

BOARD MEETING – PUBLIC SESSION
TUESDAY, APRIL 18, 2023
BOARD ROOM
451 PARK STREET WEST, WINDSOR
5:00 P.M.

AGENDA

A. CALL TO ORDER

B. ATTENDANCE

C. APPROVAL OF AGENDA

D. CONVENE TO PRIVATE SESSION

PUBLIC SESSION WILL RECONVENE AT 7:00 P.M.

Land Acknowledgement

We acknowledge that we are on land and surrounded by water, originally inhabited by Indigenous Peoples who have travelled this area since time immemorial. This territory is within the lands honoured by the Wampum Treaties; agreements between the Anishinaabe (Ah-nish-e-naa-bay), Haudenosaunee (Hoe-den-oh-show-nee), Lenni (Len-eh) Lenape (Le-naw-pay) and allied Nations to peacefully share and care for the resources around the Great Lakes. Specifically, we would like to acknowledge the presence of the Three Fires Confederacy (Ojibwe (Oh-jib-way), Odawa (Oh-day-wah), Potawatomi (Paw-taw-watt-oh-me) and Huron/Wendat (Wen-dat) Peoples. We are dedicated to honouring Indigenous history and culture while remaining committed to moving forward respectfully with all First Nations, Inuit and Métis

SPECIAL ORDER OF THE DAY

Nil.

E. DECLARATION OF CONFLICT OF INTEREST

F. ACTIONS OF BOARD MEETING PRIVATE SESSION

G. APPROVAL OF MINUTES

Pages 1-6

G.1 Minutes of the Public Board Meeting of 2023 03 21

ENCLOSURE

H. BUSINESS ARISING FROM THE MINUTES

I. PRESENTATION

I.1 Student Trustee Presentation

J. DELEGATIONS

There were no delegations at the time of agenda prep.

K. SPEAKER'S LIST

L. NEW BUSINESS

Pages 7-9 L.1 Approval of Elementary School Space Template for New School in Lakeshore

RECOMMENDATION:

THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE THE ELEMENTARY SCHOOL SPACE TEMPLATE FOR THE NEW SCHOOL IN LAKESHORE

Pages 10-13 L.2 Ad Hoc Transportation Committee

RECOMMENDATION:

THAT THE WORK OF THE AD-HOC COMMITTEE ON STUDENT TRANSPORTATION IS COMPLETE AND THAT THE AD-HOC COMMITTEE ON STUDENT TRANSPORTATION BE DISSOLVED.

M. REPORTS (TO BE RECEIVED)

	M.1 Report of the Director of Education	ORAL
	M.2 Report of the OPBSA Director/Delegate	ORAL
Page 14	M.3 Information Coming Forward from the Audit Committee Meeting of March 21 st , 2023	ENCLOSURE
Pages 15-20	M.4 Update on Diversity, Equity and Inclusion Actions	ENCLOSURE
	M.5 Chair's Report	ORAL

N. TRUSTEE QUESTION PERIOD

(9:10 P.M. to 9:50 p.m.)

O. NOTICES OF MOTION

(9:50 P.M. to 9:55 p.m.)

P. ANNOUNCEMENTS

(9:55 P.M. to 10:00 p.m.)

Q. ADJOURNMENT

DISTRIBUTION

Pages 21-22 Response from Minister of Education re February 10, 2023 Correspondence

NEXT SCHEDULED MEETING:

Public Meeting of the Board, Tuesday, May 2, 2023

Chairperson – Gale Hatfield
Vice-Chairperson – Cathy Cooke

Director of Education – Erin Kelly
Executive Assistant – Melissa LeBoeuf

MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON MARCH 21, 2023 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.

PRESENT:

G. Hatfield (Chairperson of the Board)	C. Cooke (Vice-Chairperson of the Board)
N. Armstrong	C. Buckler
J. Burgess	S. Cipkar
R. Le Clair	K. McKinley
C. Nelson	L. Qin

STUDENT TRUSTEES:

P. Hawkins (regrets)
A. Khanafer

ADMINISTRATION:

E. Kelly (Director of Education)	
S. Armstrong	T. Awender
K. Bryant	J. Canty
J. Hillman	C. Howitt
V. Houston	S. Querbach
M. Wilcox	C. Mills

RECORDER:

M. LeBoeuf

A. CALL TO ORDER

Chairperson Hatfield called the meeting to order at 5:30 p.m.

B. ATTENDANCE

Chairperson Hatfield noted that Student Trustee Hawkins sent regrets. All other trustees were present.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Moved by Trustee Le Clair
Seconded by Trustee Nelson

THAT THE AGENDA AS PRESENTED.

The vote was called and it

CARRIED.

D. CONVENE TO PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Burgess

TO MOVE INTO PRIVATE SESSION.

The vote was called and it

CARRIED.

PUBLIC SESSION RECONVENED AT 7:00 P.M.

Trustee Cipkar read the approved GECDSB Land Acknowledgement.

SPECIAL ORDER OF THE DAY

Director Kelly read a heart-felt tribute to Blake and Marshall Fox, former students from Essex District High School.

E. DECLARATION OF CONFLICT OF INTEREST

Nil.

F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

F.1 THAT ITEM F.1 FROM THE MARCH 21, 2023 PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it

CARRIED.

G. APPROVAL OF MINUTES

Item G.1, G.2 and G.3 were moved together.

Moved by Trustee Le Clair
Seconded by Trustee Cooke

G.1 THAT THE MINUTES OF THE FEBRUARY 21, 2023 PUBLIC BOARD MEETING BE APPROVED AS PRESENTED.

G.2 THAT THE MINUTES OF THE FEBRUARY 24, 2023 SPECIAL PUBLIC BOARD MEETING BE APPROVED AS PRESENTED.

G.3 THAT THE MINUTES OF THE MARCH 7, 2023 SPECIAL PUBLIC BOARD MEETING BE APPROVED AS PRESENTED.

The vote was called and it

CARRIED.

H. BUSINESS ARISING FROM THE MINUTES

Nil.

I. PRESENTATIONS

I.1 Student Trustee Presentation

See attached presentation.

