



Annual Learning and Operating Plan 2025-26

October 2025



A message from the Director of Education and the Chair of the Board of Trustees



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Director of Education-CEO,
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Susan Gibson

Chair of the Board of Trustees,
Grand Erie District School Board

The Multi-Year Strategic Plan continues to guide our collective work to Learn, Lead, and Inspire. It serves as the foundation that connects daily efforts to a shared vision of what it means to make the Grand Erie District School Board a vibrant, responsive and inclusive organization.

Guided by pride in our achievements, passion for learning, and determination to shape the future, we are proud to present the 2025–26 Annual Learning and Operating Plan.

Grand Erie's ALOP is how we actualize the strategic plan and hold ourselves accountable for the commitments we have made to students, employees, communities we serve, and ourselves, each year. These plans bring our strategic priorities to life, ensuring that our shared goals translate into meaningful action and measurable progress.

This year marks the final year of Grand Erie's 2021–2026 Strategic Plan, a milestone that invites both celebration and reflection. Together, we have achieved meaningful progress, strengthening the conditions for learning, well-being, and belonging across Grand Erie. We extend our deepest thanks to the Board of Trustees, Senior Leadership Team, administrators, educators, and system and support staff for your unwavering commitment to Grand Erie students. Each of you plays an instrumental role in nurturing a culture of learning, well-being, and belonging that inspires every learner to achieve their fullest potential.

We look forward to another year of building on past successes and opening new doors of opportunity for students across Grand Erie. The future of Grand Erie is still being written, but together, we are building it, step by step.

A handwritten signature in black ink, appearing to read "JoAnna Roberto".

A handwritten signature in black ink, appearing to read "Susan Gibson".



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.

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Provide professional learning for Grade 3, 6, and 9 educators to support drawing explicit connections in the curriculum and use proven instructional and assessment practices responsively

SUCCESS CRITERIA

- 100% of educators will engage in mathematics professional learning that focuses on deepening content knowledge and being responsive to student learning needs
- Percentage of students achieving the provincial math standard on 2024-25 EQAO will improve by 4% for Grade 3, 5% for Grade 6 and 5% for Grade 9
- Grade 3, 6 and 9 students achieving level 3 and 4 in math, as indicated on report card data, will increase by 2% from the previous year

STRATEGY

Provide school based professional development to analyze student learning and respond to individual student learning needs and provide precise, responsive feedback to students

SUCCESS CRITERIA

- 100% of schools will participate in school-based professional learning
- Student confidence, interest and growth mindset in mathematics will improve by 2% from 2024-25

STRATEGY

Provide job-embedded professional development in schools

SUCCESS CRITERIA

- Classroom-embedded coaching supports will be provided to co-plan, co-teach and co-reflect





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).

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Provide job-embedded coaching support for Grade 3 to 8 educators to support the implementation of responsive and tiered instruction aligned with the Language Curriculum

SUCCESS CRITERIA

- 100% of literacy coaching logs will represent regular support in classrooms

STRATEGY

Provide job-embedded support with the implementation of the Early Reading Screener and tiered literacy instruction that is responsive to student screening data for educators in SK to Grade 2

SUCCESS CRITERIA

- 100% of SK to Grade 2 classes receive support from the Literacy coach for tiered literacy instruction that is responsive to the reading screening data
- The percentage of SK to Grade 2 students who did not meet the beginning of the year benchmark will improve by 5% at the middle of the year benchmark

STRATEGY

Provide professional learning on the effective use of the Acadience Grade 3 to 8 Reading Assessment data to provide responsive instruction

SUCCESS CRITERIA

- 100% of Grade 3 to 8 educators will be trained and use data to provide responsive, systematic, explicit instruction in reading
- The percentage of Grade 3 students achieving the provincial standard in reading will improve by 2%



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).

