



Annual Learning and Operating Plan 2025-26

Final Report
October 2026





CEO's Message

I am proud to share the Grand Erie District School Board's final report for the 2025–26 Annual Learning and Operating Plan. This year marked a milestone as we closed out the 2021-26 strategic plan and launched We Lead Forward, our 2026–30 strategic plan.

Throughout the year, we remained committed to building a culture of learning, well-being and belonging, meeting students where they are, expanding supports and ensuring every learner has the opportunities to thrive. The achievements highlighted reflect meaningful progress across all schools and departments.

Accomplishments this year include:

- Improved student achievement in literacy and mathematics.
- Increased results in:
 - Credit Accumulation
 - Success rates of student completing the Diplôme d'études en langue française
 - OYAP student enrolment
- 100% of schools delivered the Grade 6 Mental Health Literacy Curriculum with Child and Youth Workers.
- More than 3,000 student visits to the Innovation Hub @ North Park Collegiate
- Launch of the Words Matter Campaign in schools
- Ongoing professional learning for educators in the areas of Mathematics, Literacy, Indigenous Education, STEAM and Specialized Services
- 200+ educators completed FNMI Additional Qualification courses.
- Increased number of schools and employees completing:
 - MEHRIT self-regulation professional learning
 - Educational Assistants Micro-credential
 - AI Micro-credential
- Increased employee hiring
- Community outreach with the You Belong Here –and Grand Pathway Events
- School sites under construction
- 972,000 visits to the new granderie.ca website
- Increased Community and Research partnerships
- Successful launch of the Grand Erie Learning Foundation to further support students

Every employee, school and department plays a role in bringing Grand Erie's mission and vision to life.

The progress in this report reflects purposeful action, ongoing reflection, and a steadfast dedication to our students.

Thank you to the Board of Trustees, Senior Leadership Team, administrators, educators, and support staff for your vision, collaboration and dedication. As we conclude this year, we look ahead with confidence and momentum, ready to build on this strong foundation as we continue to Learn. Lead. Inspire.

A handwritten signature in black ink, reading "JoAnna Roberto".

Dr. JoAnna Roberto | Chief Executive Officer/Chief Education Officer

Our Vision

Learn

Lead

Inspire

Our Mission

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

Our Collective Priorities

Learning

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

Well-being

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

Belonging

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

Learning

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

GOAL MATHEMATICS

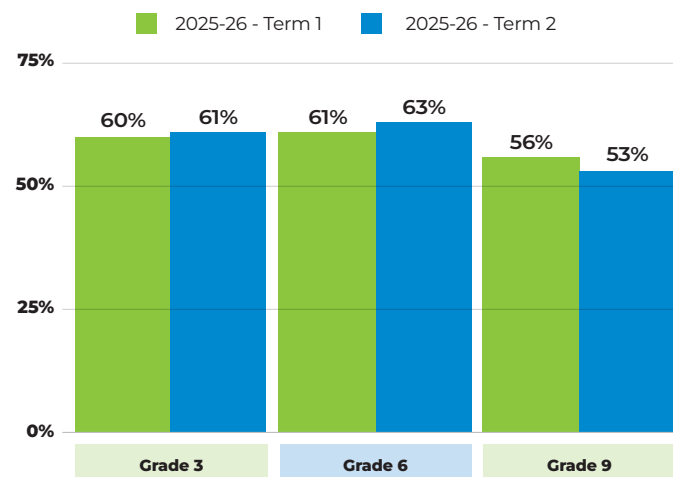
Increase mathematics learning outcomes for all students.