J. DELEGATIONS

Nil.

K. SPEAKER'S LIST

Nil.

L. NEW BUSINESS

L.1 Policy and Regulation: Expenses Perquisites (PERKS)

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

THAT THE BOARD APPROVE POLICY EXPENSES PERQUISITES, AND
THAT THE BOARD APPROVE REGULATION EXPENSES PERQUISITES AS
PRESENTED.

The vote was called and it CARRIED.

L.2 Notice of Motion – Trustee Cooke

Moved by Trustee Cooke
Seconded by Trustee Le Clair

THAT THE STRIKING COMMITTEE BE TASKED WITH ESTABLISHING A BYLAW
COMMITTEE TO COMMENCE A 5 YEAR REVIEW AS REQUIRED.

The vote was called and it CARRIED.

M. REPORTS

M.1 Report of the Director of Education

The Director presented a powerpoint which highlighted a number of student, staff, school and community events over the past month.

M.2 Report of the OPBSA Director/Delegate

Trustee Burgess noted the following:

- Board of Directors met the end of February.
- Lambton Kent will be hosting the Western Region meeting on April 1st. This will be the last meeting prior to the Board of Directors meeting where resolutions and constitutional changes will be considered. Anything we want to advocate for needs to be in the form of a resolution.
- There are many award deadlines approaching.
- Updates regarding the OPSBA AGM, Labour Relations and Human Resources Symposium and CSBA were provided.

M.3 Chair's Report

Chairperson Hatfield provided the following report:

- Today is the International Day for the Elimination of Racial Discrimination. Chairperson Hatfield noted that she is proud of the on-going efforts of our board.
- March is Women's History Month. March 8th was International Women's Day. As women, we should feel proud and celebrated.

- Friday, March 24th there will be a Celebration of Construction for our new school in Tecumseh.
- In anticipate of item L.2 passing the Striking Committee met to appoint the members of the Bylaw Review Committee. It was felt best to consider four trustees that had experience working with our bylaws. Chairperson Hatfield noted that in addition to herself the following trustees were appointed: Trustee Le Clair, Trustee Cooke, Trustee McKinley and Trustee Burgess as alternate. An organizational meeting will be held to establish how the committee will operate.

N. TRUSTEE QUESTION PERIOD

Trustee Qin requested a response to the question on books in the library. Superintendent Howitt noted that the book “How Mamas Love their Babies” was addressed in a previous meeting. This book is not in our library collection. It is in teacher professional resources and is accessible to teachers to exercise their professional judgement for use in the classroom. “Fun Home” was also addressed in a previous meeting. We do not have this book in our libraries. In fact, the presentation that was made by a delegation said we had this book – that was inaccurate information. The book “Push” was also addressed in previous meetings. The book reflects the life of a teenage girl who has been the victim of rape and incest. Unfortunately, this is an issue that does occur in society and in our community. The author of the book intends to shine the light on the impact of poverty and the heinous situations that are addressed by individuals and how to navigate the social system. One of the highlights in the book is that the individual seeks guidance from a teacher and was able to change the trajectory of their life. We only have one or two copies in our system. “Looking for Alaska” received information late today, will have to investigate further. “This Book is Gay” is an important book for gay teenagers who are dealing with feelings of self-worth, the pressures of bullying and the erasure of their identities in schools, homes and community. The book is written in a safe way to help young teenagers who are gay access information and about being gay in the 21st century. The book “What are your Words” has already been addressed. It is a picture book that introduced gender identity and inclusive pronouns. All students, especially trans and non-binary students deserve to see themselves reflected in texts. Every time we remove a 2SLGBTQIA+ resource we contribute to the erasure of students who are gay and makes them feel like they don’t exist. That has significant implications for our 2SLGBTQIA+ youth. No books are forced to be read in our system. Students have choice in our libraries and in the classroom. Ultimately, our school board supports our children having a love of reading, develop critical literacy skills so they can discern what is real and not real to appreciate and see themselves and their identity and appreciate the identity of others. We do not sensor students from material which might be of concern for an individual or a group of people, particularly if it aligns to the Ministry of Education mandate around equity and protected grounds under the Human Rights Code. If a parent or a child has a concern about a book in the system, we do have a process listed on our website.

O. NOTICE OF MOTION

Nil.

P. ANNOUNCEMENTS

Student Trustee Khanafer noted that we will be entering the holy month of Ramadan. She extended her warm wishes to all students and staff who will be celebrating this month.

Trustee McKinley noted that it was World Down Syndrome Day.

Q. ADJOURNMENT

There being no further business before the Board, Chairperson Hatfield adjourned the meeting at 7:42 p.m.

G. Hatfield CHAIRPERSON OF THE BOARD

E. Kelly DIRECTOR OF EDUCATION

Student of the Month

The Student of the Month for March is Finn Rosenkranz-Krausse, a Grade 10 student at Tecumseh Vista Academy - an excellent role model for this month's theme of "creativity".

Finn has had a prolific impact on Tecumseh Vista's artistic culture.

Despite having never been on stage before, Finn auditioned for and earned a leading role in *The Support Group From Hell*, last year's school show. Finn played the part of Wolfgang and provided all of the comedy and creativity that the show needed. It went on to win awards at the National Theatre School of Canada DramaFest Regional and Provincial showcases.

Finn embodies a genuine love for the arts. As the director of the show stated, "Finn added so much of a unique flair and put that into intricately building the character."

This year Finn has continued with the TVA Drama Club and has been a lead building props for the upcoming production, *She Kills Monsters*. Finn has a detailed and fun approach to visual arts that shines through the prop building process. In the community, Finn is participating in a production of *Seussical: The Musical*.

In addition to enriching the arts in the school and in the community, Finn also plays hockey and soccer. Finn's friendliness, kindness, generosity and caring attitude stand out to students at Tecumseh Vista. Finn always puts other students first.

Congratulations Finn for being selected by Student Senate as the March Student of the Month for the theme of "creativity"!

