



Policy and Program Committee Meeting

Monday, December 2, 2024

7:15 p.m.

Norfolk Room, 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 **Approval of the Minutes**
* *"THAT the Minutes of the Policy and Program Committee meeting, dated October 21, 2024, be approved."*
- D - 1 **Business Arising from Minutes and/or Previous Meetings**
- E - 1 **New Business - Program**
* (a) Review of Secondary Programming at Tollgate Technical Skills Centre (L. Munro) (I)
- F - 1 **New Business - Policy**
- G - 1 **Adjournment**
"THAT the Policy and Program Committee meeting be adjourned."
- H - 1 **Next Meeting Date:** January 13, 2025

Learn

Lead

Inspire



Policy and Program Committee

Monday, October 21, 2024

Norfolk Room, Education Centre

MINUTES

Present: Committee Chair: S. Gibson, Trustees: R. Collver B. Doyle, T. Sault, C.A. Sloat, C. VanEvery-Albert, L. Whiton

Administration: Director: J. Roberto, Superintendents: P. Ashe, K. Graham, L. Munro, L. Thompson J. Tozer, R. Vankerbroeck, J. White, R. Wyszynski, Executive Assistant: C. Dero, 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 6:32 p.m. and read the Land Acknowledgement Statement.

B - 1 **Approval of the Agenda**

Moved by: T. Sault

Seconded by: B. Doyle

THAT the Policy and Program Committee agenda be approved.

Carried

C - 1 **Approval of Minutes**

June 17, 2024

Presented as printed.

Moved by: T. Sault

Seconded by: C.A. Sloat

THAT the Minutes of the Policy and Program Committee meeting dated June 17, 2024, be approved.

Carried

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

E - 1 **New Business - Program**

(a) **Multi-Year Accessibility Plan 2022-27 – Annual Update**

Presented.

(b) **Grand Erie Leadership Development Plan**

Presented.

(c) **Diplôme d'Études en Langue Française (DELF)**

Presented as printed.



Policy and Program Committee

Monday, October 21, 2024

Norfolk Room, Education Centre

MINUTES

- (d) **Education, Quality and Accountability Office (EQAO) 2023-24 Results**
Presented as printed.
The report included an overview of the last three years highlights to Grand Erie's EQAO and OSSLT results include: Grade 3 math results increased by 5% compared to a 2 % provincial increase. Grade 6 math results increased by 7% compared to a 3 % provincial increase. Grade 9 math results increased by 2% aligned with a 2% provincial increase. OSSLT results have increased by 7% compared to a 2 % provincial increase. OSSLT academic results align with provincial averages (90%). Graduation rates for the 2018-19 Grade 9 5-year cohort and 2019-2020 4-year Grade 9 cohort demonstrates Grand Erie is closing the gap with the province.
- (e) **Grand Erie Math Achievement Action Plan and Student Achievement Plan Update**
Presented as printed.
- (f) **Grand Erie's AI Strategy**
Presented.
- (g) **Centre for Excellence: Teaching, Learning and Belonging**
Presented as printed.
The proposed of the Centre for Excellence: Teaching, Learning and Belonging includes opportunities to embrace, honour and reflect upon the diverse identities, contributions and histories of student, staff, family and the community. Educate, promote dialogue and are responsive to the voices and contributions of diverse communities through district and community engagement initiatives.
- (h) **Innovation Hub at Grand Erie**
Presented as printed.
Grand Erie has embarked on a unique initiative to support innovation in education and research through the development of an Innovation Hub. The Innovation Hub will be multifunctional. It will foster STEAM innovation and creativity amongst educators, researchers, students, entrepreneurs, and education technology companies which will produce cutting edge research that will enhance student achievement, well-being and belonging.
- (i) **Secondary Pathways: Welcome to Secondary – You Belong Here**
Presented.
- (j) **Policy/Program Memorandum (PPM 128) Update**
Presented as printed.
In response to a question, it was noted that the implementation plan rollout has been positive.
- (k) **Attendance Strategy Update**
Presented as printed.



Policy and Program Committee

Monday, October 21, 2024

Norfolk Room, Education Centre

MINUTES

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

In response to a question, the Indigenous Education team, school counsellors and administrators, together with parents, provide assistance and input to identify solutions for students from Six Nations of the Grand River and Mississaugas of the Credit. This includes lived experiences and cultural supports.

- (l) **School Culture and Well-being Programs 2024-25**
Presented.
- (m) **Education Services Agreement Progress Report 2023-24 - Six Nations of the Grand River**
Presented.
- (n) **Education Services Agreement Progress Report 2023-24 - Mississaugas of the Credit First Nation**
Presented.
- (o) **French Immersion Review Update**
Presented as printed.
The Elementary Program review will remove lotteries for families by adhering to current February timelines for FI Registration. The review will continue to look at benefits and challenges of kindergarten entry into FI and the dual track and single-track model.
In secondary, the program review will look at a change at Simcoe Composite effective September 2025 from extended to immersion offerings, review future options to serve Haldimand secondary students and establish a boundary for the program and discuss boundaries for existing French Immersion programs at Brantford secondary schools.
- (p) **Brantford Secondary School Program Review**
Presented as printed.
The review will include input gathered from administrators, educators/staff, elementary and secondary students regarding potential changes to secondary programming for September 2025 and beyond. Following the consultation efforts underway, program outcomes and decisions at Tollgate Technical Skills Centre (TTSC), and Grand Erie Learning Alternatives (GELA) to address de-streaming, pathways and graduation data. Implement strategies that enhance enrolment and retention in the Brantford Secondary schools, as well as a future program review for Haldimand, Norfolk and Brant secondary schools will be part of the review process.



