

BOARD MEETING – PUBLIC SESSION
TUESDAY, NOVEMBER 7, 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), Leni (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-dah-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

E. DECLARATION OF CONFLICT OF INTEREST

F. ACTIONS OF BOARD MEETING PRIVATE SESSION

G. APPROVAL OF MINUTES

Pages 1-9

G.1 Minutes of the Public Board Meeting of 2023 10 17

ENCLOSURE

H. BUSINESS ARISING FROM THE MINUTES

I. PRESENTATION

I.1 Student Trustee Presentation

I.2 EQAO Presentation – Superintendent Roberts

J. DELEGATIONS

There were no delegations at the time of agenda prep.

K. SPEAKER'S LIST

L. NEW BUSINESS

Pages 10-27 L.1 Policy and Regulation: Naming and Renaming of Board Facilities

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY P-PL-01 NAMING AND RENAMING OF BOARD FACILITIES; and

THAT THE BOARD APPROVE REGULATION R-PL-01 NAMING AND RENAMING OF BOARD FACILITIES AS PRESENTED.

M. REPORTS (TO BE RECEIVED)

	M.1 Report of the Director of Education	ENCLOSURE
	M.2 Report of the OPBSA Director/Delegate	ORAL
Pages 28-49	M.3 Dismantling Anti-Black Racism Strategy Report for Year One	ENCLOSURE
Pages 50-59	M.4 Greater Essex County Math Action Plan	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

Nil.

NEXT SCHEDULED MEETING:

Organizational Meeting of the Board, Tuesday, November 14, 2023 – 7:00 p.m.

Chairperson – Gale Simko-Hatfield
Vice-Chairperson – Cathy Cooke

Director of Education – Vicki Houston
Executive Assistant – Melissa LeBoeuf

MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON OCTOBER 17, 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
K. McKinley	C. Nelson
L. Qin	R. Le Clair

STUDENT TRUSTEES:

C. Pyne
S. Muhammad

ADMINISTRATION:

V. Houston (Director of Education)	
S. Armstrong	T. Awender
K. Bryant	C. Boulay
S. Duben	C. Howitt
C. Mills	R. Roberts

RECORDER:

M. LeBoeuf

A. CALL TO ORDER

Chairperson Hatfield called the meeting to order at 5:00 p.m.

B. ATTENDANCE

Chairperson Hatfield noted that all trustees were present.

C. APPROVAL OF AGENDA

C.1 Approval of Agenda

Agenda item L.5 was deferred to the November 7th meeting.

Moved by Trustee Cooke
Seconded by Trustee Le Clair

THAT THE AGENDA BE APPROVED AS AMENDED.

The vote was called and it

CARRIED.

D. CONVENE TO PRIVATE SESSION

Moved by Trustee Nelson
Seconded by Trustee Cipkar

TO MOVE INTO PRIVATE SESSION.

The vote was called and it

CARRIED.

PUBLIC SESSION RECONVENED AT 7:00 P.M.

Trustee Le Clair read the approved GECD SB Land Acknowledgement.

Chairperson Hatfield welcomed new Superintendent of Human Resource – Chris Boulay.

E. DECLARATION OF CONFLICT OF INTEREST

DECLARATION: Trustee Simko-Hatfield declared conflict of interest for agenda item L.7 Notice of Motion – Trustee Buckler, pursuant to the Municipal Conflict of Interest Act, 1990. Trustee Simko-Hatfield disclosed that she has a conflict because she is in active negotiations with the Caboto Club for a future event. Trustee Simko-Hatfield did not participate in the discussion.

F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

F.1 THAT ITEM D. FROM THE OCTOBER 3, 2023 PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it CARRIED.

Moved by Trustee Cooke
Seconded by Trustee Le Clair

F.2 THAT ITEM F. FROM THE OCTOBER 17, 2023 PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it CARRIED.

G. APPROVAL OF MINUTES

Moved by Trustee McKinley
Seconded by Trustee Le Clair

G.1 THAT THE MINUTES OF THE PUBLIC BOARD MEETING OF 2023 09 19 BE APPROVED AS PRESENTED.

G.2 THAT THE MINUTES OF THE SPECIAL PUBLIC BOARD MEETING OF 2023 09 26 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 2023-24 Capital Priorities Program

Moved by Trustee Cooke

Seconded by Trustee LeClair

THAT THE BOARD APPROVE THE SUBMISSION OF THE CAPITAL PRIORITIES PROJECTS TO THE MINISTRY OF EDUCATION FOR THE 2023-24 YEAR, AS PRESENTED; AND

THAT SUBJECT TO APPROVAL BY THE MINISTRY OF EDUCATION, THE BOARD APPROVE THE ELEMENTARY SPACE TEMPLATES FOR THE FOLLOWING:

1. AN ADDITION AT ROSELAND PUBLIC SCHOOL;
2. AN ADDITION AT GLENWOOD PUBLIC SCHOOL;
3. AN ADDITION AT EASTVIEW HORIZON PUBLIC SCHOOL;
4. A NEW REPLACEMENT SCHOOL FOR FOREST GLADE PUBLIC SCHOOL AND FOREST GLADE PRIMARY LEARNING CENTRE, AS PRESENTED;
5. AN ADDITION AT LEGACY OAK TRAIL PUBLIC SCHOOL; AND

THAT THE BOARD APPROVE THE SUBMISSION OF THE LONG-TERM GROWTH PLAN TO THE MINISTRY OF EDUCATION, AS PRESENTED.

Trustee Discussion:

- It was questioned why Marlborough is no longer on the list. Superintendent Armstrong noted that Marlborough is on the heritage list which makes additions or construction very challenging – the cost is prohibitive in some respects. G. Hinchliffe noted the City of Windsor does not support the demolition of any heritage listed buildings. The ministry struggles with heritage buildings because the costs are unknown. There has been a lot of money spent at Marlborough on new windows, roofing, heating, masonry, new doors, new lockers etc. Work at the school will continue because we realize there will not be an easy ability to replace it.
- Given the clear evidence that Windsor-Essex County is growing substantially, how much does the ministry consider the amount of growth anticipated in our area when they are looking at granting new schools? Superintendent Armstrong noted that this is the first time the ministry is asking boards to provide long-term growth plans which we have done in conjunction with Watson and Associates and the municipalities on secondary hamlet plans and new development plans. The Ministry previously had not considered future growth as they are now. We could submit business cases for new schools, but we struggle because municipalities are not far enough in their development plans and have no land set

aside. The ministry requires site identification and shovel ready projects. We have been working with Watson and Associates to ensure we are prepared to move forward with projects when they are approved.

- How has the population growth from the energy plant factored into these priorities? Superintendent Armstrong noted that it is foundational to the plan in terms of planning projections and development.
- The Forest Glade priority is not for increased enrolment but for replacement? Superintendent Armstrong noted that we can submit a business case based on the Facility Condition Index. There is a significant cost to infill the school, it is two separate buildings, one administrator, one custodian. There is land already identified on the current site. A new school would allow us to redirect some of our School Condition Improvement funding to other projects across the district. The investment needed in the school to address current concerns relative to a new school is not that different.
- It was noted that the Forest Glade community is hoping to hear the business case is approved. G. Hinchliffe noted that it has been on the list several times. The feedback from the ministry is that it is a difficult case because of the surrounding schools (Roseville, Coronation) enrolment projections. The ministry has very specific requirements in terms of math calculations they do to determine if this is a viable business case. Boundary reviews will be needed to balance enrolments.
- Concern was expressed with the use of “right sized”. It is a snapshot of what we know at the time. Do we advocate for something where we put the money up front so we can build up rather than out so we can be more efficient? G. Hinchliffe noted that the ministry recognizes that building at the old benchmark is not doable. The cost per square foot during this round of capital priorities is almost double. We continue to work to get within budget.

The vote was called and it

CARRIED.

Agenda items L.2, L.3 and L.4 were moved together.

Moved by Trustee Cooke
Seconded by Trustee Le Clair

L.2 Policy and Regulation: Board Lodging and Transportation Once a Week – Pelee Island

Moved by Trustee Cooke
Seconded by Trustee Le Clair

THAT THE BOARD APPROVE POLICY P-BA-10 BOARD, LODGING AND TRANSPORTATION ONCE A WEEK – PELEE ISLAND; and

THAT THE BOARD APPROVE REGULATION R-BA-10 BOARD, LODGING AND TRANSPORTATION ONCE A WEEK – PELEE ISLAND AS PRESENTED.