Student Trustee Report

Good evening, Director Kelly, Trustees and Senior Administration! March is Women's History Month and we would like to thank all the female educators that have empowered and inspired us to stand up for what we believe in, stay true to ourselves, and challenge how society views women in leadership. In the words of Maya Angelou, "Each time a woman stands up for herself, without knowing it possibly, without claiming it, she stands up for all women".

To honour Women's History Month and International Women's Day, GECD SB high schools participated in the second annual Windsor-Essex High School Tampon Tuesday Challenge. Tampon Tuesday is a menstrual products drive that is held by United Way Windsor-Essex and supported by local schools, businesses and charitable organizations. All menstrual products donated are distributed back into our communities, supporting menstruators in need. Ayah and I had the privilege of delivering the donations to the Tampon Tuesday event on March 7th. We would like to thank all of our student leaders for their initiative and eagerness to support Tampon Tuesday as well as former co-terminus Student Trustee Jada Mallott who founded the high school challenge.

Student Senate hosted the Student Trustee elections for the 2023-24 school year here at the board office on February 24th. We welcomed three voting delegates from each secondary school, two scrutineers, eight city candidates and four county candidates. We are pleased to share with you that the City Student Trustee-elect from Vincent Massey Secondary School is Sarim Muhammed, and the County Student Trustee-elect from Essex District High School is Colin Pyne. Ayah and I are looking forward to mentoring Sarim and Colin over the next couple of months and can already tell that they will do great things. Thank you to the election committee, voters, volunteers, Michelle Marcuz, and all of the candidates for a smooth and democratic election.

Student Senate met at Tecumseh Vista Academy for our March meeting. We were excited to welcome Superintendent Shelley Armstrong and Ms. Giuliana Hinchliffe who presented the GECD SB Climate Action Plan. Students were very interested in what the board has worked on to improve environmental sustainability, and shared lots of ideas on where we can go from here. We will compile our suggestions and forward them to Superintendent Armstrong, Ms. Hinchliffe and their team for consideration.

We are looking forward to all of the exciting traditional spring events such as Relay for Life, pep rallies, prom and graduation. It is so wonderful to hear students share that they really feel like their school spirit and sense of community has returned. We would like to acknowledge all that our student leaders have done and continue to do to support their peers and create positive school environments.



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS AND TREASURER
TODD AWENDER, SUPERINTENDENT OF EDUCATION – SCHOOL DEVELOPMENT AND DESIGN
ERIN KELLY, DIRECTOR OF EDUCATION

SUBJECT: APPROVAL OF ELEMENTARY SCHOOL SPACE TEMPLATE FOR NEW SCHOOL IN LAKESHORE

DATE: APRIL 18, 2023

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

AIM:

To seek Board approval for the Elementary School Space Template for the new school in Lakeshore.

PURPOSE:

In July 2019, the Ministry of Education announced the request for projects for the 2019-2020 Capital Priorities Program.

In September 2019, the Board approved the submission of 7 Capital Priorities Business Cases as follows:

- Priority #1: New Replacement School for Forest Glade and Forest Glade PLC (654 Pupil Places)
- Priority #2: New School in West Windsor (554 Public Places)
- Priority #3: **New School in Lakeshore (582 Pupil Places)**
- Priority #4: New Replacement School for Marlborough (654 Pupil Places)
- Priority #5: Addition for Margaret D Bennie (118 Pupil Places)
- Priority #6: Addition for Talbot Trail (230 Pupil Places)
- Priority #7: New School for Gosfield North (487 Pupil Places)

In March 2020, the Ministry of Education approved Priority #3 – A new school in the Municipality of Lakeshore.

As an initial first step in the capital planning process, the Ministry requires the Board to obtain approval of the “Elementary School Space Template”. This document details information about the types of spaces along with proposed square footage of those spaces for the new school. This ensures the Board is designing and constructing within Ministry Benchmarks for capacity and square footage.

The Board's Administrative Procedure entitled "Facility Requirement Capital Planning" AP-BA-35 requires Board approval of the school space template prior to submission to the Ministry. This ensures Board input into school programming.

SPACE TEMPLATE:

The template is designed so that the Board is only allowed to complete certain areas including the expected enrolment (On-the-Ground Capacity), the type and quantities of rooms, the square footage of each room and the "gross up added" which is additional square footage for hallways etc. The rooms that are loaded and contribute to the OTG which must align with the approved capacity. The total square footage must align to the Ministry allowable square footage for the approved capacity.

New School in Lakeshore

The new school in Lakeshore has been approved for 582 pupil places and a maximum square footage ("sf") of 62,960 (5,849 square metres). Based on the enrolment projections submitted in the Capital Priorities business case, the school will be designed with the following:

Type of Room	Loading	Quantity	Total Size (SF)	Total Capacity
Kindergarten	26	4	4,400	104
Classroom	23	18	13,500	414
Art Room	23	1	1,000	23
Science Room	23	1	1,000	23
Special Education	9	2	2,000	18
Music Instrumental	0	1	1,100	0
Resource Area	0	2	700	0
Gymnasium	0	1	5,000	0
Library	0	1	1,500	0
Total Capacity				582

The special education rooms at the new school in Lakeshore will be designed with some flexibility to ensure that they can accommodate changes in the population.

There are no provisions for a full-day child care or EarlyON program at this time as the catchment area of the school offers such programming.

