.



Enhanced Problem-Solving and Resilience

- Students developed strong problem-solving skills and cognitive resilience by overcoming challenges in activities like 3D printing and drone piloting.
- Many students reported gains in confidence, adaptability, and self-efficacy, feeling empowered to tackle new challenges.

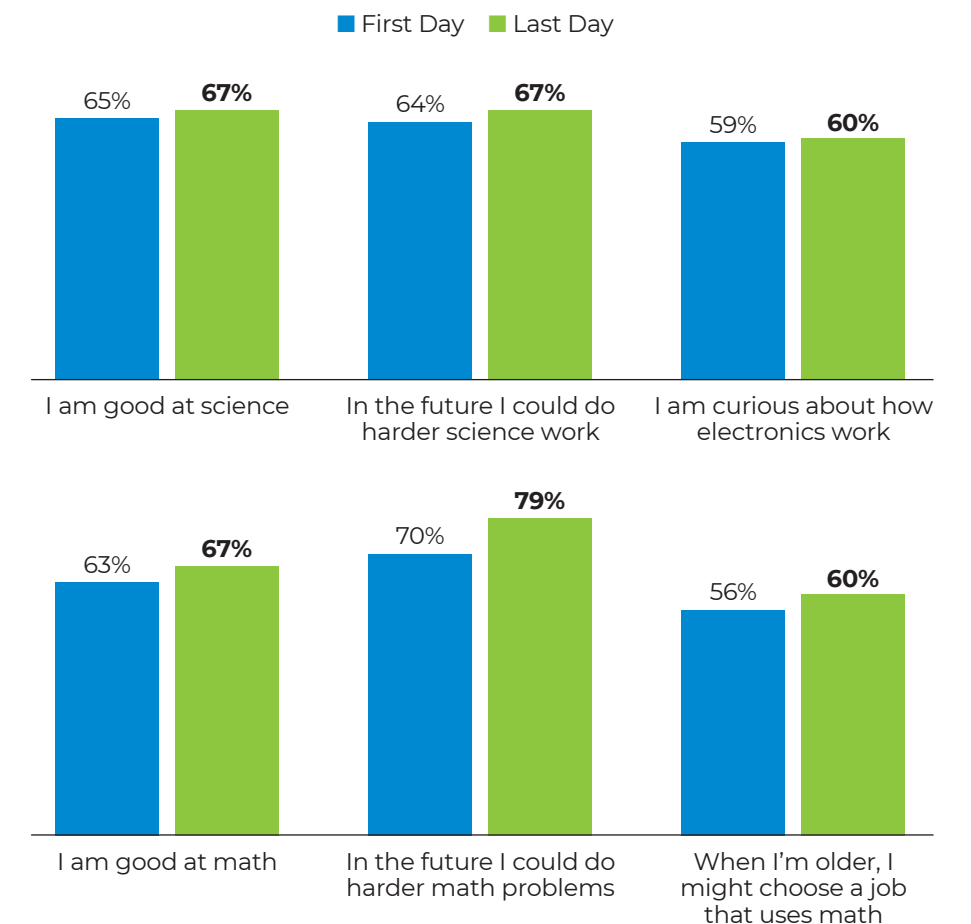


Skill Development Across Disciplines

- Students gained a wide range of skills: technical proficiency, critical thinking, leadership, creativity, and initiative—all connected to real-world applications.



Motivation and confidence in STEAM increases from first to last day in Innovation Hub programming



“They were independent and confident when working on STEAM projects. Each student got involved and loved to see their creations come to life”.

Quote from Teacher

“It's fantastic. It's opened my mind up more to the jobs that we don't think about”.

Quote from Student



Learn Lead Inspire



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education
Lisa Munro, Associate Director of Curriculum & Student Achievement
Regan Vankerrebroeck, Superintendent of Education