L.3 Policy and Regulation: Inventory Control

THAT THE BOARD APPROVE POLICY P-BA-22 INVENTORY CONTROL; and

THAT THE BOARD APPROVE REGULATION R-BA-22 INVENTORY CONTROL AS PRESENTED.

L.4 Policy and Regulation: Community Use of School Facilities

Moved by Trustee
Seconded by Trustee

THAT THE BOARD APPROVE POLICY P-PL-03 COMMUNITY USE OF SCHOOL FACILITIES; and

THAT THE BOARD APPROVE REGULATION R-PL-03 COMMUNITY USE OF SCHOOL FACILITIES AS PRESENTED.

The vote was called and it CARRIED.

L.5 Notice of Motion: Trustee McKinley

Chairperson Hatfield noted that she was ruling the following motion out of order.

THAT A NEW POLICY AND REGULATION BE CREATED REGARDING PROGRESSIVE DISCIPLINE AND TERMINATION PROCESS.

She noted that she was contacted by trustees who felt the motion was not a matter of governance. After careful consideration Chairperson Hatfield ruled that this is outside of trustee's governance role based on the following:

- There is currently an administrative procedure that is called "Correcting Employee Behaviour and Progressive Discipline". It is a comprehensive procedure ranging from an informal step of coaching through a full range of progressive steps ending at termination of employment. This document has been in place for many years. Throughout stages of the creation and revisions it has been vetted through our employee groups and referenced in some of our collective agreements.
- The review of the recent Employment System Review conducted by Turner Consulting group which involved input from over 3000 employees. The specific undertaking of this study was to provide a comprehensive review of written and unwritten, formal and informal employment policies and practices and procedures of our board. Reviewing the report and recommendations the matter of progressive discipline and termination was not identified as a concern by staff.
- The Administrative Procedure with regards to progressive discipline and termination procedures are fully in compliance with the Employment Standards Act and Human Rights.
- Trustees only have one employee – the Director of Education.

Chairperson Hatfield concluded that the process of progressive discipline and termination is entirely the role of administration and does not and should not involve trustees to undertake the creation of a governance policy.

Chairperson Hatfield noted that her ruling is that the motion is out of order and that her ruling is subject to a challenge.

Moved by Trustee McKinley

CHALLENGE THE RULING OF THE CHAIR.

Vice-Chairperson Cooke took over the chair.

Seconded by Trustee Burgess

- As the mover of the motion, Trustee McKinley noted that the notice of motion was presented in June and deferred in September. The Chair had several months to discuss her concerns regarding the motion. OPSBA's Good Governance book talks about trustee's responsibility in developing policies and procedures. A key responsibility of a school board is to adopt policies that are based on the board's vision and provides a framework for implementation of the vision. It is the responsibility of the board to monitor and evaluate the efficiencies and effectiveness of achieving the board's goals.
- Chairperson Hatfield noted that this is not in response to her concerns, the concern was recently brought to her attention by trustees. It was at that time that she looked into the matter and made a decision.

Vice-Chairperson Cooke asked

WILL THE RULING OF THE CHAIR BE SUSTAINED?

The vote was taken and it

CARRIED.

L.6 Notice of Motion: Trustee Buckler

Moved by Trustee Buckler

Seconded by Trustee Le Clair

THAT THE BOARD REVISIT THE POLICY OF OUR SCHOOLS USING THE CABOTO CLUB.

Moved by Trustee Cipkar

Seconded by Trustee Buckler

THAT THE WORD REVISIT BE CHANGED TO RESCIND.

The vote was called and it

CARRIED.

Vice-Chairperson Cooke read the amended motion:

THAT THE BOARD RESCIND THE MOTION OF OUR SCHOOLS USING THE CABOTO CLUB.

The vote was called and it

CARRIED.

Chairperson Hatfield resumed the chair.

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 that there is an upcoming joint meeting with Central West trustees. OPSBA is actively involved in gathering feedback on policies. The deadline is October 19th. Local Government Week is October 16 – 20th. The week aims to increase youth and public awareness about the important role local government plays in our communities.

M.3 Chair's Report

Chairperson Hatfield noted that she attended a meeting with the Director, Superintendent Boulay and leaders of our employee groups. It was a very positive meeting, however there is still a concern around staff shortages. T. Campbell, president of OSSTF, ESS wanted to be assured that trustees continue our advocacy role in that regard. There was consensus from trustees to send a letter to the Minister expressing concerns. It was noted that this is a crisis for families and community partners. There are many ministries involved, however there is a lack of coordination with other agencies that serve children.

N. TRUSTEE QUESTION PERIOD

- How are we supporting students who are impacted by the wars and conflicts. Director Houston noted that there has been a considerable amount of communication with administration and staff within our schools and with our families. There are certain schools that have experienced more challenges than others. We are providing support at the schools. We are reaching out to students who are disengaged or not attending to make sure they feel safe and welcome.

O. NOTICE OF MOTION

Nil.

P. ANNOUNCEMENTS

Trustee McKinley noted that it is the 21st year for the Cereal Box Challenge. It will run from November 3rd to November 24th. Sharp Buses and Doug Robinson from 3Aces have agreed to pick up the cereal. President Choice Super Store donated that leaf bags.

Trustee Burgess noted that Thursday, October 19th is Great Big Crunch Day. She encouraged everyone to get involved and eat healthy.

Student Trustee Pyne acknowledged Halloween and encouraged everyone to stay safe.

Chairperson Hatfield noted that L.5 was deferred. If you have any questions, please contact Trustee Cipkar or the Director's Office for more information.

Q. ADJOURNMENT

There being no further business before the Board, Chairperson Hatfield adjourned the meeting at 8:24 p.m.

G. Hatfield CHAIRPERSON OF THE BOARD

V. Houston DIRECTOR OF EDUCATION

October 17, 2023 Student Trustee Presentation

Report

In the month of October, Student Senate held our 3rd meeting at Leamington District High School. It was great to see Student Senators get better acquainted with each other. Senators shared a great deal of excitement about the possibilities of all the school events they plan on doing, many of which they have already finalized. Student Council grade representative elections are still underway at some high schools. We discussed the possibility of Colin and I doing in-person visits at schools to get a better ground level perspective of the student experience at each high school, and it's also a part of our student Trustee mandate to promote the role.

We introduced several committees which included the Student Trustee Election committee and the Student Leadership Conference committee, which we have started planning for and are thrilled to host. We are also introducing a new Special Committee to Student Senate. The new Student Parliament committee, specifically focused on sharing best practices with student senators to bring back to their schools and their student parliaments.

Adding on, Colin and I will be attending The Ontario Student Trustee Association's Fall General Meeting where Student Trustees from across Ontario will gather to discuss ideas and goals for the year. Colin will be joining the Public Cabinet under the Vice-President of Public Education. As for myself, I am excited to announce that I will be starting my new elected position as the Chair of Student Well-being on OSTA's executive team.

Student of the Month

The Student of the Month for October is Melina Zsargo, a Gr. 12 student at Tecumseh Vista Academy. Melina is a consistent role model for this month's theme of "reliability".

As a high school senior juggling a full course load along with her extracurricular activities, Melina is one of the most reliable students one may ever encounter. She is a member of Tecumseh Vista's girls' basketball, soccer, and softball teams and her teammates refer to her as the "team mom". She comes prepared with extra band-aids, sports tape and water, and always asks her teammates if they are set for their game or practice. Melina is incredibly selfless and is always thinking two steps ahead for herself and for others. She always offers a ride to her teammates to make sure they don't miss out on an opportunity to play the game they love.

Melina's teachers admire her work ethic. They appreciate that she gets assignments and projects done ahead of time and is always ready to help a classmate who may be struggling. Teachers describe her as their "go-to student" when they need a favor or an extra set of hands. She is a positive, confidence-boosting teammate and classmate who is happy to help no matter how busy she may be. Melina is someone everyone can rely on.