RECOMMENDATION:

THAT, SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE THE ELEMENTARY SCHOOL SPACE TEMPLATE FOR THE NEW SCHOOL IN LAKESHORE

Attachments:

New School in Lakeshore Space Template

Elementary School Space Template – New School in Lakeshore

Instructional Space	#	Size		Floor Area		Load	OTG
		m ²	ft ²	m ²	ft ²		
Kindergarten	4	102	1,100	409	4,400	26	104
Classroom	18	70	750	1,254	13,500	23	414
Art Room	1	93	1,000	93	1,000	23	23
Science Room	1	93	1,000	93	1,000	23	23
Music Vocal		-		-	-	23	-
Computer Laboratory		-		-	-	23	-
Technical/Vocational		-		-	-	23	-
Special Education Area	2	93	1,000	186	2,000	9	18
Musical Instrumental	1	102	1,100	102	1,100		-
Resource Area - Loaded (400-699 sf)		-		-	-	12	-
Resource Area - Unloaded (<400 sf)	2	33	350	65	700		-
Gymnasium Area and Stage	1	465	5,000	465	5,000		-
Change Rooms	2	37	400	74	800		-
Library	1	139	1,500	139	1,500		-
General Purpose		-		-	-		-

Total GFA and OTG of Instructional Area		2,880	31,000		582
--	--	-------	--------	--	-----

Operational Space	Per Pupil		Floor Area	
	m ²	ft ²	m ²	ft ²

General Office	139	1,500
Staff Room and Teacher Work Rooms	102	1,100
Kitchen	46	500
Custodial Areas	70	750
Meeting Room	28	300
Academic Storage	46	500
Washrooms	139	1,500
Gymnasium Storage	74	800
Chair Storage (in Gymnasium)	19	200
Mechanical Spaces	186	2,000

Total Operational Area	850	9,150
Total Instructional (from above)	2,880	31,000
Total Operational and Instructional	3,730	40,150

Gross Up Added	38.0%	1,417	15,257
Gross Floor Area		5,147	55,407

Area per Pupil	8.84	95.20
-----------------------	------	-------



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS AND TREASURER
ERIN KELLY, DIRECTOR OF EDUCATION

SUBJECT: AD-HOC COMMITTEE REPORT ON STUDENT TRANSPORTATION

DATE: APRIL 18, 2023

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To provide Trustees with a report on the meeting of the Ad Hoc Committee on student transportation held on February 15, 2023.

PURPOSE:

In response to Trustee questions regarding the eligibility requirements for student transportation for secondary students within the City of Windsor (the "City"), affordability issues for families to purchase Transit Windsor bus passes, and the differences in the application of the WESTS eligibility policy between secondary students residing in the County versus the City, Administration provided a report to Trustees. The report, dated October 18, 2022, outlined historical information on how the WESTS policies were developed, and options for City secondary school busing and related budget implications. The report provided other considerations including the Transit Windsor "*Affordable Pass Program*".

At the Board meeting of November 1, 2022, Trustees passed the following motion:

THAT THE BOARD STRIKE AN ADHOC COMMITTEE REGARDING STUDENT TRANSPORTATION IN THE CITY AND COUNTY INCLUDING COURTESY RIDES, EQUITABLE COST AND EQUITABLE ACCESS TO TRANSPORTATION AND REVIEW WESTS POLICY. TRUSTEES WILL SHARE TRANSPORTATION STRUGGLES AND IDEAS REGARDING CHANGES NEEDED TO MEET THE NEEDS OF ALL STUDENTS. THE ADHOC COMMITTEE WILL REPORT BACK TO GECDSB IN APRIL 2023.

MEMBERS WOULD INCLUDE SUPERINTENDENTS OR ADMINISTRATIVE DESIGNATE FROM EACH BOARD, 2 TRUSTEES FROM EACH BOARD, A STUDENT REPRESENTATIVE FROM EACH BOARD AND REPRESENTATIVES FROM PUBLIC TRANSIT ENTITIES AND WESTS.

CONTEXT:

On February 15, 2023, the Ad-Hoc Committee held a meeting at the Board's Administration Building. In attendance were the following:

- Trustee Cathy Cooke (GECDSB)
- Trustee Linda Qin (GECDSB)

- Trustee Emmanuelle Richez (Conseil scolaire Viamonde)
- Shelley Armstrong (Superintendent of Business and Treasurer)
- Rick MacMillan (Principal – Westview Freedom Academy)
- Tracey Rilett (Principal – LaSalle Public School)
- Umair Khan (General Manager – WESTS)
- David Calibaba (Sales and Marketing Manager – Transit Windsor)
- Tyson Cragg (Executive Director – Transit Windsor)
- Steve Habrun (Transit Windsor)
- Paige Hawkins (GECDSB Student Trustee (County))
- Burhan Mizamani (GECDSB student representative (City))

The Windsor Catholic District School Board and Conseil scolaire catholique Providence declined to participate. Owen Sound Transportation who are responsible for transportation to and from Pelee Island did not respond to the invitation.

Discussion regarding Transit Windsor:

Several issues were discussed by the Committee pertaining to City secondary student transportation provided by Transit Windsor, including:

- Affordability of Transit Windsor bus passes for some families;
- Lack of cost-effective options for families who have multiple children requiring bus passes;
- Barriers for newcomers who do not speak English, may be undocumented or lack the required documentation to access discounted transit fare programs; and
- Limitations of service in the county.

Transit Windsor indicated that children 12 years of age and younger ride their buses at no charge. Students aged 13 years to 19 years old qualify for a Youth fee which is a discounted fare costing \$70 per month. The Transit Windsor user fee schedule is approved annually by Windsor City Council. The user fee schedule was approved by City Council at its April 4, 2023 council meeting. Transit Windsor is unable to subsidize its rate due to the policies established by the Transit Windsor Board.

Transit Windsor highlighted the Pathway to Potential program (“P2P”), a regional strategy created by the City of Windsor and the County of Essex to focus on essential social investments in residents, neighbourhoods and the larger community. Through the P2P program, Transit Windsor has limited funding for an Affordable Pass Program (“APP”), which provides a 49% discount towards the purchase of a bus pass for qualified individuals. Highlights of the program include:

- A 49% discount is funded by the P2P program;
- The remaining 51% of the cost of the bus pass is paid by the qualified individual or another sponsoring party;
- Eligible individuals for this program are those receiving social assistance benefits, Ontario Works or Ontario Disability Support Programs and eligible families living with low income;
- An application form is available on the Transit Windsor website at [https://www.citywindsor.ca/residents/transitwindsor/Faires/Pages/Affordable-Pass-Program-\(APP\).aspx](https://www.citywindsor.ca/residents/transitwindsor/Faires/Pages/Affordable-Pass-Program-(APP).aspx)
- Information is available in multiple languages;
- Documentation to be determine low income status includes:
 - Notice of Assessment from Canada Revenue Agency.