RE: **Technology and Innovation Hub Update**

DATE: January 12, 2026

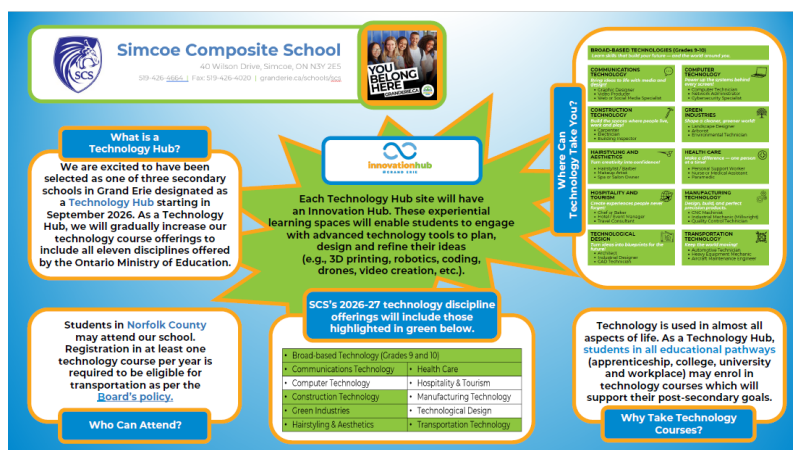
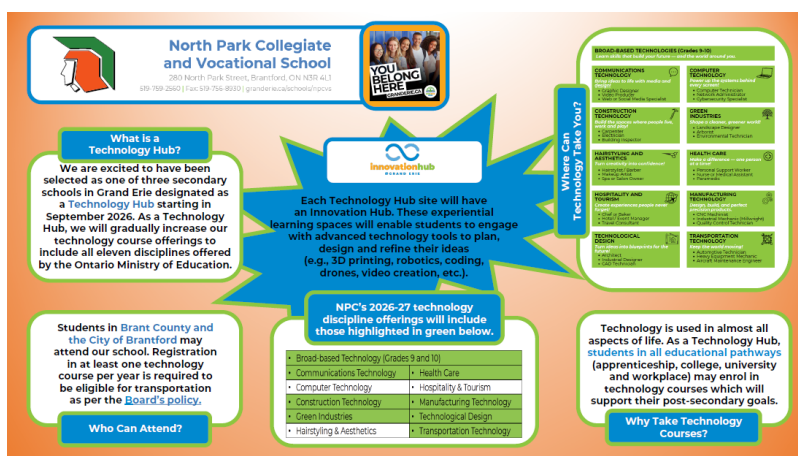
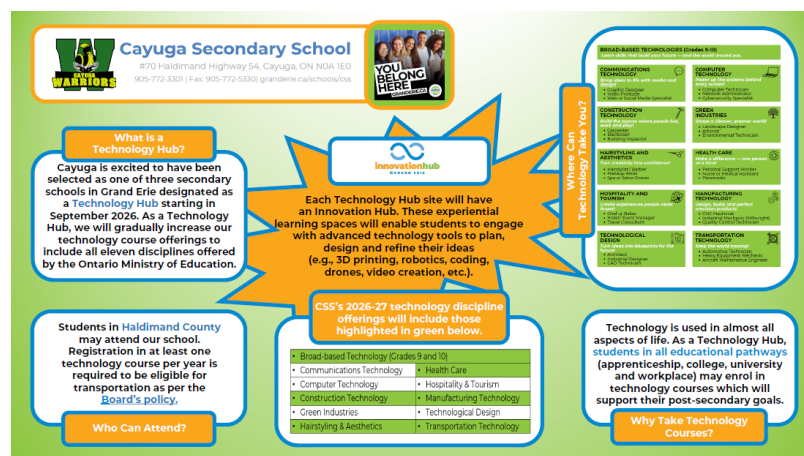
Background

Since the presentation of the [Secondary Program Review Report](#) at the September 15, 2025 Policy and Program meeting, Grand Erie District School Board (Grand Erie) has advanced its Technology Hub initiative, designating Cayuga Secondary School, North Park Collegiate & Vocational School, and Simcoe Composite School as Technology Hubs effective September 2026. These sites will gradually expand their technology course offerings to include all eleven disciplines outlined by the Ontario Ministry of Education, including Communications Technology, Computer Technology, Construction, Green Industries, Health Care, Hospitality & Tourism, Manufacturing, Technological Design, Transportation, Hairstyling & Aesthetics, and Broad-Based Technology for Grades 9–10. Notably, Health Care is a new discipline being offered on the option sheet at all three Technology Hub schools for the upcoming year.

A major communication effort has been undertaken to ensure families, students, and educators are informed about these changes. Email communications have been sent to families, accompanied by access to promotional materials that highlight the benefits and opportunities of Technology Hubs and Innovation Hubs. These communications emphasize that students in each designated area may attend their respective Technology Hub, with transportation eligibility contingent on registration in at least one technology course per year. The messaging also underscores the experiential learning available in Innovation Hubs, where students can engage with advanced tools such as 3D printing, robotics, coding, drones, and video creation.

Website updates have been prioritized to provide families with current information about course offerings, registration timelines, and pathways. The [Tech Hub webpage](#) includes details on course selection requirements, overviews of available courses at each school, and downloadable registration packages. These resources are designed to support informed decision-making for secondary school attendance and to streamline the registration process for both current and new students.

The phased implementation of Technology and Innovation Hubs is expected to broaden access to technology courses, support all academic pathways, and foster innovation and career readiness among Grand Erie students.



Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham, Superintendent of Education
 Lisa Munro, Associate Director of Curriculum and Student Achievement
 Regan Vankerrebroeck, Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education, CEO & Secretary of the Board
FROM: Regan Vankerrebroeck, Superintendent of Education
RE: **Grand Erie Learning Alternatives (GELA) 2024-25**
DATE: January 12, 2026

Background

This annual report includes an update on programs that occurred in 2024-25 for students under 21 years of age and over 21 years of age through Grand Erie Learning Alternatives (GELA). Grand Erie continues to implement Ministry 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 a variety of learning opportunities. These include fostering partnerships with post-secondary institutions, engaging learners within the community, and developing programs to meet the needs of students. Program offerings include:

- Dual credit programs
- School Within a College
- Night School/Reach Ahead

Heritage Language classes focused on language development and engaged individuals throughout the community in the languages of Arabic, Bangla, Gujarati, Hindi, Mandarin, Polish, Punjabi, Tamil and Urdu. Last year participation rates in language programs continued to grow in the elementary and secondary classes. We attempted to offer additional languages but had insufficient enrolment.