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Increase participation and completion in Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Programs (OYAP), School College Work Initiative (SCWI) and experiential learning through promotion and experiential learning opportunities

SUCCESS CRITERIA

- OYAP enrollment will increase to 330
- SHSM enrollment will increase by 5%
- SCWI credit completion will increase to 90%
- Outdoor Education participation will increase by 5%
- Expanded Dual Credit opportunities with Conestoga College
- SHSM offerings will be reviewed

STRATEGY

Provide professional learning opportunities to educators in the engineering design process and experiential learning cycle

SUCCESS CRITERIA

- 100% of elementary and 60% of secondary schools will access Outdoor Education Programs
- 75% of educators will participate in activities at the Innovation Hub will report growth in STEAM instructional practices
- 75% of schools will use STEAM education and experiential learning kits to support STEAM learning
- Development of two additional Innovation Hubs and three Technology Hubs

STRATEGY

Increase graduation rates by providing professional development on pathway information, and pedagogical practices

SUCCESS CRITERIA

- 75% of eLearning educators report an increase in Universal Design for Learning and Culturally Responsive and Relevant Pedagogy practices
- 200 families will participate in the Grand Pathways and You Belong Here Events
- 100% of secondary school teams and intermediate educators will receive professional development on pathways
- Develop and promote the Secondary Pathways Guide
- Students earning an Ontario Secondary School Diploma, Ontario Secondary School Certificate or Certificate of Accomplishment will increase by 2%
- The 4- and 5-year graduation rate will increase by 2%
- Credit accumulation will increase by 2% across Grades 9 to 12



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 employees to better support learners with special education needs in an inclusive classroom.

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Full implementation of Clevr software

SUCCESS CRITERIA

- 100% of special education documents will be on the Clevr platform by the end of the school year
- Interventions are logged, tracked, and monitored in Clevr with documented follow-up actions

STRATEGY

Increase the knowledge of school administrators to apply the legal and procedural requirements governing Individual Education Plan (IEP) development and Identification, Placement and Review Committee (IPRC) procedures

SUCCESS CRITERIA

- 100% of school administrators participate in Special Education Legal professional development sessions
- 100% of administrators can accurately describe key legal requirements, policies, and regulations related to special education in Ontario (e.g., Education Act, IPRC processes, IEP standards).
- 100% of administrators understand their role and responsibility in the IPRC process and IEP process

STRATEGY

Increase the knowledge and skills of educational assistants to better support students by providing professional development through the completion of the Educational Assistant Micro-credential

SUCCESS CRITERIA

- 100% of educational assistants complete the micro-credential
- Educational assistants can accurately describe and implement key components that support student success (barriers to learning, full participation, data collection, increasing student independence, teaching skill development, working in a team)



Well-Being

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

GOAL MENTAL HEALTH AND WELL-BEING

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

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Review of the Social Emotional Learning Programs delivered by Child and Youth Workers

SUCCESS CRITERIA

- Social Emotional Learning programs are being implemented with fidelity

STRATEGY

Implement the School Mental Health Ontario Grade 6 Mental Health Literacy Curriculum

SUCCESS CRITERIA

- Schools will deliver the Grade 6 Mental Health Literacy Curriculum with the support of Child and Youth Workers

STRATEGY

Schools will administer the School Climate Survey to students in Grades 4 to 12

SUCCESS CRITERIA

- Schools will analyze survey data and develop targeted school-based plans informed by survey results

STRATEGY

Micro-credential opportunities through the MEHRIT Centre will be offered to employees to support students with self-regulation

SUCCESS CRITERIA

- An additional 15 schools will participate in micro-credential training for a total of 39 schools
- Participating schools will engage in one of the following programs:
 - Shanker Self-Reg® 101
 - Havens 101 (Year 2)
 - Self-Regulation Toolkit Training (Year 2)

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.

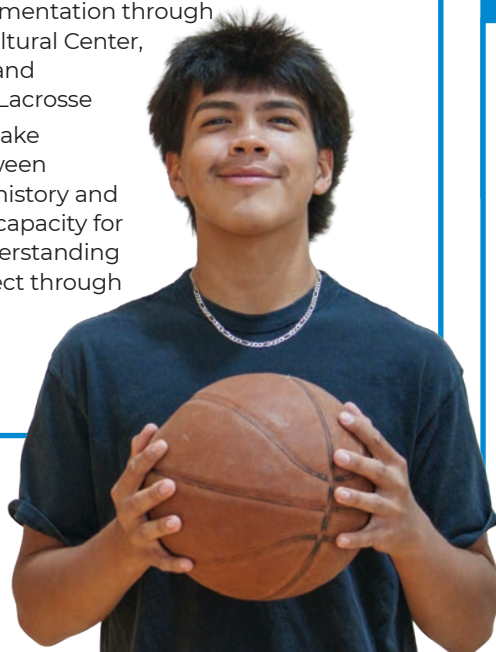
STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Engage in district-wide learning opportunities for employees to increase knowledge and understanding of local Haudenosaunee and Anishinabee culture and history and to actively engage in Truth and Reconciliation Commission's Calls to Action