- Canada / Ontario Child Tax Benefit Notice.
- Ontario Trillium Benefit Notice.
- Goods and Service Tax / Harmonized Sales Tax Credit Notice.
- Document of permanent residency.

Transit Windsor shared that the APP is currently being piloted at Catholic Central High School, where a limited number of P2P passes have been made available to the school. In lieu of completing an application and submitting the above-noted documents to Transit Windsor, school administrators are assessing the needs of its students relative to the APP criteria and making bus passes available to identified students.

The Ad-Hoc Committee expressed interest in launching a similar pilot of the APP/P2P at the Board. Transit Windsor noted that funding under the P2P program is limited and suggested that advocating for the continuation of the program would be helpful. It was also noted by the Ad-Hoc Committee that outreach, particularly at the Grade 8 level, is important to educate students of the Transit Windsor options that are available.

Discussions regarding WESTS:

The primary issue discussed by the Ad-Hoc Committee pertained to challenges of meeting the needs of students under the current WESTS policies. Specifically, it was noted that certain programs designated by the Board are eligible for student transportation but others, such as E-STEAM are not. Another example of student need identified was for transportation of county students to a designated program in the City. WESTS indicated that it is the decision of individual school boards to designate programs but there may be limitations, such as availability of bus drivers and equipment, to providing additional transportation services. WESTS noted that it is not uncommon for buses to be triple stacked in order to meet the current requirements of all four member boards. The ability of WESTS to accommodate additional designated programs is dependent of the number of students impacted by the designation, their home address and capacity.

WEST highlighted that other avenues are available to provide student transportation including courtesy rides. WESTS also noted that their policies are consistent with other transportation consortia across the province.

Next Steps:

The Ad-Hoc Committee decided that further meetings were not required and appreciated the opportunity to meet and share concerns.

Subsequent to the meeting, the Superintendent of Business met with Mr. Stephen Lynn, Manager of Social Policy and Planning with the City of Windsor to discuss the P2P program and the opportunity to pilot the APP/P2P at Kennedy Collegiate Institute (“Kennedy”) for May – June 2023. The proposal made by the board is to offer a similar pilot to that of Catholic Central High School in which a fixed number of APP/P2P passes would be made available with student eligibility being vetted by school administration. In consultation with the school principal, the school would utilize its school budget allocation to cover the 51% contribution for the bus passes. On April 5, 2023, Mr. Lynn advised that due to major initiatives planned for P2P, there is no capacity to enhance the APP/P2P for youth with the public school board at this time. However, students and their families with Low Income Cut-Off (“LICO”) are encouraged to apply for a discounted Transit Windsor pass. Applications are on the Transit Windsor website and students / families may bring their completed applications to the Windsor

Ad-Hoc Committee Report on Student Transportation
April 18, 2023

International Transit Terminal at 300 Chatham Street West. Refer to the Transit Windsor website for further details. [https://www.citywindsor.ca/residents/transitwindsor/Fares/Pages/Affordable-Pass-Program-\(APP\).aspx](https://www.citywindsor.ca/residents/transitwindsor/Fares/Pages/Affordable-Pass-Program-(APP).aspx)

In the short term, the board will be partnering with Mr. Lynn to share communication with students and families regarding Transit Windsor programs and fares, in advance of the 2023-24 school year.

RECOMMENDATION:

THAT THE WORK OF THE AD-HOC COMMITTEE ON STUDENT TRANSPORTATION IS COMPLETE AND THAT THE AD-HOC COMMITTEE ON STUDENT TRANSPORTATION BE DISSOLVED.



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: GALE HATFIELD
CHAIRPERSON, AUDIT COMMITTEE

SUBJECT: INFORMATION COMING FORWARD FROM THE AUDIT COMMITTEE MEETING
OF MARCH 21, 2023

DATE: APRIL 18, 2023

Demonstrating Ethical
Stewardship

AIM:

To provide the Board of Trustees with information coming forward from the Audit Committee meeting of March 21, 2023.

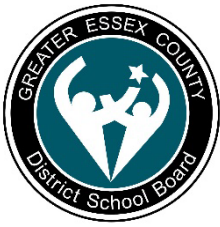
PURPOSE:

Following the statutory Audit Committee meeting held virtually via Microsoft Teams on March 21, 2023 in Windsor, Ontario, the Audit Committee provides the following information to the Board of Trustees as information to be received:

- The Audit Committee elected Trustee Gale Hatfield as its Chair for the term of November 15, 2022 to November 14, 2023 (retroactively).
- The Audit Committee elected Trustee Ron LeClair as its Vice-Chair for the term of November 15, 2022 to November 14, 2023 (retroactively).

Additionally, the Audit Committee received a presentation from Cynthia Swift, Audit Partner at KPMG LLP regarding an assessment related to the Ministry of Education's requirement that school boards proportionately consolidate into their financial statements, the Ontario School Boards' Insurance Exchange.

Note: The next meeting of the Audit Committee is scheduled for June 12, 2023 commencing at 3:00 p.m. via Microsoft Teams



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD
FROM: SENIOR ADMINISTRATION
SUBJECT: UPDATE ON JUSTICE, INCLUSION, EQUITY AND DIVERSITY ACTIONS
DATE: APRIL 18, 2023

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To provide a regular update to the Board of Trustees on work in the area of justice, inclusion, equity and diversity+ (JIED+).

CONTEXT:

The justice, inclusion, equity, and diversity+ actions noted in this report connect to the specific strategic priorities of confident learners and engaging communities. The actions also support the GECDSB's obligation and commitment to an inclusive, non-discriminatory, anti-oppressive learning environment which equitably serves and supports all learners.

PURPOSE:

GECDSB is committed to providing a learning and working environment that actively promotes and supports the dignity, worth, and human rights of all. The work in the area of justice, inclusion, equity and diversity+ also stems from a fundamental principle that every student should have the opportunity to succeed socially, emotionally and academically, including students of all backgrounds, identities, and personal circumstances. The GECDSB believes that schools should be places where students unlearn racism and other forms of oppression, and not only learn about diversity but also experience it. Students should see themselves and their classmates reflected in their studies with a focus on dismantling racism and other forms of oppression, and building inclusive values, cultural and social awareness, and sensitivity. Our focus is to endeavor to eliminate all forms of discrimination and systemic barriers in our school communities. We have refocused our work to bring new resources, policies, practices, and processes to the forefront as a means of accelerating our progress towards meeting our goals. Below you find details of our actions since September 2022.