Program	Enrollment	Success Rate
GELA – Day School	110	61%
GELA – Night School and Reach Ahead	479	91%
SCWI – Dual Credits Team-Taught, Congregated, Online, Day Away, and After School	382	96%
SCWI – School Within A College (SWAC)	34	96%
Heritage Language – Elementary	446	100%
Heritage Language – Secondary	29	100%

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

Adult Education included a full or part-time program for adults to complete their OSSD. The campus at Tollgate Technological Skills Centre in Brantford offered for 9-week sessions. Students achieved credits through classroom instruction, eLearning using the Ministry'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. GELA continued to offer Adult Dual Credits in partnership with Conestoga College in Brantford and Fanshawe College in Simcoe.

Program	Enrollment	Success Rate
Adult Day School – Tollgate Campus	270	85%
e-Learning	1941	25%
Adult co-operative education	6	44%
Adult Dual Credit	36	81%
Independent Study	522	34%
Mature Prior Learning Assessments and Recognition	Gr. 9/10 – Assessments Completed – 1775 Credits Granted - 2260 Gr. 11/12 – Assessments Complete – 371 Credits Granted – 562.5	N/A
Family Literacy Program	6	N/A
After School Help – Literacy/Numeracy for Current Students	1346 (under 21) 230 (over 21) 22 - Grade 7/8	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, along with employment and literacy supports through CareerLink and Bridges to Success.

Program	Enrollment
Ministry of Labour, Immigration, Training and Skills Development Adult Non-Credit Language Training – English as a Second Language	181 students (April 2024 – March 2025)
Ministry of Immigration, Refugees and Citizenship Canada Language Instruction for Newcomers to Canada and Care for Newcomer Children	94 students (April 2024 – March 2025)
Ministry of Labour, Immigration, Training and Skills Development Bridges to Success	137 learners (April 2024 – March 2025)
Co-Funded – Ministry of Labour, Immigration, Training and Skills Development and Ministry of Immigration, Refugees and Citizenship Canada Co-ordinated Language Assessment and Referral System	163 assessments (April 2024 – March 2025)
Ministry of Labour, Immigration, Training and Skills Development CareerLink – Employment Ontario Services (EOS) and Canada-Ontario Job Grant (COJG)	EOS 886 assisted clients 306 job entries COJG 19 employees 31 individuals

Summary

Grand Erie Learning Alternatives strives to meet the needs of all individuals requiring various pathways and learning modalities. In total, GELA supported 5223 credits and 139 graduates.

Next Steps

- GELA will be working toward expanding Elementary Languages programs, as well as the addition of Secondary Credit Language programs after students complete their non-credit Elementary programs.
- Reach Ahead programs that allow elementary students to take a secondary school credit during the school year continue to be an area of focus for GELA and Administrators this year.
- GELA has been part of the Secondary Program review and as a result, changes will be made to the programming that will be offered commencing in 2026-2027.

Grand Erie Multi-Year Plan

This report supports the Learning, Well Being and Belonging indicators of Learn Lead Inspire and the following statement: 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,

Regan Vankerbroeck
Superintendent of Education



Grand Erie District School Board

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

FROM: Kevin Graham, Superintendent of Education,
Regan Vankerrebroeck, Superintendent of Education

RE: **Safe and Accepting Schools Report 2024-25 – Suspensions, Expulsions and Exclusions**

DATE: January 12, 2026

Background

The Grand Erie District School Board (Grand Erie) promotes positive behaviour, healthy relationships, and social-emotional development among all students. As part of our approach, we consider alternatives to suspension, which include the following strategies:

- Sustained support staffing levels to foster student self-regulation through responsive interventions at the school level
- Additional administrator training in decision-making regarding suspensions, expulsions, exclusions, mitigating factors and access to student support
- Alternative programming opportunities for students on, or at risk of, long-term suspensions or expulsions
- Increased Safe and Accepting Schools (SAS) staff consultation with school administrators, and possible supports for students requiring interventions to mitigate long term consequences
- Superintendents of Education consultation with school administrators regarding suspensions, expulsions and support options, including consultation with School Culture and Well-Being staff

Progressive discipline is an essential anti-oppressive, anti-racist, and inclusive component of this approach. Further, Grand Erie recognizes that the suspension, expulsion or exclusion of a student are possible steps in this support process and may be required, when mandated or warranted, to ensure the safety of all members of the school community.

Furthermore, the Safe and Accepting Department provides support for schools and students who are on a long-term suspension, expulsion, or exclusion and is focused on preparing students for success at school. The Safe and Accepting Schools Department assists with school-based planning to create and maintain conditions at school that foster the success of students in Grand Erie. In consultation with school administrators, the following supports were implemented to support students.