Congratulations Melina on being selected by Student Senate as the October Student of the Month!



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SARAH CIPKAR, TRUSTEE – CHAIRPERSON OF THE POLICY COMMITTEE
VICKI HOUSTON, DIRECTOR OF EDUCATION

SUBJECT: POLICY AND REGULATION NAMING AND RENAMING OF BOARD FACILITIES

DATE: OCTOBER 17, 2023

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To gain Board approval for the amendments to Policy and Regulation: Naming and Renaming of Board Facilities.

PURPOSE:

Policies and Regulations are assessed by Administration for potential amendments due to new or changing circumstances, updated information or changes to laws and regulations. Policies and Regulations are referred to the Policy Committee for their review and recommendation to the Board for approval.

CONTEXT:

At the February 21, 2023 Public Board meeting the following motion was passed:

THAT PREVIOUS L.2 (SCHOOL NAMES AND MASCOTS) THAT IS CURRENTLY TABLED BE REFERRED TO THE POLICY COMMITTEE.

The policy committee invited Superintendent Howitt to the April 4th Policy Committee meeting to speak to the report. All trustees were invited to attend.

The only recommendation from the report the Policy Committee could act on was to review and revise the Naming and Renaming of Board Facilities Policy and Regulation to reflect the recommendations in the report.

The Policy Committee discussed the Policy and Regulation at their May, June and October meetings. All trustees were invited to participate.

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY: NAMING AND RENAMING OF BOARD FACILITIES; AND
THAT THE BOARD APPROVE REGULATION: NAMING AND RENAMING OF BOARD FACILITIES AS PRESENTED.

Attachments

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Policy: Naming and Renaming of Board Facilities

Reference No: P-PL-01

The GECDSDS regards a school name as an integral aspect of the identity for, and in, the school community.

The Board of Trustees will approve the official names of all new ~~or~~ amalgamated or renaming of schools and facilities. Specific details regarding the establishment of a Naming Committee, the criteria for the naming of school and board facilities and recommendation for a consultative process can be found in Regulation R-PL-1.



REGULATION: Naming and Renaming of Board Facilities

REFERENCE NO: R-PL-01

1. When a building or facility is to be named:

When selecting a name for a new school (or ~~the~~ while renaming of a currently operating school or board facility) the objective ~~should be~~ is to reflect excellence in public education, the diversity of our region, and a safe, positive and welcoming school environment – while highlighting the expressed values of the GECDSB and its character education principles.

The primary interest in the name of any school or Board facility is retained by the Board. A name is a primary branding element and allows the Board to promote its objectives in the community and communicate its mission, vision and values. Appropriate branding also assists the Board in the development of a strong identity for the school community.

A school name should be distinctive and readily identifiable as a public school within the Greater Essex County District School Board.

Generationally, the nature and identity of communities, in which any school exists, changes. Schools are built to overlap generations. Naming schools based on the character of a community as it is currently constituted, or once was, will not always be relevant to the present residents or users.

Ideas (concepts) – based on the Board's ongoing, foundational, operational and philosophical criteria are encouraged to be the fundamental consideration of a new, or revised, school name.

Names to be considered should be thoroughly examined so as not to perpetuate or represent a legacy of discrimination, oppression or harm to members of this or any GECDSB school community.

The Director (~~area Superintendent~~) of Education along with the area Superintendent will bring forward to the Board of Trustees, a report requesting a Naming Committee be established once land has been purchased and the design and budget have ~~has~~ been approved.

2. Through a media release, social media and communication to the school community, an appeal for applicants for the committee will be ~~sought~~ solicited. Once the applications

are received the area Trustees and Director of Education will determine the makeup of the committee. (See Appendix A for application.)

The Naming Committee shall, where applicable, consist of at least:

- Two members of the Board of Trustees, including the area Trustee(s) whenever possible, appointed by the Board- recommended by the Striking Committee(one shall act as committee cChair)
- The Director of Education
- One school administrator or manager
- Two staff members
- Two- One school council members from each school involved (or one from each school involved in a consolidation)
- Two student representatives (two from each school involved in a consolidation) (elementary student accompanied by parent/guardian)
- Two community representatives who are public school supporters.
- The Superintendent of Accommodations
- The area Superintendent
- The Public Relations Officer (non-voting member and advisor to the committee)

* A staff appointed recording secretary will be provided to the committee

NOTE: a) In the case of a consolidation there must be a balance of representation from each of the school communities.

ab) In the case of a non-school facilities facility the membership may vary.

3. The committee will hold a minimum of two (2) meetings which will be open to the public to attend, but not to provide any direct input at that time.

Community input will be sought via Greater Essex County District School Board and school community tools/forums including but not limited to media releases, surveys, focus groups, newsletters/notices, websites and social media. A public meeting may be held to gather further community input. Naming criteria, along with deadlines for submission of names, will be clearly communicated with requests for naming input. The Public Relations Officer will collect historical/cultural information on the area, community and neighbourhood in which the building or facility will be/is located. The report will help establish suggestions of concepts, names and/or themes for the committee to discuss. It will be provided to all members of the committee prior to the first official meeting.

This information will be provided to the naming/renaming committee prior to their first meeting in the form of a written report with suggestions itemized by top choices, themes, etc.

- ~~3.4. The committee will hold a minimum of two meetings which would be open to the public. Following the guidelines set out in this regulation for the selection of a school / facility name, community input will be sought through an open survey, which will be promoted through a variety of mediums (i.e. News Release, on social media platforms, websites, etc). A summary report will be provided to members of the committee prior to their first meeting which will also include previously proposed vetted district names.~~
- ~~5. The purpose of the first meeting will be for the committee to review the information provided and, if desired, ask questions of the Public Relations Officer for clarification. Members will then assess any ideas/suggestions which have already come forward or provide one of their own. A list of potential names will be created.~~
- ~~4. At the first meeting, the Committee will chose between 2 and 10 names that receive general consensus by the committee. The Public Relations Officer (PRO) will report back to the committee with a short write-up about each name/individual. All names that meet the threshold of the board naming criteria will be circulated to the committee through the Committee Chair and will appear in a survey going back out to the community. This feedback, as well as staff and student focus group feedback will be presented to the committee for consideration at the second meeting.~~
- ~~6. The list will then be reviewed through an equity lens and for propriety and adherence to the GECDSB name selection criteria. Consultation will take place with, but not limited to various GECDSB advisory committees. All appropriate names will then be submitted to focus groups of students and/or staff and/or community members for their impressions and preferences. The results of these sessions will be summarized and provided to the committee prior to their second meeting.~~

At its second meeting the committee will select a minimum of 2 and a maximum of 4 possible names that will be forwarded to the Board of Trustees for their consideration.

Naming Criteria:

- Must be distinctive and appropriate with an emphasis on, but not limited to:
 - Local historical events;
 - Geography;
 - Culture;
 - Traditions of the community; or
 - Representations of diversity.

Careful consideration should be given before naming a school or board facility after an individual. No school or facility names will cause harm to any member of the GECDSB community based on grounds protected under the Ontario Human Rights Code.

- ~~5. At the second meeting, it is recommended that the committee, by consensus, short list at least two recommendations, with rationale for each option, which will be presented by the Chair of the Committee to the Board of Trustees during a Public Board Meeting. In a situation where unanimous consensus cannot be reached, a vote of committee members will take place. The Board will choose, by majority vote, a name from the list or provide an alternative selection.~~
- ~~7. At a public meeting of the Board of Trustees, the area Superintendent will present a report on the deliberations and actions of the Name Selection Committee. This will also include the short list of suggested names. Trustees will then vote to choose one of the suggestions or provide an alternative.~~
- ~~8. Following the selection of a name, the school community will then be engaged in a process to determine its branding elements (colours, logo, mascot and motto). The Public Relations Officer and area Superintendent will supervise the proceedings to ensure that they conform to the GECDSB standards for justice, equity, inclusion and diversity as well as for distinctiveness and marketability.~~
6. Naming Criteria
 - ~~➤ Buildings or facilities may not be named or renamed after current Board members or employees;~~
 - ~~➤ Must be distinctive and appropriate with an emphasis on, but not limited to:
 - ~~• Local historical events or persons of local importance;~~
 - ~~• Geography;~~
 - ~~• Culture;~~
 - ~~• Traditions of the community; or~~
 - ~~• Representations of Diversity.~~~~
- ~~9. All meeting notes on the determination of a school name or renaming of a school are to be kept in the school archives.~~

Renaming of Existing Schools and/or Facilities

- ~~10. School names across the district are to be reviewed every 5 years to allow for evolving and enlightened understanding of justice, inclusion, equity and diversity to be considered.~~

If there is a concern of a school name prior to the review date, concerned members of the school community or general community should complete the School Naming Request Form (see Appendix D).