SUCCESS CRITERIA

- Ongoing promotion and participation of educators in First Nations, Métis and Inuit Additional Qualification courses
- Continue to expand employee participation in cultural competency training
- Educators will have focused learning to support curriculum implementation through the Woodland Cultural Center, Mohawk Chapel and Haudenosaunee Lacrosse
- Employees will make connections between local indigenous history and culture and gain capacity for intercultural understanding and mutual respect through participation in professional development opportunities



STRATEGY

Promote and participate in reconciliation through community engagement and authentic learning with Six Nations, Mississaugas of the Credit First Nation, First Nations, Métis and Inuit peoples and communities

SUCCESS CRITERIA

- Opportunities provided for employee and students to learn with and from Six Nations, Mississaugas of the Credit First Nation, First Nations, Métis and Inuit people and communities as evidenced by guest speakers, presenters, and community events

STRATEGY

Provide human resources, curriculum supports and learning opportunities that reflect Indigenous experiences and identities to allow students to see themselves in their schools and contributes to increased student success

SUCCESS CRITERIA

- Provide job-embedded professional development and resources to support educators in curriculum delivery that reflects Six Nations, Mississaugas of the Credit First Nation, First Nations, Métis and Inuit history, traditions, and identities
- Increase in student participation and success in language and curriculum offerings
- Credit accumulation to increase by 4% in Grades 9 to 12
- The 4- and 5- year graduation rate average will increase by 3%
- Students achieving Level 3 and 4 in Grade 9 classes will increase by 5% across 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

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

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Provide all employees with foundational knowledge on addressing anti-Black racism

Develop an Equity Walk tool for ongoing monitoring to ensure continuous assessment and accountability in implementing the strategy

SUCCESS CRITERIA

- 100% of educators will receive professional learning on strategies that increase knowledge and understanding on anti-oppressive practices
- 100% of educators will have access to the tool through Brightspace in the CRRP Digital Binder

STRATEGY

Model Culturally Responsive and Relevant Pedagogy (CRRP) and Universal Design for Learning (UDL) principles during professional development to demonstrate practical inclusive lesson design and assessment practices

Develop resources to support the integration of CRRP, and UDL, in daily instruction and assessment practices to improve engagement and achievement for all learners

SUCCESS CRITERIA

- Students will indicate that they feel represented in their schools through the School Climate survey
- 100% of educators will have access to resources housed in the CRRP Digital Binder in Brightspace

STRATEGY

Engage in district-wide opportunities for employees and students to join and lead the Words Matter Campaign to challenge harmful language and promote respectful communication

SUCCESS CRITERIA

- Reduced use of harmful/discriminatory language will be indicated by student
- 100% of participating schools will implement a plan for embedding practices to measure success and create positive change



Support Services

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

GOAL COMMUNICATIONS

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

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Support community awareness and engagement in learning, well-being and belonging at school

SUCCESS CRITERIA

- Develop a Community Relations communications strategy
- Identify and pitch 55 specific good news stories to local and regional media, a 50% increase compared to 2024-25
- Increase engagement across all social media channels by 5% compared to 2024-25
- Enhance campaigns focused on attendance, mental health and well-being, EQAO, math and literacy and increase traffic to granderie.ca by 25% to resources

STRATEGY

Support system growth through robust transitions campaigns

SUCCESS CRITERIA

- Implement a comprehensive digital communications and marketing strategy to support secondary school transitions and decrease enrolment gap by 10%
- Expand Kick-start to Kindergarten opportunities with a fulsome school-based toolkit
- Host one central, virtual Kindergarten event for parents/caregivers in January 2026 and attract 1,500 viewers

STRATEGY

Support operational process and create consistent communication from board to families and schools to families

SUCCESS CRITERIA

- Launch 59 elementary school websites
- Launch and develop branding for Blanche E. Williams and West Elgin public schools
- Develop communications strategies for Human Resources to consistently onboard new and existing employees, and Information Technology Services to proactively promote cyber security practices for all employees



Support Services

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

GOAL BUSINESS SERVICES

Enhance business proficiency in Grand Erie.