- Facilitation of culturally relevant student supports
- Academic supports to maintain, or gain, credits while on long term consequences
- Student counselling through SAS Social Workers
- Student safety planning support for schools
- Facilitation of community service referrals for students
- ARTO (Assessment of Risk to Others) assessments
- Case conference coordination and participation
- Co-development of Student Action Plans (SAPs) with school administrators
- Provision of, or referral to, family supports
- School intervention support planning for students with complex emotional needs
- Student transitional support after suspensions and expulsions
- Self-regulation skill building through SAS Child and Youth Workers
- Re-entry meeting and planning support

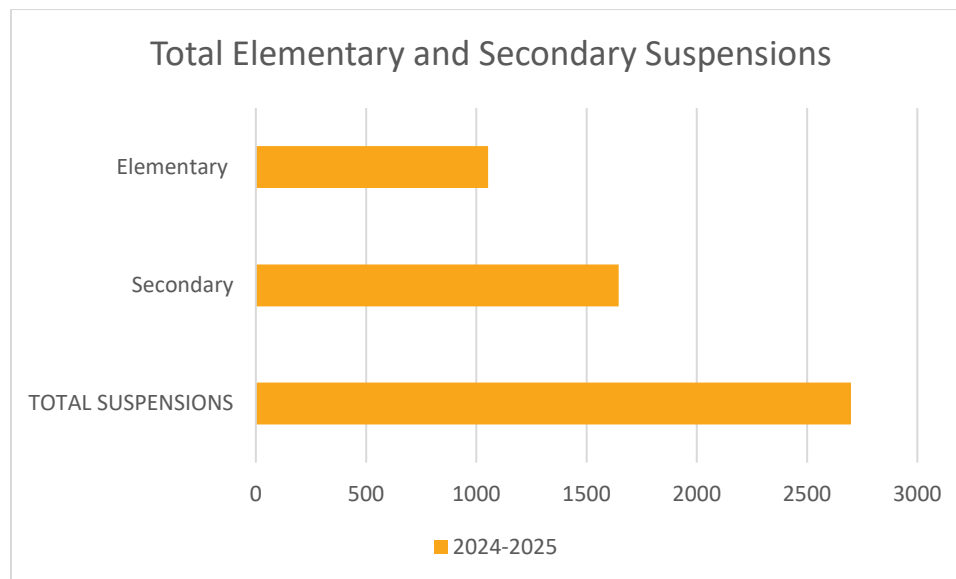
- Experiential learning opportunities to build student personal skills and school readiness
- Re-engagement of students through Focus on Youth employment opportunities
- Re-engagement of students through equity work in schools
- Restorative practice training and expert support in schools

Additionally, Grand Erie recognizes that suspension, expulsion, or exclusion of a student along with steps to support the student and ensure safety of all school members may be necessary.

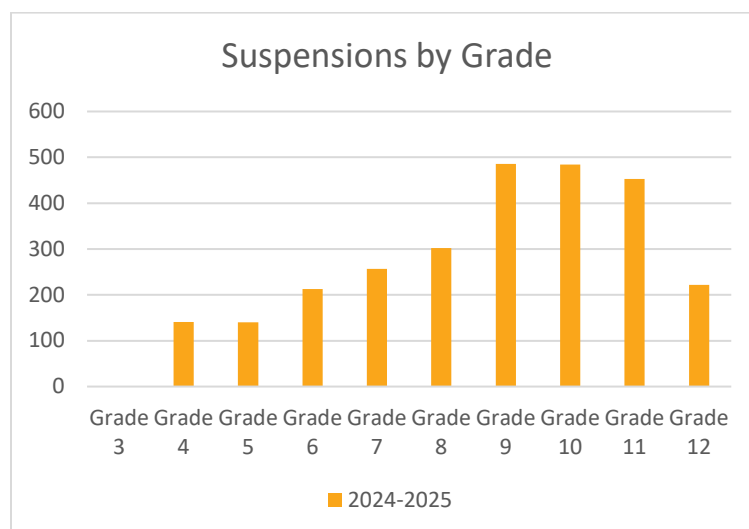
1.0 Overall Suspension Data

From September 3, 2024, to June 27, 2025, a total of 2,699 suspensions were issued to Grand Erie students, with:

- 1,054 suspensions issued to elementary students, and
- 1,645 suspensions issued to secondary students.



The following are suspensions by grade representing grade 4 – 12.



1.1 Suspension Data by Length of Suspension

Then number of suspensions issued by length of suspension are as follows:

- 1 day = 1309 = 48.5%
- 2-5 day = 1276 = 47.3%
- 6-10 day = 69 = 2.5%
- 11-20 day = 45 = 1.7%

1.2 Suspension Data by Reason for Suspension

The three (3) primary reasons for suspensions during the 2024-2025 school year remained the same as the reasons identified in 2023-2024 for both elementary and secondary students. These three (3) most common reasons for receiving a suspension are as follows:

- conduct injurious to moral tone of the school. Infractions of this type include incidents that impact the climate of the school but may not be reflected specifically in the other reasons for suspension.
- physical or verbal aggression
- persistent opposition to authority

2.0 Expulsion Data

In Grand Erie, <1% of incidents resulted in student expulsions, resulting in data sets too small to report while ensuring the confidentiality of individual students in reporting.

3.0 Exclusion Data

Less than 1% of students received an exclusion in 2023-2024.

6.0 Next Steps

To support Grand Erie's progress in providing students with progressive, corrective, trauma-informed, strength-based, and inclusive approaches to student discipline, the following next steps have been identified:

- Ongoing access to school-based support staff, such as Child and Youth Workers, Social Workers, and Early Learning Coaches, to provide responsive student support and support teacher programming that meets the needs of all students
- Continued staff training in student self-regulation (Shanker Method 101 Self-Regulation Training) to enhance staff capacity to provide students with responsive interventions at the school level
- Creation of a secondary Safe and Accepting Schools classroom to support secondary students on long-term suspension, expulsion and exclusion. The classroom is designed to provide students with academic support along with experiential learning opportunities to build social-emotional skills that will allow them to successfully reintegrate into a secondary school.