See Appendix B for a list of current and former school names and themes in the GECDSD.

11. When a building or facility is to be renamed:

~~Any group or individual may propose a name change for an existing facility to the Board through a written request outlining the reason(s) for the application and accompanied by a petition of at least 100 public school supporters which includes their home address and signature.~~

Should the Board ~~decide~~ pass a motion to proceed, an ad hoc naming committee will be established, in accordance with this policy and regulation.

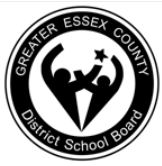
The naming of internal facilities is the responsibility of the school community. The school ~~should~~ will consider the Naming Criteria as listed in #67.

Appendix A: Application to Serve on the Greater Essex County District School Board's Naming and Renaming of Board Facilities Committee

Appendix B: List of current and former school names and themes in the GECDSD

Appendix C: Script/Guide for Chair of the Naming Committee

Appendix D: School Renaming Request Form



Title: Naming and Renaming of Board Facilities

Appendix A: Application to Serve on the GECDSB Naming and Renaming of Board Facilities Committee

REFERENCE NO: R-PL-01

Name of Applicant: _____

Address: _____

Telephone Contacts: Work: () _____

Home: () _____

School Council Member Community Representative Student Representative

I am an English Public School Supporter: Yes No

Briefly describe your interest in the Naming or Renaming of Board Facilities process and the reasons why you would like to serve on the committee.

Please declare in detail any conflict of interest pursuant to the Municipal Conflict of Interest Act, 1990

Submit completed application form to the Principal of a school involved in the naming process.

Greater Essex County of District School Board

Appendix B: Naming and Renaming of Board Facilities List of current and form school names and themes in the GECDSB

Reference No: P-PL-01

Current School Names

PERSON
MALE
A.V. Graham Public School (Tecumseh) – Albert V. Graham – named for community person (served as railway station agent at Tecumseh station for 32 years) – W – male
D.M. Eagle Public School (Tecumseh) – built 1946 – named for David Melville Eagle (former Inspector of Schools in Essex and Kent Counties) – W – male
David Maxwell Public School (Windsor) – opened 1929 – named for David A. Maxwell Inspector of Schools for Essex Co. 1878-1925 – W – male
Dougall Ave. Public School (Windsor) – originally opened 1905 – rebuilt in 1990-92 – named for street on which it has been located – James Dougall was original land owner of area – became mayor of Windsor – naturalist, author – W – male
Dr. David Suzuki Public School – built 2010 – named for noted Canadian scientist and environmentalist Dr. David Suzuki (chosen without utilizing School Naming Policy: among the GECDSB themed schools – Canada’s Greenest school...name reflects environmental design / community attitude & image) – Asian – male (still living)
F.W. Begley Public School (Windsor) – original structure, named Assumption St. School was opened in 1913 – the name was changed in 1939 to Frank W. Begley Public School, after F.W. Begley a former Trustee (1922-35) with the Windsor Bd. Of Education – W – male.
General Brock Public School (Windsor) – opened originally 1914 – rebuilt in 1998 – named for War of 1812 figure, British General Sir Isaac Brock after a special meeting of Sandwich Public School Board Trustees – W – male.
M.S. Hetherington Public School (Windsor) – opened in 1960 – named for a former Principal of the Riverside Board of Education, Melvin Sloan Hetherington – W – male.
Hugh Beaton Public School (Windsor) – opened in 1929 by the former Walkerville Board of Education – named for a former Principal of King Edward Public School (1906-17) within the former board – W – male.
J.A. McWilliam Public School (Windsor) – opened 1957 – named by the Sandwich East School Board for longtime principal (1927-54), Supervising Principal and Trustee with the board, John A. McWilliam – W – male.
Jack Miner Public School (Kingsville) – opened in 1956 – originally known as Gosfield South Public School – name changed in 1968 after noted naturalist Jack Miner, whose bird sanctuary is located nearby – W – male.
John Campbell Public School (Windsor) – opened 1927 – named by the Windsor Board of Education for the former Trustee (1894-1909) – W – male.

<p>*James L. Dunn Public School (Windsor) – opened in September 2022 - replacement building for Giles Campus French Immersion Public School – named for entrepreneur, activist & Trustee James Llewellyn Dunn – B – male</p>
<p>W.F. Herman Academy (Windsor) – opened in 2016, the amalgamation of W.F. Herman Secondary School and Percy P. McCallum Public School into a K – Grade 12 “Academy”. Originally named W.F. Herman Collegiate Institute (1958) for the former editor of the Windsor (Border City) Star newspaper – W – male.</p>
<p>William G. Davis Public School (Windsor) – opened 1967 – named for the serving Minister of Education for Ontario, William Davis who would later (1971) become the 18th Premier of Ontario – W – male.</p>
<p>General Amherst High School (Amherstburg) — opened 1921 — named for General Jeffrey Amherst: commander of the British forces during the 7 Years War; first Governor General of the territories, for whom the local municipality is named — W — male.</p>
<p>Hon. W.C. Kennedy Collegiate Institute (Windsor) – opened 1929 – named (posthumously) for William Costello Kennedy, a Windsor businessman and politician, who served as Minister of Railways and Canals in the federal government – W – male.</p>
<p>Vincent Massey Secondary School (Windsor) – opened 1960 – named for the first native-born Governor General of Canada, Vincent Massey – W – male.</p>
<p>W.F. Herman Academy (Windsor) – opened in 2016, the amalgamation of W.F. Herman Secondary School and Percy P. McCallum Public School into a K – Grade 12 “Academy”. Originally named W.F. Herman Collegiate Institute (1958) for the former editor of the Windsor (Border City) Star newspaper – W – male.</p>
<p>FEMALE</p>
<p>M.D. Bennie Public School (Leamington) – opened 1959 – named for the school’s first principal, and longtime local educator Margaret D. Bennie – W – female.</p>
<p>Alicia Mason Centre (Windsor) – opened 1963 as Alicia Mason Jr. Vocational School for Girls. Built on the site of the former Cameron Ave. Public School – renamed Mason Secondary School in 1970 – currently the Alicia Mason Centre serving the Public Alternative Secondary School (PASS) and adult and continuing education – named for a former Principal of Cameron Ave PS – Alicia L. Mason (1905-1930) – W – female.</p>
<p>MONARCHY</p>
<p>King Edward Public School (Windsor) – original structure opened on site in 1906 – named for the sitting British Monarch of the day, Edward VII (1901-10) – W – male (M).</p>
<p>Marlborough Public School (Windsor) – opened 1930 – named (presumably) for Charles Spenser-Churchill the 9th Duke of Marlborough (member of the British peerage) – W – male.</p>
<p>Prince Andrew Public School (LaSalle) — opened 1961 — named by the Sandwich West School Board after the recently born son of Queen Elizabeth — W — male.</p>
<p>Prince Edward Public School (Windsor) – opened 1921 - named for the eldest son of King George V, who would become King Edward VIII before his abdication in 1936 – W – male (M).</p>
<p>Princess Elizabeth Public School (Windsor) – opened 1952 – named for the eldest daughter of King George VI, who that year became Queen Elizabeth II – W – female (M).</p>

Queen Victoria Public School (Windsor) – opened 1922 – originally named Victoria Public School for its geographical location on Victoria Ave. (which was named for the daughter of James Dougall, the former owner of the property) – changed at the time of amalgamation (1998) with the Essex County Board of Education to Queen Victoria Public School after the former British monarch, to avoid confusion with Victoria Public School in Tecumseh – W – female (M).