OUTCOMES

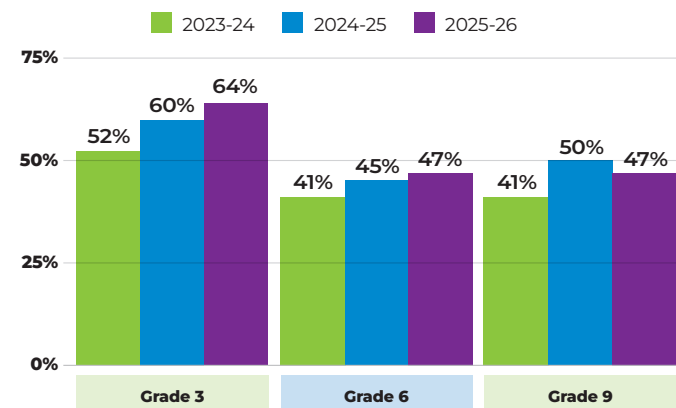
100% of Grade 3, 6 and 9 educators engaged in mathematics professional learning

100% of schools participated in school-based professional learning with responsive learning cycles with Grades 1 to 6.

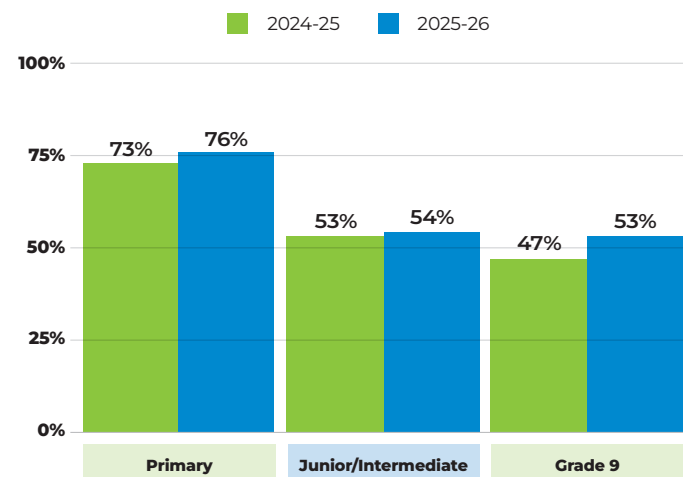
Grade 3, 6, 9 Math Achievement at Level 3 and 4



EQAO Results



Percentage of Students Who Agree with "I am good at math."



Learning

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

GOAL LITERACY

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

OUTCOMES

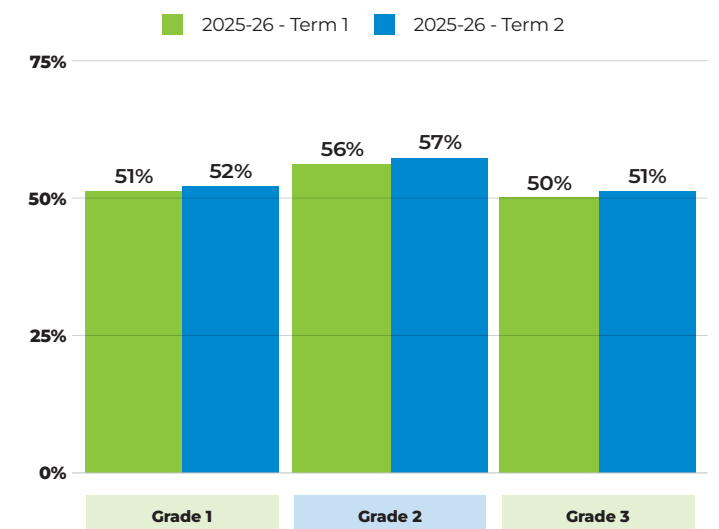
100% of all SK to Grade 2 classes received support from the Literacy coach for tiered literacy instruction.

100% of Grades 3 to 8 teachers were trained to use data to provide responsive, systematic, explicit reading instruction using the Acadience Reading Assessment.

100% of coaching logs indicated support had been provided to teachers in Grades 3 to 8.

 **4%** increase in Grade 3 EQAO math results from 2025 to 2026 to 63%.
2% increase in Grade 6 EQAO math results from 2025 to 2026 to 47%.