ACTIONS TO ENACT CHANGE IN THE AREA OF DIVERSITY EQUITY AND INCLUSION:

The Greater Essex County District School Board plan to support diversity, equity and inclusion is visible through 5 main actions:

- *Providing Professional Learning to Build Staff Capacity,*
- *Collecting Data for Analysis to Inform Action,*
- *Collaborating and Consulting,*

- *Developing Policy and Regulations and Short Term and Long-Term Plans; and,*
- *Developing Curriculum Programming and Managing Instructional Resources*

PROVIDING PROFESSIONAL LEARNING TO BUILD STAFF CAPACITY:

- First Nations, Metis, and Inuit students from grades 7-12 and music teachers were welcome to participate in a concert presented by the Canadian Chamber Choir. Participants joined Cree-Dene composer, singer, and educator Sherryl Sewepagahm (Little Red River Cree Nation) for an interactive music workshop. The Juno-nominated Canadian Chamber Choir is a professional choir made up of singers who live across Canada. The concert explored water through music, including collaborative performances of a commissioned work by Sherryl, "Nipiy/Water Song" in Cree Y Dialect, "Vision Chant" by Cree composer Andrew Balfour and other songs by Canadian Composers.
- Upon completion of the concert Music Teachers remained to engage in an interactive music workshop with Little Red River Cree Nation composer Sherryl Sewepagahm. In this session music teachers explored the Indigenization of music education, decolonization of vocal/choral practice, and activities and repertoire for music teachers that can be used to actively engage with the Truth and Reconciliation Calls to Action in the music classroom. Topics included vocal inflection/technique that honours diverse musical traditions, singing in Cree, creative collaborations with Indigenous artists, land-based composition, and how teachings from the land can inform creative practice.
- A small team of Student Success and Program Department staff attended the *Reading for the Love of It* conference. Learning sessions included keynote presentations from Poet Laureate of Mississauga, Wali Shah, distinguished and activist and author Jael Richardson, Metis writer of Indigenous stories Cheri Dimaline and Cree born writer, poet and lawyer, Michelle Good, who is the 2020 Governor General's Literacy Award Winner for her novel, *Five Little Indians*. A sample of specific sessions attended included, *Residential Schools and Reconciliation: The Way Forward* (Michelle Good), *Code Switching: Black Girl Students Navigating Literary in Two or More Languages and Cultures* (Nadia Hohn), *Teaching Literacy with an Equity and Anti-Oppressive Stance* (Rabia Khokhar), *Beyond the Binary: Celebrating Gender Diversity Through Text* (Pam Strong), *Using Reading Now: Using Literature to Teach Tough Topics* (Larry Swawrtz),
- In January, Dr. Nicole West-Burns presented on the elementary assessment day to all elementary Educational Support Staff about creating "simply the best" for all our students, raising achievement for all learners, belonging, engagement, and the importance of joy in classrooms and schools, for both students and educators. The session addressed how support staff must consider identity and power in these conversations. Who belongs where? Who decides? What narratives are guiding our understanding? How are we treating each other and ourselves? What are we striving for in our work day-to-day? This presentation will be repeated for all secondary Educational Support Staff on the subject-specific day in April.
- Sixteen staff declared an interest and have been approved to a limited subsidy to complete the Ontario College of Teachers' Additional Qualification *Addressing Anti-Black Racism to Change Pedagogy and Practice* to be completed by or before the end of August.
- The completion of a 3-part learning module on the *Duty to Accommodate Students* was conducted for Principals in April. The training has commenced and continues to be rolled out to Vice-Principals this spring.

- As part of the Dismantling Anti-Black Racism Strategy, the February 17th professional development day focused on introducing the *Ontario Human Rights Code*. The goal was to have staff understand key concepts and components of the Code and the 17 protected grounds, with a focus on concerns raised in the Dismantling Anti-Black Racism Background Report. Staff engaged in learning using scenarios to support them in identifying and responding to potential *Human Rights Code* Violations.
- A detailed SWAY was provided to staff to support learning opportunities and celebrations during Black History Month. The SWAY was titled, *Honouring Black History*. Information included virtual tours from the Amherstburg Freedom Museum, learning sessions with artists Ariel Clarke and Mbonisi Zikhali Zomkhonto.
- Equity Advocate Support Team (EAST) school-based representatives engaged in their second learning session on December 20 and 21. Participants continued to explore and examine justice, inclusion, equity, diversity+ and accessibility for an organization and for the individual within an organization. Participants examined scenarios through the concept of -isms manifestation. Attention to the individual, institutional, and cultural manifestations provided a more practical response plan when experiencing or working to alleviate the impacts of -isms in the education setting. Participants also examined their role as an educator and how they can implement communication skills to improve dialogue on -isms and the related effects on themselves, colleagues, students, and the larger school community. In addition, the GECDSB Human Rights and Equity System Advisor and GECDSB Teacher Consultant for Equity provided an additional presentation on the core human rights concepts and their application to school-based practices and scenarios. Lastly, Walter Cassidy from the OSSTF GSA co presented with the Human Rights and Equity System Advisor on the topic of 2SLGBTQIA+ history and inclusive school practices.
- The Senior Team are engaged in a book talk focused on the book, *Getting Into Good Trouble at School: A Guide to Building an Antiracist School System* by Gregory C. Hutchings. This book provides a unique model for reimagining educational equity, actively dismantling institutional racism and implementing strategic, methodical policies that benefit the entire school community.
- Principals and Vice-Principals continue to engage in the book talk during system meetings focused on the book titled, *Building Equity: Policies and Practices to Empower All Learners* by Smith, Frey, Pumpian and Fisher. The book guides readers to imagine a school with a diverse student body where every student feels safe and valued, and all students, regardless of race, culture, home language, sexual orientation, gender identity, academic history, and individual challenges can succeed. The readers are guided to meet students' individual instructional needs and foster a harmonious and supportive environment, whereby students feel empowered to learn, to grow, and to pursue their dreams. The book is filled with examples of policy initiatives and practices that support critical standards of equity and high-quality, inclusive learning experiences.
- Members of the Senior Team are continuing to attend a *High-Performance Leadership Learning Series and Certificate Program* training with the CMC Leadership. Since our last report the following sessions have been attended: *Getting into Good Trouble at School* by Dr. Gregory C. Hutchings Jr. (founder of Revolutionary ED, and Kevin Lamoureux, BA, Med, PhD candidate at the University of Winnipeg on the topic of *Ensouling our Schools*.