Grand Erie Multi-Year Plan

This report supports the Well-Being and Belonging indicators of Learn Lead Inspire and the following statements: 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 responsible environment for each learner.

Respectfully submitted,

Kevin Graham, Superintendent of Education,
Regan Vankerrebroeck, Superintendent of Education



Grand Erie District School Board

TO: JoAnna Roberto, Ph.D., Director of Education, CEO & Secretary of the Board
FROM: Jennifer Tozer, Superintendent of Human Resources
RE: **Health and Safety Report 2024-25**
DATE: January 12, 2026

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 Health and 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 include:

- Finalizing the training matrix for annual online training
- Launched the new training platform for online learning
- MLITSD safety initiatives and worksite visits
- Asbestos concerns and program updates
- Indoor Air Quality
- 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 continued follow up and support provided at schools with high incidents in workplace violence

3.0 Accidents/Incidents Statistics

Grand Erie has seen a decrease in total accident/incident reports overall, however increases were seen in Slips, Trips, Falls, Sprains/Strains, and Other classifications. The annual statistics provide a focus for the Joint Occupational Health and Safety Committee and Supervisors in 2025-26.

Annual reported accident incident statistics and the last preceding year

	<u>2024-25</u>	<u>2023-24</u>
Slips, Trips, Falls	115 18.14% (74 First Aid, 10 Health Care, 24 Lost Time, 7 No Treatment)	97 13.11% (59 First aid, 10 Health Care, 24 Lost Time, 4 No Treatment)
Sprains/Strains	52 8.20% (25 First Aid, 11 Health Care, 16 Lost Time)	41 5.54% (24 First Aid, 10 Health Care, 6 Lost Time, 1 No Treatment)
Struck by/Caught on Object	151 23.81% (96 First Aid, 21 Health Care, 31 Lost Time, 3 No Treatment)	157 21.22% (109 First Aid, 17 Health Care, 25 Lost Time, 6 No Treatment)
Workplace Violence and Aggression **	258 40.69% (196 First Aid, 32 Health Care, 23 Lost Time, 7 No Treatment)	400 54.05% (312 First Aid, 31 Health Care, 28 Lost Time, 1 Reoccurrence, 28 No treatment)
Other	58 9.14% (15 First Aid, 23 Health Care, 2 Reoccurrence, 14 Lost Time, 4 No Treatment)	45 6.08% (24 First Aid, 7 Health Care, 3 Lost Time, 11 No Treatment)
Totals	634 100% (406 First Aid, 97 Health Care, 2 Reoccurrence, 108 Lost Time, 21 No Treatment)	740 100% (528 First Aid, 75 Health Care, 86 Lost Time, 1 Reoccurrence, 50 No Treatment)

** These are incidents reported in the accident/incident reporting system as causing injury and may also be duplicated in the Ontario Education Services Corporation (OESC) workplace violence reporting system.

Of the Lost Time reports, 84 reports during 2024-25 were approved by the Workplace Safety and Insurance Board (WSIB). This is an increase of 10 from 2023-24.

Summary of Incident/Accidents

Employee Group	Slips, Trips, & Falls	Strains Sprains	Struck by Object & caught on	Workplace Violence & Aggression	Other	Total 2024-25	Total 2023-24
Non-union/Admin	6	0	3	1	3	13	19
Elementary Teachers	36	12	50	68	18	184	166
Secondary Teachers	8	3	9	8	10	38	40
Educational Assistants	31	20	51	150	8	260	350
Facilities	14	11	13	0	10	48	43
ECE	8	2	4	3	0	17	40
Elementary Occasional Teachers	2	0	7	3	0	12	19
Casual Educational Assistants	5	0	7	22	1	35	41
Casual Caretakers /Seasonal workers	2	2	2	0	4	10	4

Professional Student Services Personnel, Clerical/Technical, Secondary Occasional Teachers, Casual Early Childhood Educators, and Casual Clerical/Technical employee groups all had less than 10 accident/incidents reports per group.

Student Aggression/Workplace Violence

The Occupational Health and Safety Act (OHSA) defines workplace violence and sets out how employers develop and maintains programs. Programs are expected to include measures and procedures to control the risks identified, how to summon immediate assistance when workplace violence occurs, and procedures on how to report and investigate incidents of workplace violence.

The OHSA provides the worker with the right to refuse unsafe work, including 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 2024-25 (3863 Reports: 3850 of these were student related, 13 were employee/parent/other):

- 299: Injury to staff first aid only
- 38: Injury to staff – medical attention/lost time
- 460: no physical contact-no injury (e.g., verbal threats or inappropriate language)
- 3066: physical contact but no injury, no first aid, no medical attention

There were 571 different students involved in the 3850 OHSA workplace violence reports which represents 1.4% of our total enrolment in 2024-25. Of this, 221 students only had one report.