Grade 1, 2, 3 Language Achievement at Level 3 and 4



Early Reading Screener Benchmark

	# of students who did not meet benchmark in term 1	# of students who did not meet benchmark in term 1, then met bench mark in term 2	% increase
Kindergarten	625	62	9.9%
Grade 1	1,365	252	18.5%
Grade 2	1,015	82	13%
Overall	3,005	396	13.8%

Learning

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

GOAL GRADUATION

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

OUTCOMES

300

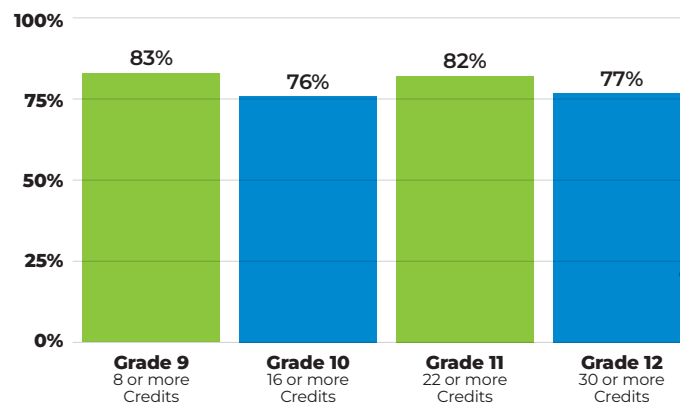
families engaged through community outreach with the **You Belong Here** – Grand Erie booths (Caledonia Fair, Norfolk County Fair & Horse Show and Six Nations Regional Session) and Grand Pathway Sessions.



100%

of new eTeachers attending PD reported that they would be implementing various UDL strategies in their course.

Percentage of Students on Track to Graduate



Note: This data represents the proportion of students on track to graduate among students taking 6 courses during the year (excluding full year courses).

Graduation Data

- **100% of intermediate educators** attended associated secondary schools to learn about pathways and course selection planning.
- **Increased OYAP enrolment** to 330 students.
- **71% of secondary schools** accessed outdoor education through the Conservation Authorities.
- **81% of educators** who participated in activities at the Innovation Hub reported growth in STEAM instructional practices.
- **More than 3,000 visits** to the Innovation Hub @ North Park Collegiate and Vocational School.
- **Developed and launched additional Innovation Hubs** at Cayuga Secondary and Simcoe Composite, and three Technology Hubs with an added focus on health care.
- Credit accumulation **increased by 2%** across Grades 9 to 12.
- **92%** of students successfully completed the Diplôme d'études en langue française.



Learning

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

GOAL SPECIALIZED SERVICES

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

OUTCOMES



100%

of special education documents are on the Clevr platform.

100%

of schools use Clevr to log and track interventions such as IEPs, behaviour plans and safety plans.

100%

of school administrators participated in Special Education legal professional development sessions.

60%



of administrators participated in learning sessions to better understand their role and responsibilities in the IPRC and IEP processes.

Testimonial:

“ I am now confident in my ability to Chair an IPRC effectively. ”



30

Educational Assistants completed all requirements to complete the Educational Assistant Micro-credential.

107

Educational Assistants completed more than 70% of the requirements to complete the Educational Assistant Micro-credential.

Testimonial:

“ I feel comfortable leading families through the IPRC meeting to ensure they have a full understanding of the process and implications for their child. ”

Well-Being

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

GOAL SCHOOL CULTURE AND WELL-BEING

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

OUTCOMES

100%

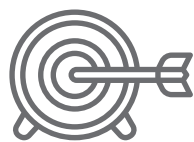
of schools delivered the Grade 6 Mental Health Literacy Curriculum with Child and Youth Workers available to support implementation.



Social Emotional Learning programs were reviewed and implemented by Child and Youth Workers with fidelity.

Testimonial:

“Staff proactively use their Shanker training to identify and reduce student stressors. Through a greater understanding of self-regulation and the factors influencing student behaviour, staff respond more proactively, fostering trust, connection, and a sense of belonging.”



All schools completed the School Climate Survey and received the data to develop targeted, school-based action plans informed by survey results.