LOCATION/GEOGRAPHY

Amherstburg Public School (Amherstburg) – originally called Richmond St. School (located on Richmond St. 1866-1967) – relocated to current Hamilton Dr. location 1967

Anderdon Public School (Amherstburg) – opened in 1952 – named for the former community in which it is located (Anderdon Township -now part of the municipality of Amherstburg)

Belle River Public School (Lakeshore) – opened 1971 - named for the community in which it is located (currently in the municipality of Lakeshore)

Central Public School (Windsor) – opened in 1951 – was called “Central” during planning and construction as a placeholder (due to its geographical location in the former Sandwich West School Board) – a naming contest among students chose Central as the official name

Colchester North Public School (Essex) – named for location (now part of the Municipality of Essex)

Eastview Public School – opened in September 2023 – (replaced former Eastwood and Parkview Schools). A composite of the names of the two schools (Eastwood / Parkview) being combined. Geographically the new school is located in the eastern edge of the city of Windsor. Horizon is where the first signs of daylight appear as the sun rises in the east. The new school sits on the eastern horizon. In the figurative sense, a person can strive for higher goals in life “reaching beyond the horizon”.

East Mersea Public School (Leamington) – built 1966 – named for location which is on the east side of the former Mersea Township (now part of the municipality of Leamington)

Essex Public School (Essex) – built 2008 (replaced former Maplewood & Sun Parlor Jr. schools) – named for its geographic location after lengthy selection committee process.

Ford City Public School (Windsor) – opened 2016 – in the former Percy P. McCallum Public School Building (originally built in 1952 – named Milloy St. School – renamed in 1955 after former teacher & Trustee Percy McCallum) – Ford City name reflects the location in the former district of the City of Windsor – repurposes name of former school in the Windsor Board of Education from the early 20th century)

Forest Glade Public School (Windsor) – opened 1970 – other names considered at the name were: Forest Heights, Forest Lawn, Forest House, Forest Glen, Forest Lea, Forest Wood, Forest Hill and Forest Green

Giles Campus French Immersion Public School (Windsor) – created 2011 following the South Windsor PARC, which divided the Bellewood school community forming a campus at the former W.D. Lowe secondary school, pending the construction of a new school.

<p>Gore Hill Public School (Leamington) – opened in 1954 – named for the geographic region, as it was once known – Gore is relative to Scottish / Irish heritage – a gore is a triangular piece of land.</p>
<p>Gosfield North Public School (Essex) – opened in 1969 – named for its location in the former community (currently municipality of Essex).</p>
<p>Harrow Public School (Essex) – opened 1966 – previously Harrow Senior Public School (Gr 3-8) – consolidated with Harrow Jr. PS in 2016. Named for the community in which it is located (currently part of the municipality of Essex).</p>
<p>Kingsville Public School (Kingsville) – opened in 1923 – named for its location within the community.</p>
<p>Lakeshore Discovery School (Lakeshore) – opened in 2007 – named after the community in which it is located and the theme on which the school was based (for a period, 2005-10, the GECSDB used themes to guide the construction and identity of new schools).</p>
<p>LaSalle Public School (LaSalle) – opened in 2000 – named for the community in which it is located (which is named after an 17th century French explorer (René-Robert Cavelier, Sieur de La Salle)</p>
<p>Malden Central Public School (Amherstburg) – opened 1950 – named for the former community in which the school is located (Malden) – currently the municipality of Amherstburg.</p>
<p>Mt. Carmel-Blytheswood Public School (Leamington) – opened 2002 (amalgamation of former Mt. Carmel and Blytheswood schools) – name reflects the previous predecessor schools, which were named after the communities in which they were located (currently in the municipality of Leamington).</p>
<p>Northwood Public School (Windsor) – opened 1958 – originally named Toronto Street School by Sandwich Township Area A School Board (presumably because of the location) – the name was changed shortly after to reflect the actual address on Northwood St.</p>
<p>Parkview Public School (Windsor) – opened 1975 – named for its location near a municipal park.</p>
<p>Pelee Island Public School (Pelee Island) – opened 1927 – named for its geographical location.</p>
<p>Roseland Public School (Windsor) – the original structure was a small building known informally as Union School (it was shared by students from Sandwich East, South and West). On completion of an addition in 1929 it was renamed Sandwich South School # 20 – uncertain when it became Roseland Public School (in 1966 it was assumed by the Windsor Board of Education, which likely led to the name, in association with “The City of Roses”.</p>
<p>Roseville Public School (Windsor) – opened 1973 – named for neighbourhood, which derives its name from the Windsor slogan “City of Roses”.</p>
<p>Sandwich West Public School (LaSalle) – opened 1971 – named for the predecessor community of Sandwich West (currently in the municipality of LaSalle).</p>
<p>Talbot Trail Public School (Windsor) – opened in 2005 – named for its location on the Talbot Trail, an archaic transportation / trade route that connected the region to the rest of Upper Canada (which was named for Colonel Thomas Talbot an early proponent of European settlement in the region, famous for building good roads).</p>

<p>Tecumseh Vista Academy (Tecumseh) – opened 2010 – named for the municipality in which it is located. The word “Vista” is also used as a descriptor, which is both a physical and philosophical view. It is categorized as an “Academy” for its K – Grade 12 programming (i.e. not an elementary nor a secondary school).</p>
<p>West Gate Public School (Windsor) – opened in 2014 – the amalgamation of J.E. Benson Public School and Dr. H.D. Taylor Public School – named for its location on the west side of Windsor and the word “Gate” is in reference to the area’s welcoming demeanor and a reference to the slogan “Gateway to Canada” often associated with Windsor.</p>
<p>Belle River District High School (Lakeshore) – opened 1947 – named for the community in which it is located (currently in the municipality of Lakeshore). A “District” high school because it serves a large area outside the historical boundary of Belle River.</p>
<p>Essex District High School (Essex) – opened 2015 (rebuilt from 1922 structure) – named for the municipality in which it is located and the area which it serves (Essex & district)</p>
<p>Kingsville District High School (Kingsville) – opened 1921 – named for the municipality in which it is located and the area which it serves (Kingsville and district)</p>
<p>Leamington District Secondary School (Leamington) – opened 2017 (replaced original building opened in 1952) – named for the municipality in which it is located and the area which it serves (Leamington and district)</p>
<p>Riverside Secondary School (Windsor) – opened 1963 – named for the predecessor community in which it was located (now part of the municipality of Windsor).</p>
<p>Sandwich Secondary School (LaSalle) – opened 1970 – named for the predecessor community in which it was located (now part of the municipality of LaSalle).</p>
<p>Tecumseh Vista Academy (Tecumseh) - opened 2010 – named for the municipality in which it is located. The word “Vista” is used as a descriptor, which is both a physical and philosophical view. It is categorized as an “Academy” for its K – Grade 12 programming (i.e. not an elementary nor a secondary school).</p>
<p>Walkerville Collegiate Institute (Windsor) – opened 1922 – named for the predecessor community in which it is located (now part of the municipality of Windsor).</p>
<p>Western Secondary School (Amherstburg) – opened 1975 – named for its geographical location in the western end of Essex County.</p> <p>Westview Freedom Academy (Windsor) – opened 2014 – named for its geographic location in the City of Windsor. The term “freedom” is used to express as a reflection of the area’s historical connection with the Underground Railroad and the fact that many recent immigrants to Canada have settled in the west end after escaping tyranny, oppression and conflict in their native countries.</p>
<p>THEMES</p>
<p>Bellewood Public School (Windsor) – opened in 1968 - named as part of a synchronous naming theme at the time which reflected nature (Bellewood, Southwood, Oakwood....)</p>
<p>Centennial Central Public School (Comber) – opened in 1949 at its present location – (part of the municipality of Lakeshore)</p>
<p>Eastwood Public School (Windsor) – opened 1976 – named after a selection process – it is located on the east side of the city in the Forest Glade area.</p>