- A professional learning session has been planned for secondary visual and media arts teachers to expand arts pedagogy through a culturally responsive, anti-oppressive and mental health lens.
- On January 20th and February 1st, Educational Support Staff (ESS) in both the elementary and secondary panels participated in a presentation on Pronouns, Identity, & Expression. The presentation examined basic language and terminology related to gender identity, expression, and pronouns. To further understand the importance of this information, participants had the opportunity to review relevant policies, procedures, and statistics. The presenter led ESS through practical applications of pronoun, identity, and expression knowledge, and provided an overview of local resources and opportunities to ask questions.

COLLECTING DATA FOR ANALYSIS TO INFORM ACTION:

- Data was collected during the February 17th professional development day via exit surveys with staff. There were 1927 respondents to the February 17th exit survey. Of the respondents 1377 work in elementary schools and 550 work in secondary schools. A total of 43 administrators responded, 484 support staff responded, and 1400 teachers responded. A total of 88% of respondents indicated they strongly agreed or agreed that after attending the session they felt they had a better understanding of the Ontario Human Rights Code and the 17 protected grounds. 8% somewhat agreed and 4% disagreed. A total of 83% of respondents indicated that they either strongly agreed or agreed that after working through the scenarios they were better equipped to identify violations of the OHRC. 12% somewhat agreed and 5% disagreed. A total of 80% of participants either strong agreed or agreed that after working through the scenarios they felt better equipped to respond to violations of the OHRC. 15% somewhat agreed and 5% disagreed. After analyzing the qualitative responses, staff indicated: 1) more time is needed to unpack the learning for meaningful conversations, 2) authentic scenarios are beneficial to support the learning, 3) a need for similar presentations for students and families and 4) a request for resources including staff they can access for support.
- The Police review was conducted by *Logical Outcomes* was presented at the December Board meeting which included an analysis of data collected. A committee is in the process of being coordinated to include members of the senior team, school administrators, two Trustees, two members of the Dismantling Anti-Black Racism committee, two student members, and a member from the following committees, Indigenous Education Advisory Committee (IEAC), Staff Gender and Sexuality Alliance (GSA), Special Education Advisory Committee (SEAC) and the Greater Essex County Parent Involvement Committee (GECPIC). This committee will review the report and determine next steps to recommend to the Board of Trustees.

COLLABORATING AND CONSULTING:

- The Justice, Inclusion and Equity and Diversity Committee was convened during the months of January, February, March, and April to review the following topics: the student census survey, holidays, observances and celebration resources for schools, equity walk framework, the employee systems review and professional learning days.

- The final Equity Advocate Support Team (EAST) learning session is scheduled for the spring. The final session will include a half learning session dedicated to the diverse Jewish Perspectives. The session will include learning the Jewish perspective through food, a presentation on hate and discrimination through social media and lessons for humanity from Windsor's few remaining Holocaust survivors. The second portion of the day will be dedicated to exploring the n-word resources developed in Brightspace so that EAST advocates can serve as a support to colleagues in their school when the resources are released in the fall of 2023.
- During the February 17th professional development days, staff who identify as Indigenous, Black or a Person of Colour (IBPOC) were provided with an option to join a fully IBPOC space to engage in professional learning.
- Meetings continue in the development of a partnership between the GECDSB, St. Clair College and the University of Windsor to create an annual forum to support Indigenous and Black students in their post-secondary pathways. Observation will occur during the upcoming Diaspora conference at the University of Windsor to further guide the conversation.
- The Dismantling Anti-Black Racism Implementation Committee update meeting occurred in April with a focus on the following: Employment Systems Review, n-word resources and presentations, Black Student Advisory Committee, Supports for Black Staff, and the Student Census. In addition, a discussion occurred as to the focus of priorities in the Dismantling Anti-Black Racism Strategy for the 2023-24 school year.
- Assumption University's Social Justice Series is available this spring and a group of students from one of our secondary schools will attend a presentation of the Underground Railroad and to see the performance of Harriet Tubman by Leslie McCurdy.
- Planning is underway for the 2023 Summer Camp experience. This summer we will be continuing with Camp Wonder, Camp Merveille, Camp Migizi, Camp Nia and Camp Mkeka. Collaboration is planned with the United Way who will be offering daily lunches for participating students at many of the sites.
- Consultation has occurred with the IEAC as to the June 2023 Indigenous Graduation ceremony which will take on June 23rd.
- Collaboration with the Southwest Ontario Aboriginal Health Access Centre and the CAN AM Friendship Centre has resulted in four Culture Nights organized for our Indigenous families. Evenings include song, dance, sewing, beading, arts, crafts food and community. Culture nights will be hosted from March to May.
- The Windsor Jewish Community Centre (WJCC) is hosting a three-hour session with students from one of our secondary school to lead a learning session focused on the Jewish perspective, mitigating hate and discrimination on social media, and a presentation from a Holocaust survivor from Windsor.
- In collaboration with the Windsor Jewish Community Centre (WJCC), we are offering secondary schools' access to educational Holocaust films between mid-April and mid-May to coincide with the Windsor Jewish Film Festival. The two focus films include *Defiant Requiem* (English) and *Fanny's Journey* (French with English captions).
- A letter was sent to parents/guardians and adult students alerting them that discrimination, harassment and bullying, the proliferation of hate, the use of the n-word, the use of any hateful slurs or epithets, and reprisal are not permitted in our schools, and sharing information on addressing school-based concerns.

