



Special Policy and Program Committee

Monday, September 15, 2025

5:30 p.m.

MS Teams

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 Special Policy and Program Committee agenda be approved."

C - 1 **Consent Agenda**

Recommended Motion:

"THAT the Special Policy and Program Committee accept the September 15, 2025 Consent Agenda and the recommendations contained therein."

- * (a) Approve the minutes of:
 - (i) Policy and Program Committee meeting dated June 9, 2025

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

E - 1 **New Business - Program**

- * (a) Secondary Program Review Report (K. Graham, L. Munro, R. Vankerrebroeck)(I)
- * (b) Student Learning Support Days and Grade 9/10 Exams Report (K. Graham, L. Munro, R. Vankerrebroeck)(I)

- * 1 **New Business – Policy** - Nil

G - 1 **Adjournment**

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

H - 1 **Next Meeting Date: October 20, 2025 at 6:30 p.m.**

Learn

Lead

Inspire



Special Policy and Program Committee

Monday, June 9, 2025

5:30 p.m.

MS Teams

MINUTES

Present: Chair: S. Gibson, Trustees: T. Waldschmidt, J. Bradford, T. Sault, C.A. Sloat, L. Whiton

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

Guests: Consultants: K. Edgar, M. Moynihan

Regrets: Trustee: C. VanEvery-Albert

A - 1 **Opening
Roll Call**

The meeting was called to order by Chair S. Gibson at 5:35 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: T. Waldschmidt
Seconded by: J. Bradford
THAT the Special Policy and Program Committee agenda be approved.
Carried

C - 1 **Consent Agenda**
Moved by: B. Doyle
Seconded by: T. Sault
THAT the Policy and Program Committee accept the June 9, 2025 Consent Agenda and the recommendations contained therein.
Approve the minutes of:
(i) Policy and Program Committee meeting dated April 14, 2025
Carried

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

E - 1 **New Business - Program**
(a) **Halton Industry Education Council (HIEC) Career Coaches Update**
Presented as printed.

(b) **Secondary Program Review Assessment and Evaluation**
Presented as printed.



Special Policy and Program Committee

Monday, June 9, 2025

5:30 p.m.

MS Teams

MINUTES

(c) **French Immersion Entry Points Report**

Moved by: J. Bradford

Seconded by: T. Waldschmidt

THAT the Board change the entry point for French Immersion programming to Grade 1 and that Kindergarten programming in English be offered in all French Immersion schools for those families intending on enrolling in the French Immersion program in Grade 1, effective September 2026, be forwarded to the June 23, 2025 Regular Board meeting for approval.

Carried

F - 1 **Adjournment**

Moved by: T. Waldschmidt

Seconded by: D. Doyle

THAT the Special Policy and Program Committee meeting be adjourned at 5:55 p.m.

Carried

G - 1 **Next Meeting Date:** October 20, 2025

Grand Erie District School Board

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

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

RE: **Secondary Program Review Report**

DATE: September 15, 2025

Background

The Grand Erie District School Board's (Grand Erie) Long-Term Accommodation Plan (LTAP), 2023-2028 and the most recent LTAP presented to the Finance Committee on September 8, examined the needs of Grand Erie 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 Grand Erie would undertake over the term of the plan (LTAP 2023-28, p.9).

These principles were used to guide the process undertaken for examining the secondary programs and schools as part of the greater Secondary School Program Review for the Greater Brantford area, which was 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. One way to address the improved utilization is to complete a program review of all five schools 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 2023-28, p.110).

A thorough examination of data focusing on a variety of areas related to the four secondary schools in the City of Brantford and Brant County and the two specialized sites was undertaken. The sites are Brantford Collegiate Institute & Vocational School (BCI), North Park Collegiate & Vocational School (NPC), Pauline Johnson Collegiate & Vocational School (PJC), Paris District High School (PDH), Tollgate Technological Skills Centre (TTSC) and Grand Erie Learning Alternatives (GELA). In addition, as the Review unfolded, it expanded to include system-wide programs (e.g. French Immersion, Turning Point, Supervised Alternative Learning, Technological Education, etc.) to make informed decisions.

This examination used the Guiding Principles from the LTAP to frame the inquiry. Differentiated methodologies were used for each of the program areas and are delineated in each section.

Review Findings

In this report, the following program changes are identified:

- Secondary French Immersion
- Technological Education/Innovation Hubs
- Alternative Education
- NATIONS/New Start
- Valley Heights Turning Point

Next Steps

- Planned communication is in place for program updates
- Share the updates to the programs with the public through a variety of channels

- Provide schools with supports, as required, to facilitate the transitions

SECONDARY FRENCH IMMERSION PROGRAMMING

Background

Grand Erie offers French Immersion (FI) programming in the following secondary schools: Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School and Simcoe Composite School.