The MEHRIT Centre

15

additional schools participated in MEHRIT self-regulation professional learning, bringing the total number of participating schools to 39.



Belonging

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

GOAL INDIGENOUS EDUCATION

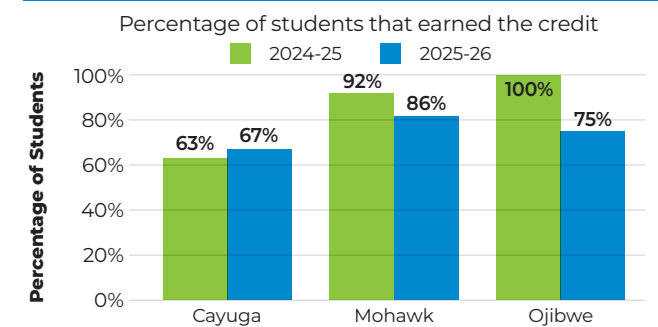
Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

OUTCOMES

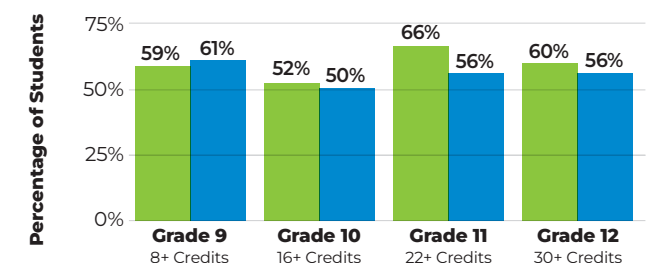
Indigenous Education Data

- **More than 200 educators** have completed FNMI Additional Qualification courses to date.
- **77 employees** engaged in Cultural Competency training, with more than 500 in total to date.
- **243 staff** engaged in learning at the Woodland Cultural Centre and Former Mohawk Institute.
- **99% of employees** indicated that participation has increased their understanding of Indigenous language, culture, history, and the impact of residential schools.
- **132 staff** engaged in learning about treaties, the role of the church in colonization and the ongoing presence and contributions of Haudenosaunee people at the St. Paul's H.M. Royal Chapel of the Mohawk.
- **80%** indicated an increased knowledge and understanding of local Haudenosaunee histories, stories and treaties.
- **424 students** participated in experiential lacrosse learning with Haudenosaunee Lacrosse.
- **36 educators** explored the game of lacrosse with support of Haudenosaunee Sports Development, which led them in learning about how cultural sport programming and hands-on skill development can be integrated to support experiential learning.
- **14 students** enrolled in the Grade 9 Land-based learning program through Hagersville Secondary School.
- **65 employees** participated in Indigenous-focused art workshops with a panel featuring Indigenous artists.

Language Courses

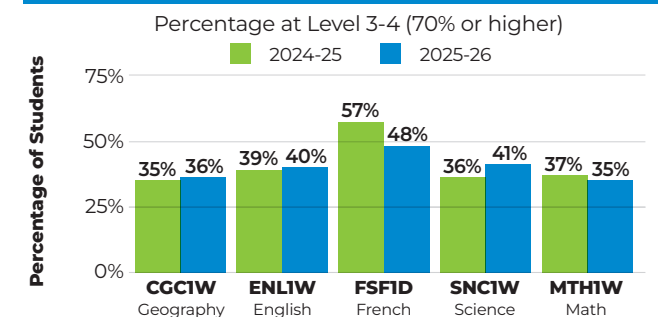


Percentage of Students on Track to Graduate



Note: This data represents the proportion of students on track to graduate among students taking 6 courses during the year (excluding full year courses)

Secondary Core Courses



Belonging

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

GOAL EQUITY AND INCLUSION

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

OUTCOMES

100% of educators received professional learning on strategies to increase their knowledge and understanding of anti-oppressive practices.



Resources were developed and delivered to support the integration of CRRP and UDL in daily instruction and assessment practices to improve engagement and achievement for all learners.