Glenwood Public School (Windsor) – opened 1954 – built by the Sandwich West Township School Area A school board – named as part of a synchronous naming theme at the time which reflected nature (Bellewood, Southwood, Oakwood....)
*Legacy Oak Trail Public School (LaSalle) – <u>opened in September 2021</u> – replacement for Prince Andrew Public School – named as a tribute to the area’s natural history, a sense of environmental awareness and establishes an identity for the new school to follow – the cultivation and preservation of nature and an acknowledgement of its importance in the future health and growth of our communities.
Southwood Public School (Windsor) – opened 1956 – named by the Township Area A Sandwich West School Board as part of an environmental theme of area schools (Glenwood, Oakwood...)
North Star High School (Amherstburg) – opened in 2022 – replacement school for General Amherst High School and Western Secondary School - <u>the North Star became a symbol of hope to the Black communities on both sides of the border. It has great symbolic significance in many cultures as a metaphorical, as well as physical, directional beacon.</u>

Retired School Names

PERSON
MALE
Colbourne – named for Albert Colebourne the Business Administrator and Secretary of the Riverside Board of Education
Colonel Bishop – named for (presumably) Lt. Colonel William Avery (Billy) Bishop V.C. – Canadian WW1 hero
Dr. H.D. Taylor – named for Windsor Trustee and Chair of the Board
<u>General Amherst High School</u>
General Byng
Gilmore School – named for person who donated the land
Gordon McGregor Public School – named for founder of Ford Canada
Harry E. Guppy – named for WBE Trustee & local businessman Harry E. Guppy
H.E. Bondy – named for the clerk of Sandwich West Township, who arranged preliminary financing for the construction of the school.
Ivor Chandler School – named for 1 st Chair of the Sandwich West School Board
Jack Cornwell School – named for “little boy hero” of WW1 – youngest person (16) to be awarded the Victoria Cross for bravery for his actions during the Battle of Jutland with the British Navy – may have been related to his hometown of Essex UK and its connection to Essex Co., Ontario
J.E Benson Public School – named for former Inspector of Schools (25 years) – founder of local Rotary Club
J.L. Forster Collegiate Institute (Secondary School) – originally named General Julian Byng, changed to honour school’s first principal J.L. Forster
John McRae – named for WW 1 poet who wrote “In Flanders’ Fields”

John O. Cahill School – named for former Reeve of Sandwich West Township
John Ross School – named for former Trustee with the Sandwich East School Board
Patterson Collegiate Institute – first known as Windsor Collegiate Institute, renamed in 1929 for former lawyer and politician J.C. Patterson
Percy P. McCallum – named for Windsor Trustee & Chair of the Board
W. D. Lowe Secondary School
Walker
William Hands Secondary School – named for former owner of land on which the school was located – William Hands (first postmaster of Sandwich)
FEMALE
Ada C. Richards School – named for former principal (1924-46)
Edith Cavell – named for a famous Red Cross Nurse in WW 1
MONARCHY
King George School
Prince Charles
Prince of Wales
Princess Anne

LOCATION/GEOGRAPHY
(The) Barrack Huts
Belle Isle School
Blytheswood School
Bridge Ave. School
Bridgeview
Giles Campus French Immersion Public School
Grand Marais Rd.
Harrow District High School
Harrow Jr. Public School
Louis Ave. School
Maidstone
Malden Rd. School
Mercer St. School
Monarch School – previously King George School
Parkview Public School
Park St. School
Puce Public School
Ruthven Public School
Sandwich E. School
Shawnee Secondary School
Southwestern School
Sun Parlor Junior School

Tuscarora St. School
Victoria Public School
Walker Rd. School
Westcott School
<u>Western Secondary School</u>

THEMED
Cal-Tech
Centennial Secondary School
Century Secondary School
Churchwood School (Windsor Association for Retarded Children)
Concord
<u>Eastwood Public School</u>
Maplewood
Mayfair School – company which donated the land insisted on the name of Mayfair
Oakwood Public School

School Designations

K-8 School	Public School
Grade 9 – 12 Schools	High School Secondary School District High School District Secondary School
K-12 School	Academy District School

Terms that cannot be used

Collegiate Institute – Grade 9-12 – this is an archaic reference to a period when students chose their stream – a C.I. prepared students for post-secondary education (College or University)

Greater Essex County District School Board

Regulation: Naming and Renaming of Board Facilities Appendix C: Script for Chair of the Naming Committee

Reference No: R-PL-01

We are here to choose 2 possible names for this school, as outlined in our Naming and Renaming Board Facilities Policy and Regulation.

These options will be submitted to the Board of Trustees, which will determine the final selection during a public meeting.

The criteria for a viable name are: it cannot be named after a current Board member or employee; it must be distinctive and appropriate with an emphasis on, but not limited to:

- Local history or persons of local importance
- Geography
- Culture
- Traditions of the community or
- Diverse representation

Our task will be, using the Board's strategic goals as our guide, to suggest names which help form an identity for and in the school community.

When selecting a name for the new school (or the renaming of a school) the objective should be to reflect excellence in public education, the diversity of our region and a safe and welcoming school environment.

We will hold a minimum of 2 meetings.

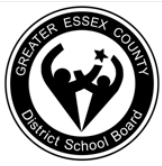
During this initial meeting we will review research compiled about the history, geography and demographics of the (new school's area / neighbourhood) plus the input from a community survey that was conducted (dates).

We will then develop a short list of at least 2 and not more than 10 potential names.

The short list of names will then be vetted for appropriateness, cultural sensitivity, accuracy and historical relevance.

It will be during the second meeting that we will use the approved short list to build a consensus for at least 2 names which will be submitted to the Board of Trustees.

As chair of this committee I will request that all members put aside personal biases or preferences and objectively help determine the name(s) which we feel, as a committee, will create a strong identity for the school community and represent the character and the brand of the Greater Essex County District School Board.



Title: Naming and Renaming of Board Facilities

NEW

Appendix D: School Renaming Request Form

REFERENCE NO: R-PL-01

Name of Applicant: _____

Address: _____

Telephone Contact: () _____

Email Address: _____

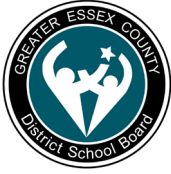
School Council Member Community Representative Student Representative

I am an English Public School Supporter: Yes No

Current Name of School or Facility _____

Please provide a detailed rationale for your application.

Please submit form to feedback@publicboard.ca



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: Senior Team
Vicki Houston, Director of Education

SUBJECT: Dismantling Anti-Black Racism Strategy Report for Year One (2022-23)

DATE: November 7, 2023

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To share an update as to the implementation of year one of the GECDSD Dismantling Anti-Black Strategy.

STRATEGIC PRIORITY LINK:

The Dismantling Anti-Black Racism Strategy and report for year one (2022-23) connect to the strategic priorities of creating confident learners and engaging communities.

PREAMBLE:

The Dismantling Anti-Black Racism Strategy is based on the following principles:

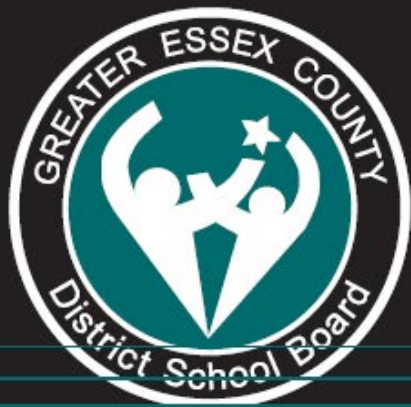
1. Anti-Black racism is a systemic problem in education.
2. Poor education outcomes reflect systemic biases, not ability.
3. Black parents and communities must be engaged as partners in their child's education.
4. Urgent change is needed.
5. Ideology and culture need to change, not only behaviours.
6. The Board will adopt a learning mindset when implementing this strategy.
7. The measures of progress for Black students and staff will be outcomes, not activities.
8. Accountability and transparency

The strategic priorities include:

1. Equip senior leaders to boldly lead the implementation of this strategy.
2. Foster Black-affirming and anti-racist learning and working environments.
3. Improve the ways in which Black parents and communities are engaged.
4. Inspire and support Black student success.
5. Hire and support Black staff.

A total of 20 sub priorities were focused on throughout the 2022-23 school year. Consultation continues with the Dismantling Anti-Black Racism Steering Committee to finalize the area of focus for the 2023-24 school year.

Dismantling Anti-Black Racism



2022-23 Report

GECD SB 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-naabay), Haudenosaunee (Hoe-den-oh-show-nee), Leni (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-dah-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.