The 20 students involved in the most OHSA workplace violence reports had 29.32% of the total reporting (1129 reports), these students were either primary students or students in self-contained classes. 825 Employees reported during 2024-25 and of them 349 employees made 1 report, and 101 employees made (10+) reports. It is important to note that not all OHSA workplace violence reports meet the definition of a serious student incident requiring a Safe Schools Report.

4.0 Management of Hazardous Materials

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).

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.

5.0 Compliance with Health and Safety Legislation

In 2024-25 the MLITSD received zero complaints related to employee health and safety concerns. There were less than 10 field visits conducted which includes critical injuries for staff or students and consults with the MLITSD, no orders were issued.

Grand Erie had less than 10 work refusals for workplace violence during 2024-25; there was only one order received for those that went to the MLITSD, and the order was complied with.

6.0 Indoor Air Quality (IAQ)

IAQ reviews and testing is completed. Portable HEPA filter units in schools are being maintained and operated. Heat related stress was also a concern raised during 2024-25. We continue to promote our extreme weather procedure that includes steps that can be implemented to mitigate heat alerts and warnings that occur in our area.

7.0 Next Steps: Priorities for 2025-26

- Workplace Violence and Student Aggression
- Slips, Trips and Falls, Strains and Sprains
- Workplace Hazardous Materials Information System (WHMIS)
- Machine Guarding in Technology Classes
- Ball Strike Prevention and Situational Awareness
- Training and Development
- Chemical Management Program

8.0 Grand Erie Multi-Year Plan

The JOHSC continues to focus on improving our accident/incident statistics and make recommendations on training and procedures that are needed to improve the safety of all staff. This report is connected to all priorities of Learning, Well-being, and Belonging.

Respectfully submitted,

Jennifer Tozer
Superintendent of Human Resources



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education, CEO & Secretary of the Board
FROM: Kevin Graham, Superintendent of Education
RE: **Draft School Year Calendars 2026-27**
DATE: January 12, 2026

Recommended Motion: Moved by _____ Seconded by _____
THAT the draft School Year Calendars 2026-27 be forwarded to the January 26, 2026 Regular Board meeting for approval.

Background

Regulation 304 "School Year Calendar, Professional Activity Days", and Policy/Program Memorandum No. 151 set out the conditions governing and establishing school year calendars and outline the following criteria that must be met:

- The school year commences on or after September 1 and ends on or before June 30
- The minimum number of school days required is 194
- The minimum number of instructional days is 187
- School boards must dedicate three PA days per school year to provincial education priorities and may dedicate up to four additional PA days per school year and
- A board may designate up to ten instructional days as examination days.

Professional activities are focused on ensuring equity of outcomes and well-being for all students. The three mandatory PA days must be focused on teachers' professional learning with respect to the following current provincial education priorities as outlined in *O. Reg. 224/23 Provincial Priorities in Education – Student Achievement*. These priorities are:

1. Achievement of learning outcomes in core academic skills.
2. Preparation of students for future success.
3. Student engagement and well-being.

Additional Information

The Grand Erie School Year Calendar Committee met to review and discuss proposed school year calendars that were circulated on December 18, 2025, for consideration by stakeholder groups. Committee members representation was requested from all union groups, elementary and secondary Principals, Indigenous Education Team, and elementary and secondary parents/caregivers.

The proposed calendars presented to the committee for consideration were developed in collaboration with the Brant Haldimand Norfolk Catholic District School Board.

The Grand Erie School Year Calendar Committee is recommending that the board continue to operate with two calendars in 2026-27, one elementary and one secondary.

The recommended Grand Erie calendars are in total alignment with those of the Brant Haldimand Norfolk Catholic District School Board.

Next Steps

Upon approval by the Trustees, the draft School Year Calendars will be forwarded to the Ministry of Education. Upon final approval by the Ministry, the calendars will be shared with all stakeholder groups.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Kevin Graham
Superintendent of Education

Ontario School Year Calendar 2026-2027

Calendar Title 119412229: Brant/Branford/Haldimand/Norfolk Elementary Calendar				Calendar Description Brant/Branford/Haldimand/Norfolk Elementary Calendar				LEGEND <div><div>H</div> Statutory Holiday</div> <div><div>E</div> Scheduled Examination Day</div> <div><div>P</div> Board Directed PA Day</div> <div><div>P*</div> PA Day Devoted to Provincial Priorities*</div> <div><div>B</div> Board Designated Holiday</div> <div><div>O</div> Ontario Day (School Day)</div> <div><div>/</div> Half Day</div>			
Board Name Grand Erie DSB		Date Created Dec 09, 2025		Panel Elementary	Calendar Type Regular	Calendar Status Draft					
Start of School Year Sep 01, 2026		End of School Year Jun 30, 2027	First Day Students Sep 08, 2026	Last Day Students Jun 29, 2027	Total PA Days 7	Total Instr. Days 187		Total Exam Days 0			

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2026	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
September 2026		1 B	2 P*	3 P*	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			2	17	0
October 2026				1	2	5	6 P*	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30	1	20	0
November 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30					1	20	0
December 2026		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B		0	14	0
January 2027					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 P	25	26	27	28	29	1	19	0
February 2027	1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26						0	19	0
March 2027	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31			0	16	0
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	22	0
May 2027	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31					0	20	0
June 2027		1 O	2	3	4	7	8	9	10	11 P	14	15	16	17	18	21	22	23	24	25	28	29	30 P			2	20	0
July 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
TOTAL																										7	187	0