The French Immersion Special Ad Hoc Committee was established and began its work in 2022 which included gathering feedback from various stakeholder groups through surveys and interviews. Stakeholder feedback was used to guide phase one recommendations. A summary of the consultation report and feedback were shared along with phase one recommendations. In addition, in January 2024, Watson & Associates Economists Ltd. completed a phase one review of French Immersion program delivery in Grand Erie.

Secondary Program Considerations of the Special Ad-Hoc Committee on French Immersion

- A single model is required for consistent delivery
- Not all secondary review areas are served by FI programs
- Next Steps in Secondary Program Sustainability for 2024-25
 - Begin to phase out the Extended French program at SCS and replace it with an FI program
- Next Steps in Secondary Program Sustainability for 2025-26
 - Program change at Simcoe Composite School effective September 2025
 - Review FI program options to serve Haldimand secondary students and establish a boundary for the program
 - Review program locations and boundaries for existing FI programs at Brantford secondary schools
 - Place all capital and boundary requirements into the Board's LTAP

The work of both the LTAP and the Special Ad-Hoc Committee on French Immersion led to this review of secondary French Immersion programming.

It is to be noted that Simcoe Composite School has moved from an Extended French Certificate to offering a full French Immersion program as of September 2025. This will be a phased-in approach. The Grade 9 students who entered SCS in September 2025 will have the opportunity to earn a French Immersion Certificate while those who started earlier will still be on track to earn an Extended French Certificate.

Methodology

The review used the Guiding Principles from the LTAP and the recommendations from the Ad-Hoc Committee. The following areas were examined in detail (over a five-year period):

- Retention rates from Grade 8 to Grade 9
- Secondary School French Immersion enrolment
 - Historical enrolment
 - Retention rates from Grade 9 through 12
 - Course offerings at the FI secondary schools to achieve the French Immersion/Extended French Certificate
 - Class size

Findings

The findings included an examination of where the students reside related to the secondary schools, the number of students who continue in the French Immersion program from Grade 8 to 9 as well as the students who successfully continued to complete Grade 12 and earn their certificate.

Grade 8 to Grade 9 Retention

The overall Grade 8 to Grade 9 secondary FI enrolment has remained relatively stable in the period analyzed (2020-21 to 2024-25). The retention rate of Grade 8 students from École Dufferin to Grade 9 at BCI has ranged from 88% to 123%. The retention rate of Grade 8 students from Burford/Paris Central and École Confédération to Grade 9 at NPC has ranged from 60% to 85%.

Grade 9 to Grade 12 Retention

The retention rate for students who start Grade 9 in FI (those who continue to complete the certificate) varies depending on the school. At BCI, the retention rate over the five years has continued to increase (to 86%); at NPC, the retention rate has steadily declined (to 57%) over that same period. In Haldimand County, the majority of the students who are enrolled in FI live in the Caledonia area.

Program

The findings regarding program included an examination of the courses that have been traditionally taught at the three schools over the past five years and optimization of course selection enrolment.

Over the past five years, students have had no option as to which courses they take to achieve their certificates as only ten courses have been offered each year at both BCI and NPC. Optional courses are different between the two schools.

French Immersion Certificate Requirements

Students are required to attain four credits in FI (French Immersion) plus six additional credits taught in French for a total of ten credits to receive the French Immersion Certificate along with their diploma.

Next Steps

Based on the Review that included the disaggregation of data undertaken, using the Guiding Principles of the LTAP, The French Immersion Review by Watson & Associates Ltd. and the recommendations of the Special Ad-Hoc Committee on French Immersion, the following program changes will be implemented:

Brant/Brantford

Effective September 2026, the secondary French Immersion programs in Brant/Brantford will be amalgamated at Brantford Collegiate Institute (BCI).

This location has been selected for the following reasons:

- The current enrolment of secondary French Immersion students would be well served by amalgamating the two programs into one site to increase course options available to students
- Based on the LTAP school utilization data, there is space available at BCI to accommodate French Immersion
- BCI student retention rates in FI are higher than at NPC (both for Grade 8 to 9 and for Grade 9 through 12).

Consideration will be given to NPC students entering Grade 12 in September 2026 to have their final course(s) required for their certificate acquisition offered at NPC for one year should they choose to remain at their secondary school. For staffing purposes, this decision needs to be made by January 2026.

Haldimand

Effective September 2026, a secondary French Immersion program in Haldimand County will begin at McKinnon Park (MCK).