Africentric Land Acknowledgement

The land was stolen from Indigenous peoples and enslaved Africans were brought en masse to build these cities. This is occupied Indigenous territories of many nations and these cities are built with stolen African labour and resources. One cannot be remembered without the other. We invite you into a tradition with us of acknowledging and remembering whose territory you are on wherever you are in the Americas (from the North to the Caribbean and to the South) and, also remembering and acknowledging that these countries were built with stolen African and Black labour and resources as well.

Adapted from Blackness Between Us Collective ~ Bishara & Ashai

Message from the Director of Education

We have just completed the first year of our Dismantling Anti-Black Racism Implementation Strategy for the Greater Essex County District School to eliminate Anti-Black Racism that has been systematically entrenched in our organization.

The report contains what I believe is meaningful and constructive progress.

The work we have done has been through consultation and the determination we share in achieving our collective goals to make systemic change.

Within the attached report you can examine details of the actions that have been undertaken and their outcomes.

Briefly, I cite the effort expended on professional development - by our senior administration team who are charged with implementing the strategy throughout the system as well as school administrators, teachers and support staff who work directly with students and their families. We are educators but also learners and this is a subject which requires us to dramatically deepen our understanding and awareness of anti-Black racism and its hateful repercussions.

We have also seen the noteworthy results of the work done individually and in groups with students, especially Graduation Coaches, Create Your Future Advisors, Re-engagement Attendance Counsellors, Administration, and the Student Success Team.

The Student Census, that was conducted during the school year in partnership with Turner Consulting Group, has provided us with information that we will be able to use in the continuing evolution of this vital strategy.

Please, review the report and I will be at your service to discuss its conclusions.

Sincerely,

Vicki Houston

Director of Education

Acknowledgements

We are sincerely grateful to the many people who have contributed to and supported the work during the first year of the strategy implementation. We look forward to continued genuine engagement with our community to rise and enact the GECDSD Anti-Black Racism Strategy with authenticity to make a positive difference to the Black students and families we serve in the district.

IMPLEMENTATION COMMITTEE

Camille L Armour

Herma Brown

Irene Moore Davis

Tanice Donaldson

Dr. Kevin Ellsworth

Kaitlyn Ellsworth

Hanaa Elmi

Kenny Gbadebo

Gemma Grey-Hall

Carolyn Howlett

Raquel Hurst

Ogochukwu Ijeh

Tramaine Lynn

Leslie McCurdy

Patricia Neely McCurdy

Patricia Poku-Christian

Princess Small

Miriam Tolson-Murty

Shanse Walls

Mbonisi Zikhali

Acknowledgements

STEERING COMMITTEE AND WORKING GROUP COMMUNITY MEMBERS

Janelle Abella Community Activist

Abiola Afolabi The Nigerian Canadians for Cultural / Educational and Economic Progress

Dr. Andrew Allen University of Windsor

Daveline Amertil Family Fuse

Camille Amour Community Activist

Salem Berhane Family Fuse

Herma Brown Windsor West Indian Association

Clarese Carter Family Fuse

Tanice Donaldson Parent

Richard Douglas-Chin University of Windsor

Angelina Ebegbuzie Black Women of Forward Action / Community Advocate

John Elliott Sandwich Teen Action

Kaitlyn Ellsworth The Black Council of Windsor-Essex

Dr. Kevin Ellsworth Community Activist

Kenney Gbadebo Youth Connections

Gemma Grey-Hall Black Women of Forward Action

Mahari Hagos Community Activist

Sheldon Harrison Community Activist

Isaac Kedende The Black Council of Windsor-Essex

Leslie McCurdy The Black Council of Windsor-Essex

Irene Moore-Davis Essex County Black Historical Research Society

Patricia Neely McCurdy The Black Council of Windsor-Essex

Christie Nelson Family Fuse

Peter Ogochukwu Ijeh The African Community Organization of Windsor

Dr. Venus Olla University of Windsor

Francisca Omorodion Community Activist

Rachelle Pignal Community Activist

Patricia Poku-Christian The Black Council of Windsor-Essex

Arijaana Rwamihigo Student Princess Small Community Activist

Clayton Talbert, Sr. Concerned Citizen

Margarette Thompson Community Activist

Marium Tolson-Murty The Black Council of Windsor-Essex

Carol Tristaino Community Activist

Tramaine Whited Parent

Acknowledgements

CONSULTANTS

Tana Turner Turner Consulting Group Inc.

Yvette Barnes Turner Consulting Group Inc.

STEERING COMMITTEE - GECDSB STAFF

Erin Kelly Director of Education (*Retired August 2023)

Vicki Houston Superintendent of Education
(*New Director of Education as of September 2023)

Dr. Clara Howitt Superintendent of Education

Sash Querbach Superintendent of Education

Josh Canty Superintendent of Education

Ros Salvador Human Rights and Equity System
Advisor

Aamina Abdulle Teacher Consultant for Equity

Natalie Browning-Morgan Graduation Coach for
Black Students

Shantelle Browning-Morgan Secondary Teacher

Carolyn Howlett Secondary Teacher

Raquel Hurst Elementary Teacher

Sherri Masse Elementary Teacher

Kevin Racine Child and Youth Worker

Claude Saizonou Secondary Teacher

Shanse Walls Elementary Teacher

Elaine Williams Psychological Service

Guiding Principles

The following principles guided the development of this strategy and will guide its implementation:

- 1 Anti-Black racism is a systemic problem in education.
- 2 Poor education outcomes reflect systemic biases, not ability.
- 3 Black parents and communities must be engaged as partners in their child's education.
- 4 Urgent change is needed.
- 5 Ideology and culture need to change, not only behaviours.
- 6 The Board will adopt a learning mindset when implementing this strategy.
- 7 The measures of progress for Black students and staff will be outcomes, not activities.
- 8 Accountability and transparency.

Description of Guiding Principles

1 Anti-Black racism is a systemic problem in education.

Many studies have identified and explored anti-Black racism within Ontario's education system. Anti-Black racism is a systemic problem in the education system and throughout society, and harm can be perpetuated by even the most well-meaning and competent staff.

2 Poor education outcomes reflect systemic biases, not ability.

Black children experience an educational system that limits their ability to learn. The gap in achievement for Black students does not reflect their innate ability, but rather the systemic anti-Black racism within the education system.

3 Black parents and communities must be engaged as partners in their child's education.

Educators and school administrators need to engage Black parents and communities to gain their trust and create a positive and inclusive learning environment that supports the academic achievement and well-being of Black students. It is through these relationships that educators will understand where their students come from so that they can create an environment that is a place of safety, growth, and learning.

4 Urgent change is needed.

This strategy will be implemented with urgency, recognizing that generations of Black students in Windsor and Essex County have experienced anti-Black racism in education. While change is hard and takes time, it is more likely to be embraced by staff when it is treated as a priority and a sense of urgency is felt at all levels of the Board.

5 Ideology and culture need to change, not only behaviours.

In order to change outcomes for Black students, the ideology and culture that sustain anti-Black racism need to change, not simply the behaviours of individuals.

6 The measures of progress for Black students and staff will be outcomes, not activities.

Success will be measured not by the completion of actions, but by the change made to the well-being and academic achievement of Black students and the representation and well-being of Black staff.

7 The Board will adopt a learning mindset when implementing this strategy.

The Board will act with courage, sustained focus, and endurance to embrace innovation. Recognizing that not all initiatives in this strategy may have the desired impact, the Board will adopt a learning mindset when implementing this strategy. Outcomes will be assessed as the strategy is being implemented, and the needed adjustments will be made to ensure that the initiatives are having the intended impact.

8 Accountability and transparency.

Accountability for and commitment to the implementation of this strategy must be visible throughout the organization and in the community, and be clearly articulated and demonstrated by senior leaders. The Board will be open, transparent, and accountable in its implementation of this strategy, which will include meaningful engagement of Black communities and timely public reporting.

Strategic Priorities

Equip senior leaders to boldly lead the implementation of this strategy.

The Director of Education and superintendents will set the direction, specify organizational expectations, and allocate the needed resources to support the implementation of this strategy. Senior leaders will boldly lead conversations on anti-Black racism, implement anti-racist organizational change efforts, and create and maintain learning and working environments that affirm the intersecting identities of Black students and staff.