Ontario School Year Calendar 2026-2027

Calendar Title 119418908: Brant/Brantford/Haldimand/Norfolk Secondary Calendar			Calendar Description Brant/Brantford/Haldimand/Norfolk Secondary Calendar				LEGEND <div><div>H</div> Statutory Holiday</div> <div><div>E</div> Scheduled Examination Day</div> <div><div>P</div> Board Directed PA Day</div> <div><div>P*</div> PA Day Devoted to Provincial Priorities*</div> <div><div>B</div> Board Designated Holiday</div> <div><div>O</div> Ontario Day (School Day)</div> <div><div>/</div> Half Day</div>		
Board Name Grand Erie DSB		Date Created Dec 09, 2025	Panel Secondary	Calendar Type Regular	Calendar Status Draft				
Start of School Year Sep 01, 2026	End of School Year Jun 30, 2027	First Day Students Sep 08, 2026	Last Day Students Jun 29, 2027	Total PA Days 7	Total Instr. Days 177	Total Exam Days 10			

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2026	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					0	0	0
September 2026		1 B	2 P*	3 P*	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			2	17	0
October 2026				1	2	5	6 P*	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30	1	20	0
November 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30					1	20	0
December 2026		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B		0	14	0
January 2027					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28 E	29 E	0	18	2
February 2027	1 E	2 E	3 E	4 P	5 P	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26						2	14	3
March 2027	1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31			0	16	0
April 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	22	0
May 2027	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31					0	20	0
June 2027		1 O	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 P			1	16	5
July 2027				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
TOTAL																										7	177	10



POLICY

SO-05

EMERGENCY PLANNING

Superintendent Responsible: Superintendent of Education, Safe and Inclusive Schools	Initial Effective Date: 2019/10/28
Last Updated: 2023/06/26	Next Review Date: 2026/06/30

Objective:

To provide a safe and secure environment for all students, employees, and visitors through an emergency preparedness, response, and recovery plan.

Policy Statement:

Grand Erie District School Board (Grand Erie) schools and facilities must conduct practice drills related to emergency preparedness for Lockdown, Hold and Secure, Shelter in Place, evacuation and/or fire safety. School and facility emergency planning is an essential part of a commitment to safety.

Reference(s):

- Emergency Planning Procedure (SO-005)



POLICY

IT-04

USE OF ELECTRONIC COMMUNICATION AND SOCIAL MEDIA

Superintendent Responsible: Superintendent of Education, Information Technology Services	Initial Effective Date: 2018/05/28
Last Updated: 2022/10/17	Next Review Date: 2025/11/25

Objective:

To support appropriate, safe and secure two-way communication between Grand Erie District School Board (Grand Erie) schools and departments and their communities (employee(s), students, parent(s)/caregiver(s), by providing guidelines for effective electronic communication to support building a culture of learning, well-being and belonging.

Policy Statement:

Grand Erie encourages schools and departments to communicate information and activities by developing and maintaining appropriate communications channels and tools in consultation with all departments.

Grand Erie recognizes the changing nature of technology and continues to work to remain current while providing employee(s) with increased opportunities to develop and implement new technologies and applications.

Reference(s):

- Use of Electronic Communication and Social Media Procedure (IT-004)
- Acceptable Use of Information Technology Policy (IT-01)
- Acceptable Use of Information Technology Procedure (IT-001)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Ontario College of Teachers – Professional Advisory: Use of Electronic Communication and Social Media
- Website Requirements Procedure (IT-005)



POLICY

HR-07

CONFLICT OF INTEREST RELATED TO HIRING, SELECTION, PROMOTION AND EVALUATION OF EMPLOYEES	
Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2021/06/01
Last Updated: 2023/06/26	Next Review Date: 2026/12/01

Objective:

To define and provide clear guidelines to address potential, apparent, and actual conflicts of interest when fulfilling hiring, selection, promotion, and evaluation of an employee(s).

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to advancement in qualifications, merit, and principles of equity. This is intended to facilitate an employee's ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of an employee(s) in the course of their hiring and supervision responsibilities to Grand Erie.

Reference(s):

- Conflict of Interest related to Hiring Selection Promotion Procedure (HR-007)
- Equity and Inclusive Education Policy (SO-14)
- Equity and Inclusive Education Procedure (SO-014)
- Ministry of Education School board teacher hiring practices policy (PPM 165)
- Progressive Discipline Procedure (HR-018)



POLICY

HR-05

HARASSMENT AND OBJECTIONABLE BEHAVIOUR

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: 2023/06/26	Next Review Date: 2026/06/30

Objective:

To ensure and maintain respectful working and learning environments that are free from workplace harassment and objectionable behaviour.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a working and learning environment in which all individuals are treated with respect and dignity. 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 and objectionable behaviour.

Grand Erie will not tolerate harassment or objectionable behaviour from any person in the workplace. All incidents and complaints of workplace harassment or objectionable behaviour must be reported by employee(s) and will be dealt with.