This location has been selected for the following reasons:

- To provide students in Haldimand County with a secondary French Immersion location which is closer to their homes
- The majority of River Heights FI students already live in the MCK catchment area and would be attending MCK for secondary education
- As the students are already designated for MCK, this would have little impact on the overall enrolment at the school.

TECHNOLOGICAL EDUCATION

Background

Technology and science-related fields have continued to grow and develop over the past two decades. The evolution of technological-based disciplines has transformed the workplace. Three decades ago, technology course offerings were primarily limited to the foundational “hard technologies” (e.g., construction, manufacturing, transportation and, in some schools, hospitality). “Soft technologies” (e.g., health care, green industries) were rare at the time. This is an area which has continued to grow and develop over the course of the past twenty years.

In 2022, the Ministry of Education for Ontario announced changes to Technological Education. The excerpts below are from the December 12, 2022 Education News Release:

- The Ontario government is updating high school courses in science, technology, engineering, mathematics (STEM), including learning related to the skilled trades to ensure students have the cutting-edge digital literacy and modern technological skills to lead the global economic, scientific and societal innovations of tomorrow.
- These changes to the Computer Studies and the Technological Education curriculum also support the government’s plan to align curriculum changes with the province’s economic needs and place an emphasis on critical life and job skills, needed in the fast-growing skilled trades.
- The focus is to ensure our students have the most up-to-date curriculum that strengthens life and job skills leading to rewarding careers in technology and innovation, including in the skilled trades.

Businesses and organizations are focussing on innovation, problem-solving, computer technology and design skill and as a district we are committed to ensuring we have program pathways to meet the need of the demand. An Innovation Hub was successfully created at NPC to further support the focus on science, technology, engineering, arts, mathematics (STEAM).

Methodology

In the 2024-25 school year, Focus Groups for students and staff were conducted. In addition, an analysis was done of the technological spaces available in each secondary school in Grand Erie as well as the courses that were being offered in each secondary school. An examination of the Specialist High Skills Major (SHSM) Programs across Grand Erie was also completed.

Findings

Courses and Purpose-Built Spaces

In the 2024-25 school year, the secondary schools across the district offered technology courses ranging from four (4) to eight (8) out of the 11 possible technology disciplines:

- Broad-based Technology
- Communications Technology
- Computer Technology
- Construction Technology
- Green Industries
- Hairstyling and Aesthetics
- Health Care
- Hospitality and Tourism
- Manufacturing Technology
- Technological Design
- Transportation Technology

Many of the secondary schools in Grand Erie are of a size which limits the ability of each to offer a broad range of technology courses. Most schools offer courses which fall under the “hard” technology category (construction, manufacturing and transportation).

Some schools offer “soft” technology courses. Notably, two technologies, health care and computer technology, are not offered anywhere in Grand Erie, although there are some business courses offered which focus on some computer technology.

Specialist High Skills Majors Program

Many secondary schools in Grand Erie offer technology focussed SHSM programming which requires schools to offer a bundle of technology courses (8 to 11 depending on the sector) to students. These schools must offer programming in all four pathways. In some schools with lower enrolment, it can become challenging to ensure that the full bundle of courses required for the SHSM Red Seal are able to run.

Next Steps

Creating technology hubs in secondary sites will result in an increase in course offerings with qualified teachers in updated technology spaces.

Technological education plays a vital role in the course offerings of secondary schools in Ontario. Offering courses which address the ever-evolving field of technology requires a nimble and flexible approach which provides options for students. The following program decisions are made to support this need:

Consolidation of Technological Education

Based on a review of Technological Education in Grand Erie, the following change will be implemented:

Effective September 2026, three Technological Hubs with Innovation Hubs will be established across the district.

The Technological Hub program changes will ensure access to:

- A broader range of technology courses
- Pathways (apprenticeship training, college, university and workplace) with access to both hard and soft technology courses
- Updated technological equipment

Technology Hubs and Innovation Hubs, will be expanded to include the following three (3) secondary schools:

- Cayuga Secondary School
- North Park Collegiate and Vocational School
- Simcoe Composite School

Phased in implementation of Tech Hub/Innovation Hubs will be incorporated in proposed budgets.

ALTERNATIVE EDUCATION PROGRAMMING

Background

In Grand Erie, there are multiple options for students who would benefit from alternative education programs: Supervised Alternative Learning (SAL), Grand Erie Learning Alternatives (GELA) Day School program, Turning Point program, School Within a College (SWAC), and NATIONS/New Start.