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Develop standards for Student Generated Funds for school balances and reserves

SUCCESS CRITERIA

- Develop enhanced Fundraising Procedure (SO-001)

STRATEGY

Monitor implementation of new Finance System

SUCCESS CRITERIA

- Review all business services procedures and Administrative Memos to ensure alignment to new K212 Financial System

GOAL HUMAN RESOURCES

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

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Provide tools and resources to support Administrators/ Supervisors with efficient and effective employment practices

SUCCESS CRITERIA

- Review Secondary Positions of Responsibility Model
- Review Long-Term Occasional Itinerant Model
- Enhance and improve new employee orientation and onboarding
- Review and update Performance Review Templates for support employees

STRATEGY

Support Employee Health and Wellness through implementation of the Attendance Support Program

SUCCESS CRITERIA

- Provide Professional Learning on Accommodations and Supporting Return-to-Work for Administrators and Supervisors
- Measure and monitor the effectiveness Attendance Support Program to inform employee supports, resources, and interventions



Support 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.

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Open the new joint-use elementary Blanche E. Williams Public School in Brantford on time

SUCCESS CRITERIA

- 100% of construction schedules complete
- 90% of transitions schedules complete

STRATEGY

Establish measurable custodial standards

SUCCESS CRITERIA

- Develop common standards and guidelines to support custodial consistency across all schools and buildings

STRATEGY

Open the newly renovated and expanded West Elgin Avenue Public School in Simcoe on time

SUCCESS CRITERIA

- 100% of construction schedules complete
- 90% of transitions schedules complete

STRATEGY

Open the new additions at Cobblestone Elementary School on time

SUCCESS CRITERIA

- 100% of construction schedules complete
- 90% of transitions schedules complete

STRATEGY

Promote the certification of EcoSchools by furthering an environmental sustainability framework

SUCCESS CRITERIA

- Increase Climate Action with engagement through EcoSchools
- 20 certified schools



Support Services

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

GOAL INFORMATION TECHNOLOGY

Embed technology opportunities for employees and students through professional learning and access to enhanced technology tools.

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Provide an updated model for device refresh

SUCCESS CRITERIA

- New model for device refresh is rolled out

STRATEGY

Continue to prioritize cyber security and training

SUCCESS CRITERIA

- Best practices on cyber security are adopted by employees

STRATEGY

Roll out the Artificial Intelligence Micro-credential

SUCCESS CRITERIA

- 100% of employees will complete the Artificial Intelligence Micro-credential



Support Services

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

GOAL LEADERSHIP

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

STRATEGIES IN ACTION AND SUCCESS CRITERIA

STRATEGY

Develop and sustain future leaders in all employee groups by expanding mentorship, professional learning, and internal growth opportunities

SUCCESS CRITERIA

- Increase of 15% of employees engaging with board provided opportunities centred around growth, learning and leadership (Clerical learning series, LEAD 1, 2, 3, New P/VP Mentorship)
- Engage 20 participants in LEAD Part 3

STRATEGY

Review the NTIP Program to ensure alignment with new and current system priorities to support new educators

SUCCESS CRITERIA

- Increase range of professional development topics offered through New Teacher Induction Program, with positive feedback from participants through post-program surveys

STRATEGY

Expand access to board-sponsored Additional Qualification (AQ) and Additional Basic Qualification (ABQ) professional learning opportunities for K-12 educators

SUCCESS CRITERIA

- 15% increase of completed board-sponsored AQ/ABQ courses

STRATEGY

Promote participation in Additional Qualification (AQ) courses to increase educator knowledge and confidence in content and instructional pedagogy

SUCCESS CRITERIA

- Educator knowledge and confidence in content and instructional pedagogy will increase for 100% of educators who participated in AQ courses





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