Policy and Program Committee

Monday, October 21, 2024

Norfolk Room, Education Centre

MINUTES

F - 1 **New Business – Policy**

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

Moved by: T. Sault

Seconded by: B. Doyle

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

Carried

G - 1 **Adjournment**

Moved by: R. Collver

Seconded by: B. Doyle

THAT the Policy and Program meeting be adjourned at 7:56 p.m.

Carried

H - 1 **Next Meeting Date:** January 13, 2025

Draft



Grand Erie District School Board

TO: JoAnna Roberto, Ph. D., Director of Education & Secretary of the Board
FROM: Lisa Munro, Superintendent of Curriculum & Student Achievement
RE: **Review of Secondary Programming at Tollgate Technological Skills Centre**
DATE: December 2, 2024

Background

Grand Erie's Long-Term Accommodation Plan (LTAP), 2023-2028, examines the needs of the district over a five-year period, taking into account accommodation projections within the boundaries over a ten-year period. As part of the LTAP, a set of Guiding Principles was developed to frame the work that the board would undertake over the term of the plan.

These principles were used to guide the process undertaken for examining the program at Tollgate Technological Skills Centre (TTS) as part of the greater secondary school program review from the Greater Brantford area, which is set out as an action item for the 2024-2025 school year. Additionally, the LTAP outlines that "there is a need to plan for consolidation of the programs in some secondary schools to improve the utilization overall...to determine what program options can be offered by site and address where future opportunities to grow or consolidate enrolment lie. Two schools have no boundaries and attract students for alternative or vocational programming." (LTAP, p.110).

A thorough examination of data focusing on a variety of areas was undertaken of the four secondary schools in the City of Brantford: Brantford Collegiate Institute & Vocational School (BCI), North Park Collegiate and Vocational School (NPC), Pauline Johnson Collegiate and Vocational School (PJC) and Tollgate Technological Skills Centre (TTS). During the data mining process, comparable data for Paris District High School (PDH) was included as there are a number of students from Brant County at TTS whose designated home secondary school is PDH.

The following areas were examined in detail as part of the data mining:

- Feeder school (where students were attending school before enrolling at TTS, including those who transferred in from another secondary school)
- Student distribution across grade levels
- Indigenous Student Self-Identification
- Student Attendance by School and Grade
- Student Attendance under an Education Service Agreement (ESA)
- Special Education status including IEPs, Exceptionalities and Service Delivery Model
- Course offerings (registration process) vs. Course delivery (actual)
- Stacked courses
- Specialized High Skills Major (SHSM) Programs
- Specialized Services Programs
- Co-curricular programs
- Graduation rates and diploma completion

Findings (using student data as of 2024 November 01 and school organizations for the 2024-2025 school year):

The findings have been grouped primarily into two streams: demographics (knowing our learners) and program (understanding the learning and learning environment).

Findings: Student Demographics

The following is a profile of the student body at TTS

- Enrolment is 263 students
- 70% are male/identify as male
- There are five self-contained classes
- 55 students self-identify as First Nations and two as Métis
- The Six Nations ESA nominal roll has 21 students and the Mississaugas of the Credit First Nation has one student
- There are 56 students in Grade 9, 59 students in Grade 10, 78 students in Grade 11, and 70 students in Grade 12. The lower number in Grade 12 is an anomaly when compared to other Grand Erie secondary schools which have larger numbers in Grade 12 (which include students who return for a 5th year in secondary school)
- 80% of the students at TTS are on an Individual Education Plan (IEP), compared to the overall rate of 23% across the board
- Of note, 23% of students do not meet the criteria for an exceptionality and 11% have an identified Learning Disability (they have average intelligence but learn differently). Additionally, 20% are not on IEPs. When taken together, 54% of the student body would not have a learning profile that would indicate the need for following a locally developed/workplace pathway
- 54 of the 263 students are in self-contained class placements, leaving a total of 209 students who are generating courses.

TTS does not have a designated school boundary. Students are accepted from across the district:

- 45 students are from the BCI catchment area
- 72 students are from the NPC catchment area
- 20 students are from the PDH catchment area
- 75 students are from the PJC catchment area
- 4 students have transferred in directly from other secondary schools
- The remainder of the students are from the schools on reserves, from other boards, from other secondary school catchment areas and from homeschooling

Student Attendance:

- The average daily attendance at TTS is 77.13%
- The average number of classes attended per week is 15 out of 20
- Projected over the course of the school year, this would have TTS students attending school 144 out of 187 school days
- For each of the other schools involved in this review, the average daily attendance is between 84.5% and 88.64%; across Grand Erie secondary schools, the average daily attendance is 86.4%
- Projections indicate that TTS students will attend school three to four weeks less this year than students at other Grand Erie secondary schools

Findings: Program

TTS offers courses at the Locally Developed (L), Workplace (E), College (C) or Open (O) levels. The College level courses are exclusively within the Technology Department. TTS offers one de-streamed course at the Grade 9 level (Geography); de-streamed courses for Grade 9 are offered at all other Grand Erie secondary schools in the core course program areas (English, Math, Geography, Science).