Supervised Alternative Learning

Ministry of Education legislation directs school boards on providing SAL for students who need to be excused from full-time attendance at school for a variety of reasons (e.g., enrolled in a non-credit course, preparing for employment, training for specific employment, full-time or part-time employment, participating in counselling or a treatment program). Students remain attached to their home secondary school.

GELA Day School Program

The GELA Day School program operates out of the Rawdon Street site and is an alternative education program for students aged 16 to 21. Courses are provided for students who are primarily headed to the workplace following graduation.

Turning Point Program

The Turning Point program was originally established to re-engage and support students aged 18 to 21 who had left Grand Erie prior to graduation and who were working full-time (Grade 12/12+ Re-engagement Project). This alternative education program combined independent course study with paid co-op to aid students in completing the requirements for an Ontario Secondary School Diploma (OSSD). Since its inception, the Turning Point program has shifted focus. Currently, most students are in Grades 11-12 (and some 12+). They transition to the Turning Point program directly from a secondary school without having left Grand Erie.

School Within a College Program

The SWAC program provides opportunities for students to earn secondary and college credits simultaneously. Partnerships exist between Grand Erie and Conestoga and Fanshawe Colleges. Students attend school on a college satellite campus for both secondary and college courses. Each college credit successfully completed also generates one secondary credit towards a student's OSSD. The SWAC program was designed for students who have shown evidence of the potential to succeed in college or in an apprenticeship.

Methodology

A thorough examination of data focussing on a variety of areas was undertaken, using the Guiding Principles from the LTAP to frame the inquiry. The data gathering included in-person visits to the ten Turning Point sites. During the visits, staff were interviewed, data was gathered, and the physical space was considered as part of the information collection. In addition, data related to enrolment, attendance and credit accumulation was examined in detail. Communication also occurred with staff involved in SWAC, SAL and GELA Day School programs.

Findings

The following areas of need were identified during the review:

- coherent program delivery
- consistent processes for program intake

GELA Day School Program

Program Location

GELA Day School program operates at the Rawdon Street site for students primarily in the City of Brantford.

Enrolment

Students are between the ages of 16 to 21. In 2023-24, there were 122 students enrolled in the program.

Program Structure and Delivery

Students attend class daily at Rawdon Street. They may access courses in-person or online.

Turning Point Program

Program Locations

Currently, there are ten Turning Point sites operating within Grand Erie. Six of these sites are located in the community, one Turning Point site is shared between two locations (Simcoe Composite School and Port Dover), two sites are located within schools (Dunnville and Valley Heights) and one site is located at GELA Rawdon Street, serving the Brantford schools.

Enrolment

Students at most sites are in Grades 11 and 12, although some sites have students in Grades 9 or 10 who attend. The number of students enrolled in each program ranges from 11-44 for the majority of programs. There are currently more than 260 students enrolled in the Valley Heights program. Valley Heights has students from Grades 9-12 as the purpose of this site differs from other Turning Point sites.

Program Structure and Delivery

The current program structures vary from site to site. Most students take one course plus two co-op credits each semester.

To support programming, Turning Point teachers in Grand Erie have created their own eLearning Consortium. The courses offered in this local consortium are in addition to courses offered by the Ontario eLearning Consortium and are primarily focused on the workplace course pathway.

Co-op Program

In addition to the academic class programming onsite, almost all students are enrolled in two co-op credits. In Turning Point, most co-op credits are for paid co-op.

Next Steps

Students' profiles and needs are similar in both the GELA Day School and the Turning Point Programs. Based on the review of these programs, the following program change will be implemented:

Effective September 2026, a single Grand Erie Learning Alternative Education Program will be offered across the district, with locations in all counties as well as in the City of Brantford.

This change will ensure that:

- Access to alternative education opportunities are provided for students in Grades 11-12 across the entire district.
- Students will have opportunities to access GELA programming across Grand Erie

- Students will be able to engage in in-person or online courses daily.
- Students enrolled in alternative education have the opportunity to take co-op courses.
- Program offerings and design are as flexible as possible to meet student needs.
- Educators can network professionally on program delivery

The following strategies for students in this program will include:

- Flexible timetabling
- Credit Recovery
- Literacy requirement for OSSD
- Community Service Hours Support
- Prior Learning Assessment and Recognition (PLAR)
- Adult Mentors
- Access to technology for eLearning courses

NATIONS/NEW START

Background

NATIONS/New Start offers a combination of eLearning, blended learning and teacher-directed credit courses for Six Nations and Mississauga of the Credit First Nation students in Grades 9 – 12. Students may opt for programming at NATIONS/New Start. Due to renovations, the NATIONS/New Start Campus has temporarily transitioned from Six Nation Polytechnic to Hagersville Secondary as a school within a school concept.