DEVELOPING POLICY AND REGULATIONS AND SHORT-TERM AND LONGTERM PLANNING:

- A policy and regulation for the naming and renaming of school buildings is presently under review.

DEVELOPING CURRICULUM PROGRAMMING AND MANAGING INSTRUCTIONAL RESOURCES:

- All primary teachers have engaged in school-based round 2 which reviewed the tools for implementation of the Science of Reading intervention strategies. All schools have been equipped with reading kits for primary classroom teachers as well as RISE, ESL and LST teachers.
- A Brightspace module has been created to align with Action item 2.9 of the GECD SB Dismantling Anti-Black Racism Strategy which calls for the development of guidelines to address the use of discriminatory slurs and statements by both students and staff, including the n-word. The framework is organized under the theme of *History, Harm, Healing and Honour* and will be available to educators in the fall of 2023.
- A presentation titled; *Words Matter* has been developed to be used in schools to communicate to students the importance of not using racial slurs. The presentation includes guidance on how to respond as an upstander when encountering the use of racial slurs (interrupt, name the discrimination, report to an adult, support the impacted individual(s)).
- Based on input from the JIED committee resources are being developed for announcements and visual dedicated space (such a bulletin board) in each school to celebrate and share information about various dates and acknowledge dates and celebrations throughout the school year. The goal is to distribute this resource to each school for September 2023.
- A GECD SB Equity Walk Framework has been developed based on the *Centre for Urban Schools Equity Continuum: Action for Critical Transformation in Schools and Classroom from the Ontario Institute for Students in Education at the University of Toronto*. In addition, the *CARE Framework (Centre for Anti-Racist Education)* by Dr. Sarah Soonling-Blackburn and Val Brown was incorporated into the overall framework.
- Both frameworks are founded on the understanding of Culturally Responsive and Relevant Pedagogy (CRRP). This framework is based upon literature and theoretical tenets from the United States, known as Culturally Relevant Pedagogy and Culturally Responsive Pedagogy. Its core belief connects pedagogical practice to high expectations, regardless of social identity. It deals with issues regarding broadly defined culture and cultural competence within the classroom and teaching environment and engages students to develop critical consciousness and questioning of the status quo. We are presently in the process of planning a pilot equity walk at one elementary and one secondary school.

From: [EDUCATION LABOUR AND FINANCE](#)
To: [Gale Simko-Hatfield](#)
Cc: [Melissa Leboeuf](#); [Lamarche, Doreen \(EDU\)](#)
Subject: Response from the Ministry of Education
Date: March 16, 2023 1:53:33 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Please contact the Helpdesk if you are unsure.

Please see the response below from the Ministry of Education, sent on behalf of Doreen Lamarche, Executive Director, Education Labour and Finance Division.

Gale Simko-Hatfield
Chairperson of the Board
Greater Essex County District School Board
gale.simko-hatfield@publicboard.ca

Dear Chair Simko-Hatfield,

Thank you for your letter to Minister Lecce dated February 10, 2023, regarding funding and staffing to support students with special education needs. On behalf of the Ministry of Education, I am pleased to respond.

The government values the important work that education workers provide every day to ensure our students are learning the skills they need to reach their full potential.

In terms of the funding provided to support students, the Grants for Student Needs (GSN) for the 2022-23 school year is projected to be \$26.12 billion, which represents the highest level of investment in education in the province's history and an increase of \$683.9 million or 2.7 per cent compared to 2021-22. Funding through this year's GSN includes resources to support additional staffing as well as student learning and mental health needs stemming from the pandemic.

The government is committed to ensuring that every student, including students with special education needs, have access to the supports they need to succeed in school. In fact, in the last few years, The number of educational assistants across the province has increased steadily every year. There are almost 3,000 additional educational assistants (or 12.3 per cent) compared to the 2017-18 school year, based on the latest estimates. Annual funding for educational assistants is provided predominantly through the Special Education Grant, with some funding provided through the Pupil Foundation Grant.

For the 2022-23 school year, the Special Education Grant is projected to increase to over \$3.25 billion, an increase of approximately \$92.9 million or 2.9 per cent over 2021-22. This is the highest amount ever provided in Special Education Grant funding. That includes \$16.3 million in funding to enhance support for students with special education needs through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with last year, school boards may use this funding to address local priorities such as evidence-based programs and interventions, transition supports, and additional educational and/or professional and

paraprofessional staff to support students with special education needs (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others).

Funding provided through the Special Education Grant is in addition to the foundation grants and other supplemental grants of the GSN. School boards have the authority and flexibility to use Priorities and Partnerships Funding (PPF), other GSN funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

The ministry is also continuing to provide \$212.7 million through the Supports for Student Funds in the GSN which provides flexible funding to school boards to support the learning needs of students consistent with central agreement obligations. Some of this funding may be directed to hiring additional educational assistants, based on school board discretion, to meet local needs and priorities.

In addition, for the 2022-23 school year, the ministry is providing \$304.0 million in time-limited supports through the COVID-19 Learning Recovery Fund in the GSN for temporary additional staffing supports. This funding allows school boards to continue to hire teachers, early childhood educators, educational assistants, and other education workers.

It is important to note that while it is the responsibility of the Ministry of Education to set policy that directs the allocation of funds to school boards overall, it is up to the individual board to allocate funding to specific schools, services or programs based on local need. School boards are in the best position to respond to local needs when setting budget priorities and determining which special education programs and services are needed to meet the needs of their students, based on available staff and resources.

Every year, the ministry engages with its education partners on possible refinements to the GSN in an effort to improve and strengthen Ontario's schools and the way funding is delivered. Over the years, this process has led to regular refinements to the GSN funding formula. The ministry continues to welcome feedback on how to best meet current on-the-ground needs in school boards.

The ministry always appreciates hearing from school boards. Thank you for taking the time to write.

Sincerely,

Doreen Lamarche
Executive Director
Education Finance Office

c. Melissa Leboeuf, Executive Assistant to the Director of Education
melissa.leboeuf@publicboard.ca