Reference(s):

- Harassment and Objectionable Behaviour Procedure (HR-005)
- Bullying Prevention and Intervention Policy (SO-10)
- Bullying Prevention and Intervention Procedure (SO-010)
- Code of Conduct Policy (SO-12)
- Code of Conduct Procedure (SO-012)
- Equity and Inclusive Education Policy (SO-14)
- Ontario Human Rights Code
- [Occupational Health and Safety Act, R.S.O. 1990, c. O.1](#)
- Progressive Discipline Procedure (HR-018)
- Workplace Violence Policy (HS-02)
- Workplace Violence Procedure (HS-002)



POLICY

HS-01

HEALTH AND SAFETY

Superintendent Responsible: Superintendent of Human Resources	Initial Effective Date: 2020/01/27
Last Updated: 2023/06/26	Next Review Date: 2026/12/01

Objective:

To ensure a safe, healthy, and accident-free working and learning environment, all employees, students, and non-board personnel must comply with the *Occupational Health and Safety Act (OHSA)*, relevant codes, safety standards, and practices.

Policy Statement:

The Grand Erie District School Board (Grand Erie) is committed to providing a safe, respectful, and healthy workplace and learning environment for all employees, students, volunteers, visitors, and contractors. Grand Erie is committed to preventing occupational illness and injury in the workplace, continually improving health and safety practices and performance in compliance with the *OHSA*, relevant codes, safety standards and practices.

Grand Erie will make every reasonable effort to provide and maintain a safe and healthy work environment. Grand Erie's employee(s) must all be committed to reducing the risk of injury in the workplace.

In accordance with the *OHSA*, this policy shall be reviewed annually by the employer, in conjunction with the Joint Occupational Health and Safety Committee (JOHSC) of Grand Erie.

Reference(s):

- Health and Safety Procedure (HS-001)
- [Occupational Health and Safety Act](#)
- Terms of Reference for the Joint Occupational Health and Safety Committee



POLICY

FA-11

COMMUNITY PLANNING AND FACILITY PARTNERSHIP

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2011/01/31
Last Updated: 2023/04/24	Next Review Date: 2027/02/23

Objective:

To support and provide direction to achieve the board's overall accommodation and partnership strategies while considering Grand Erie District Schools Board's (Grand Erie) mission, vision and Multi-Year Strategic Plan.

Policy Statement:

Grand Erie supports and encourages cooperative and collaborative partnerships for shared use of facilities. Grand Erie is committed to engaging community partners in planning to share facilities to the benefit of the board, students, community, and to optimize the public use of assets owned by Grand Erie.

- 1.0 Facilities that have space considered suitable for a partnership opportunity will be identified and an annual report ~~and~~ shall be made to the Board of Trustees to approve the facilities for potential partnerships, if required.
- 2.0 If identified space is both suitable for facility partnerships and is available for the long-term, Board of Trustees will declare the space surplus and circulate the space for lease through Ontario Reg. ~~374/444/2398~~.

Reference(s):

- Community Planning and Facility Partnership Procedure (FA-011)
- [Education Act, R.S.O. 1990, c. E.2](#)
- Multi-Year Strategic Plan
- Ontario Regulation ~~374/23444/98~~



POLICY

FA-04

COMMUNITY USE OF SCHOOLS

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2006/05/29
Last Updated: 2023/04/24	Next Review Date: 2027/02/23

Objective:

To ensure that the public has access to Grand Erie District School Board (Grand Erie) facilities and spaces, where possible, outside instructional times for non-school sponsored events.

Policy Statement:

Grand Erie is committed to supporting its communities by making board facilities available to the public and supports a Community Use of Schools Program that fosters partnerships and community relationships.

Reference(s):

- Community Use of Schools Procedure (FA-004)
- Community Use of Schools Handbook (FA-04-R)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Policy (SO-33)
- Animals in Schools, Including Student Use of Guide Dogs, Service Dogs and Service Animals Procedure (SO-033)
- [Provincial Animal Welfare Services Act, 2019](#)
- [Smoke Free Ontario Act, 2017](#)



POLICY

SO-01

FUNDRAISING

Superintendent Responsible: Superintendent of Business & Treasurer	Initial Effective Date: 2006/11/27
Last Updated: 2025/03/24	Next Review Date: 2029/03/26

Objective:

To support Grand Erie District School Board (Grand Erie) schools with guidelines for fundraising activities that support student learning, achievement, mental health, well-being, belonging, and experiences.

Policy Statement:

Grand Erie endorses fundraising opportunities and outcomes that provide educational value for students, and are approved, supervised, and at the discretion of the Administrator(s). All fundraising activities must align with the principles of public education including diversity, accessibility, equity, inclusivity, and cultural sensitivity.

Reference(s):

- Fundraising Procedure (SO-001)
- Capital Related Fundraising Policy (BU-03)
- Capital Related Fundraising Procedure (BU-003)
- Community Use of School Facilities Policy (FA-04)
- Community Use of School Facilities Procedure (FA-004)
- Community Use of School Facilities Handbook (FA-04-R)
- Disposal of Surplus, Damaged or Obsolete Furnishings and Equipment Procedure (FA-021)
- Purchasing Policy (BU-06)
- Purchasing Procedure (BU-006)
- School Councils Policy (SO-02)