Methodology

An examination of data included in-person visits to NATIONS/New Start. During the visits, staff and students were interviewed, and the needs within a physical space and program offerings were included in the program collection.

Findings

Staff and students envision a learning space and program that includes:

- Identity and culture, including murals
- A flexible, welcoming environment with comfortable seating
- Natural lighting, separate access, and multiple dedicated areas for quiet study
- Spaces for hands-on, experiential learning through cultural activities, creative arts, cooking, physical activity, additional technology and STEAM opportunities.
- Guidance from Elders, Knowledge Keepers and community-connected educators
- Opportunities to engage in extracurricular activities
- Community connections such as the Dajoh Youth and Elder Centre Six Nations
- Strong support systems, reliable and respectful transportation, and the ability to personalize their environment to foster pride, ownership, and a homelike atmosphere.

Next steps

Based on a review of the NATIONS/New Start program, the following program changes have been implemented:

Effective September 2025, the NATIONS/New Start Campus program will be offered as a school within a school temporarily located at Hagersville Secondary School.

Using a temporary site Grand Erie has been able to incorporate the important features of a space as identified by students and staff. Students from Six Nations of the Grand River and Mississaugas of the Credit First Nation will continue to have access to alternative education programming. Additionally, students will have:

- The opportunity to register for up to an eight-credit course load
- Access to additional course offerings
- Community Connections (e.g. Dajoh, Haudenasaunee Lacrosse)

VALLEY HEIGHTS TURNING POINT

Background

Turning Point was originally established to re-engage and support students aged 18 to 21 who had left Grand Erie prior to graduation and who were working full-time (Grade 12/12+ Re-engagement Project). This alternative education program combined independent course study (booklets or online) with paid co-op placements (many of the students were already employed full-time) to aid students in completing the requirements for an Ontario Secondary School Diploma.

In contrast, the Valley Heights (VHS) program's mandate focuses on engaging members of the Low German Mennonite community.

Methodology

The data gathering included an in-person visit to the VHS Turning Point site. During the visit, staff were interviewed, data was gathered, and the physical space was considered as part of the information collection. In addition, data related to enrolment, attendance and credit accumulation was examined. Due to the rapidly increasing enrolment, 2024-25 mid-year data was also reviewed.

Findings

In recent years, the enrolment has been between 150-180 students. This past year, the student population has grown to over 260 students, with the school reporting that they are continuing to have one to three students register each week.

Valley Heights also hosts a Moms and Tots Program. This couples Adult English as a Second Language classes with child minding classes across the hall from the Turning Point program. This program runs parallel to the Turning Point program and helps the women in the community to learn English and build trusting relationships with the school, leading to them enrolling their children in school.

Next Steps

Based on a review of this program at Valley Heights Secondary School, the following program change will be implemented:

Effective September 2026, the Turning Point Program at Valley Heights Secondary School will be offered as a school within a school and not as part of the Alternative Education Program.

This change will ensure that:

- Students can continue to register as per current practice.
- The Low German Mennonite Community will continue to have access to a program with which they are familiar.
- Students will have the opportunity to register for a full eight-credit course load
- Students will have increased access to courses that are not part of the current Turning Point Program offerings (e.g., construction, French, the arts, physical education).

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

RE: **Student Learning Support Days and Grade 9/10 Exams Report**

DATE: September 15, 2025

Background

Student Learning and Support Days (SLSD) were implemented in 2021-22 to enhance learning and provide support to secondary students. The days are scheduled once per semester after the progress reports and before mid-term to support all learners in secondary school.

Since the 2021-22 school year, students in Grades 9 and 10 have not participated in examinations as part of their final evaluation.

Additional Information

Input from students, staff and parents/caregivers was collected via an online survey regarding SLSDs and the possible inclusion of formal examinations in Grade 9 and/or 10 courses in the spring of 2025.

Survey feedback by all three groups indicated a desire for the reinstatement of formal examinations in Grade 9 and 10 courses and that SLSDs should continue, however, in a flex day format. This means that SLSDs will become an instructional day which provides an opportunity for educators to plan an appropriate day within their course calendar to host a flex day.

Next Steps

Beginning in the 2025-26 school year, Grade 9 and 10 classes may have a formal exam based on best practices. For all courses, if there is no exam, there must be a scheduled task during exam days connected to curriculum expectations. Additionally, SLSDs will now become “flex days”. Educators will designate a “flex” period for their course between progress reports and mid-term reports. These days present a valuable opportunity to provide consolidation and support students where no new material is presented. This change has resulted in a revised secondary school year calendar which has five evaluation days occurring at the end of each semester.

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