Grade 9 compulsory courses are Math, English, Science, Geography, French and Physical Education (which can be taken at any grade level) as per Ministry expectations. At TTS, the Grade 9 compulsory courses are Math, English, Technology and Learning Strategies. Students may choose to take Science, Geography and Physical Education. French is not an option, nor is Native Language.

Program Challenge: Course Offerings

The number and type of courses running in schools are influenced by the number of students enrolled in the school, the courses they select, and the courses that are provided by each school for the subsequent school year

- At TTS, students had 60 courses from which to choose their courses for this year and 40 are running
- By comparison, PJC offered 154 courses and 148 are running
- The current enrolment at TTS does not generate a broad range of course options for students. Currently, TTS does not offer courses in the following areas: Business Studies, Law, French as a Second Language, Native Languages, Computer Studies, Science (beyond Grade 10) and Health & Physical Education (beyond Grade 10). Visual Arts programming is limited to crafts or ceramics

Program Challenge: Stacked Classes

In order for schools to run certain courses, it can be necessary to stack the courses (run two or more courses as a single section).

- At TTS, 17% of all courses within the school are stacked
- 59% of courses within the Technology Department are stacked
- By comparison, the percentage of stacked courses overall is nearly double the number running in other Brantford schools

Program Challenge: Specialist High Skills Major Programs (SHSMs)

In the reviewed schools, 18 SHSM programs are offered. TTS offered SHSMs in Construction, Health & Wellness, Hospitality & Tourism and Transportation. All SHSMs offered at TTS, except Transportation, are offered elsewhere within the City of Brantford. Individual transportation courses are available at all other Brantford schools.

Program Challenge: Pathways

At TTS, students may only follow an academic program within the Workplace pathway as there are no courses offered in the compulsory subject areas at the University or College level. Students who attend TTS and receive their Ontario Secondary School Diploma (OSSD) enter the workplace. They do not have the courses that would permit them to enroll in post-secondary education.

Program Challenge: Graduation

Graduation requirements for an Ontario Secondary School Diploma (OSSD) include attaining credits in the specified compulsory courses, as well as optional courses, passing the Provincial Literacy Test (or taking the Literacy Course after two unsuccessful attempts at the Literacy Test) and completing the community service hour requirements. In addition, two of the 30 credits are to be taken as e-learning courses.

TTS traditionally graduates 20-25 students in a given graduation class, representing approximately 30% of the Grade 12 students. Many students are leaving school without having received their OSSD. Overall, Grand Erie's graduation rate is around 80% (per the Final Report of Grand Erie's Annual Learning and Operating Plan, 2023-2024).

Co-curricular Activities

In the majority of the secondary schools in Grand Erie, the athletics program is extensive, with everything from team sports such as football, volleyball, soccer, rugby and basketball to

individual sports (which are also teams but can run with many fewer students) such as badminton, swimming, cross country and track and field.

At TTS, students do not participate in the traditional inter-school athletics programs. There are a series of one-day tournaments where they compete against schools of like composition from other school boards in activities such as floor hockey, dodgeball, soccer, etc.

Focus Group Feedback

Students from TTS were given an opportunity to participate in a focus group. Broad themes emerged related to program. These included a desire for the following:

- More arts-based courses (e.g., Music, Drama, Musical Theatre, Drawing and Photography)
- Engines and trade courses that are more up-to-date and modernized for the real world
- Indigenous languages, Culture and History
- Cultural language courses so that they could learn more about their own culture
- Parenting classes; coding classes; more academic classes in core subjects so they have options other than Co-operative Education
- Sports Clubs throughout the year and Sports Teams
- More guidance on future pathway planning

In addition, some staff participated in a separate focus group. Their feedback included wanting to collaborate with colleagues who teach the same subjects as there are few staff at TTS who teach the same courses thereby limiting co-planning and co-teaching. Staff also commented on the inability to run courses as there are too few students in the school making running the courses not viable. One comment included, "there are so few course options available to students that they are unable to pursue all of their interests". Other comments included recognizing that if new courses are offered, other courses would need to cease being offered due to low enrolment.

Summary

Based on the Program Review that included disaggregation of data undertaken, using the Guiding Principles of the LTAP and the Focus Group feedback, effective September 2025 there will be no Grade 9 intake for the program at TTS. Students will register at their designated home schools.

Next Steps

- Communicate decision to all parties, as required
- Establish a Frequently Asked Questions (FAQs) website
- Support students, families and schools (both TTS and other schools) with the transition to this plan

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Lisa Munro, Superintendent of Curriculum & Student Achievement