100% of educators have access to the the Equity Walk Tool through Brightspace in the CRRP Digital Binder.

62% of students feel like their identity is represented in the classroom.

100% of participating schools implemented a plan for embedding practices to measure success and create positive change through the Words Matter Campaign

WORDS MATTER

75% of students feel like all cultures and identities are represented at their school.



Corporate Services

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

GOAL BUSINESS SERVICES

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

OUTCOMES



The Grand Erie Learning Foundation is incorporated and launched.

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- ✓ All AM-Memos have been reviewed to align with K212 Financial System.
- ✓ All Business Procedures have been reviewed to align with K212 Financial System.
- ✓ K212 FIN Documents created and successfully posted to Employee Portal.

Corporate Services

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

GOAL COMMUNICATIONS AND COMMUNITY RELATIONS

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

OUTCOMES



Launched and developed branding for Blanche E. Williams and West Elgin public schools



58 elementary school websites launched.



41,066 total views from the Kindergarten social media video campaign series.



Corporate Services

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

GOAL FACILITY SERVICES

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

OUTCOMES



Blanche E. Williams Public School opened on time to 650+ students and employees.



10 additional schools participated in EcoSchools and 17 schools achieved certification



Construction at Cobblestone Elementary School was completed on time in advance of the 2026-27 school year and students are now occupying the new space.



Custodial Standard Guidelines are complete and will launch to all custodial staff in 2026-27.

Corporate Services

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

GOAL HUMAN RESOURCES

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

OUTCOMES



Completed Administrator Training on the Attendance Support Program and FOS Sessions on supporting return-to-work for Administrators and Supervisors.



Updated orientation materials for new employees. Fill rates 90+% across all groups. Updated Performance Review Template for Support Staff.



Completed an Employee Attendance Program audit to confirm alignment with Ministry PPM 171 Attendance Support Programs.



Completed a Review of the Secondary Positions of Added Responsibility Model (input from 178 Educators/ 16 Administrators completed).



Executed a review of the Long-Term Occasional Itinerant Model (18 LTO Educators/32 Administrators completed).



Corporate Services

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

GOAL INFORMATION TECHNOLOGY SERVICES

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

OUTCOMES



AI Micro-credential rolled out across all employee groups; 700+ employees have completed the AI Micro-credential



Enhanced cyber security practices have been implemented across digital tools and resources (e.g. MFA, phishing campaigns, USBs)



New Employee Portal developed and launched.



Corporate Services

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

GOAL LEADERSHIP

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

OUTCOMES

300 non-summer AQ/ABQ courses have been taken this year.

37% increase in participation in LEAD programs from 2024-25 (62) to 2025-26 (85).

Testimonial:

“ I found the NTIP program to be very informative, engaging, and applicable to 21st century teaching and learning such as First Nations education and training. I am looking forward to the next session. ”

Testimonial:

“ It was wonderful to meet these people in Specialized Services to put faces to names and get tangible strategies to implement. I appreciate the time to address mental health for students and employees. ”

95% of staff surveyed reported a change in their instructional and assessment practices after completing their AQ/ABQ course.

95% of staff surveyed reported improved confidence in their teaching practices after completing their AQ/ABQ course.



Corporate Services

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

GOAL RESEARCH AND EVALUATION

Build system capacity to collect data through rigorous methodology, fostering a culture of research and evidence-based decision-making to support the diverse needs of our system.

OUTCOMES

Provided actionable insights through surveys to guide decision-making:

>600 participants shared their experience and learning at the Innovation Hub.

>70% of students across the district shared their voices in the Student Survey.

>1,100 responses from the Grand Erie community to the 2026-27 Budget Survey.

>1,200 members of the community provided input through the Leading Forward: Strategic Plan 2026-30 Engagement Survey.



5 external research applications approved, and collaborated with the University of Waterloo and Grand Erie Public Health to conduct research that advance our priorities of learning, well-being and belonging.





Grand Erie District School Board

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