Foster Black-affirming and anti-racist learning and working environments.

GECDSD will foster belonging and dismantle oppressive systems that maintain marginalization. Staff will be intentional about including Black history and narratives, showcasing Black excellence (past and present) while reflecting the full cultural diversity and intersecting identities within the Black community. School leaders and managers throughout the organization will also foster anti-racist and inclusive learning and working environments and will have the competence and confidence to address issues when they arise. This will also require that all staff are willing and able to competently, confidently, and courageously interrupt and address acts of interpersonal anti-Black racism when they do occur, and to advocate for changes to harmful school policies and practices.

Improve the ways in which Black parents and communities are engaged.

For Black parents to be partners in their children's education, Black parents and community members need to feel welcome within all schools and have the information to adequately support the schooling of Black students. Recognizing that Black parents and communities have been harmed by a long history of anti-Black racism, GECDSD will work to correct these wrongs by repairing these relationships, building trust, and proactively engaging with Black parents and communities as partners in education.

Inspire and support Black student success.

GECDSD recognizes that Black students may be underperforming because they experience barriers to academic success. As such, GECDSD will identify and remove these barriers, close opportunity gaps, and foster welcoming learning environments that inspire Black student success. The Board will also undertake initiatives to ensure that Black students have access to culturally relevant mental health and other supports, and are kept in mainstream learning environments.

Hire and support Black staff

GECDSD recognizes that all students benefit from seeing educators and staff from all backgrounds in various roles within their schools and throughout the Board. Black students also benefit from having Black staff in their schools to offer support and advocate for them. Black students who see Black teachers will also see teaching as a viable profession, thereby increasing the supply of Black teachers. In addition, stereotypes of Black people and anti-Black racism are disrupted when non-Black students and members of the community see Black people as teachers, as staff, and in other positions of authority and responsibility. GECDSD recognizes that in order to contribute their best to students, staff need to feel welcome and safe themselves. The Board will therefore focus on hiring more Black staff and supporting their inclusion, advancement, and well-being.

As stated in the GECD SB Anti-Black Racism Strategy this is the first report to inform all members of the school community about the progress on the implementation of the strategy and its impact.

Priority	1.1 Provide ongoing professional development and support to senior leaders to ensure they can effectively lead the implementation of this strategy and lead staff in applying an anti-racist / anti-oppressive lens (with a focus on anti-Black racism) to their work.
Update	<p>The Senior Team are engaged in a book talk focused on the book, <i>Getting into Good Trouble at School: A Guide to Building an Antiracist School System</i> by Gregory C. Hutchings. This book provides a unique model for reimagining educational equity, actively dismantling institutional racism and implementing strategic, and implementing policies that benefit the entire school community.</p> <p>Principals and Vice-Principals engaged in a book talk during system meetings focused on the book titled, <i>Building Equity: Policies and Practices to Empower All Learners</i> 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.</p> <p>Training for all Supervisory officers and all school- based leaders led by Turner Consulting Group focused on micro-aggressions in language during a system meeting.</p> <p>Some Supervisory Officers and school-based administrators participated in duty to accommodate training as well as training on a professional development day focused on Human Rights, Privilege, Truth and Reconciliation, and anti-Black racism/ bias in education.</p> <p>Some members of the Senior Team attended a <i>High-Performance Leadership Learning Series and Certificate Program</i> training with the CMC Leadership. Examples of sessions attended include <i>Getting into Good Trouble at School</i> 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 <i>Ensouling our Schools</i>.</p>
Priority	1.4 Advocate with the main universities and colleges from which GECD SB hires to embed anti-racism/anti-oppression training into their curriculum and develop the racial literacy of new teachers and other staff to increase their ability to create Black-affirming learning environments.
Update	<p>This past year, St. Clair College (School of Community Studies) developed a comprehensive course for Child and Youth Care (CYC) students focused on issues of oppression, equality and privilege, and ability. This course was developed as a result of direction from their Ministry and ongoing discussions and input from the various Program Advisory Committees (PACs) which includes staff from the</p>

	<p>GECDSD and various community agencies (PACs). Similar courses continue to be developed specifically for the School of Community Studies programs from which we hire our Educational Support Staff. The GECDSD will continue to participate and provide input as members of the PACs this upcoming year.</p>
Priority	<p>2.2 Build the capacity of all educators to engaged in culturally responsive pedagogy and critical literacy and make explicit curricular connections that support the achievement and well-being of Black students.</p>
Update	<p><i>Culturally Responsive and Relevant Pedagogy</i> (CRRP) training was designed and delivered to all secondary English teachers and English Department Heads. Training was led by both the Teacher Consultant for Equity and the Teacher Consultant responsible for English 9-12. The focus of the learning includes increasing awareness and sensitivity to cultural and linguistic world views and perspectives and raising social consciousness in student learning.</p> <p>A sample of the PPT used in training sessions can be found at Culturally Responsive and Relevant Pedagogy</p> <p>Pre- training survey data collected revealed that 55% of participants agreed or strongly agreed that they were familiar with CRRP with 34% disagreeing and 11% strongly disagreeing.</p> <p>A total of 51% of participants indicated that they were comfortable exploring the components of CRRP with 33% disagreeing and 17% strongly disagreeing.</p> <p>Post-training survey data collected revealed that 79% of participants agreed or strongly agreed that following the training they are more familiar with CRRP with 16 % disagreeing and 5% strongly disagreeing.</p> <p>A total of 88% of participants agreed or strongly agreed they will include ideas and strategies discussed during the training in their English classroom with 10% disagreeing and 2% strongly disagreeing.</p> <p>69% of participants agreed or strongly agreed that they are now comfortable in exploring the components of culturally responsive and relevant pedagogy in their English classroom with 23% disagreeing.</p> <p>Training is planned for History, Canadian and World Studies and English as a Second Language secondary teachers for the fall of 2023.</p>
Priority	<p>2.3 Reconsider the text currently in use and incorporate those that best reflect the diversity of GECDSD students, including Black students.</p>
Update	<p><u>A Review of Literature Kits</u></p> <p>Resource kits were flagged for ‘review’ based on the contents of the kits. The structure for the FNMI, Black and Asian review of library resources was used to determine the items which needed to be retired from circulation. A total of 73 literature kits were removed from circulation due to outdated information. During the summer of 2023, a team of teachers reviewed social studies kits and suggested added resources for purchase. A total of 17 social studies kits were removed from circulation. A list of contemporary replacement resources was developed by the team to align with the revised curriculum. Teacher librarians were trained during the 2022-23 school year on assessing</p>

texts in their collections and creating a database of texts which should be removed due to offensive language or character depictions. This list is a living document and is continually updated with titles which have caused concern.

Review of Book Rooms in Elementary Schools

Weeding was conducted of all elementary book rooms from the spring of 2023 to the early fall of 2023. Books have been purchased and have been distributed to schools that include mentor books aligned with the science and social studies curriculum, and through both the lens of the Science of Reading and an equity and diversity lens.

Review and Infusion of English Literacy Kits

Within the last 24 months (about 2 years) there was a review of all secondary English program literacy kits from grade 9-12. There was a significant investment made in Grade 9, 10 and 12 English literacy kits to add an array of author voices of diverse experiences. Grade 11 literacy kits align with the Indigenous education focus of the Grade 11 English course.

Library Review

We have completed the third year of our library review. Year one was dedicated to adding an Indigenous focus to our school libraries. Year two was dedicated to a Black focus. Year three was dedicated to an Asian focus. In each process, a review of books aligned to the year's focus was conducted, and books were coded as green (stay), yellow (review with a keen eye) or red (remove immediately). Books were weeded from libraries across the district and there was an infusion of resources to the library with more contemporary authors of lived experience sharing stories of lived experience. The focus for year four is 2SLGBTQIA+ themed books, the focus for year five is Jewish themed books and the focus for year six is multi-cultural themed books. The process is then intended to begin again with Indigenous theme books and continue with the other themes.

Of additional note, with the launch of the new Language Gr. 1-8 curriculum in September 2023 there will be a process for the renewal of core resources based on the creation of resources by publishers. A component will be conducted through a lens of equity and representation of students served in our district.

Priorities

2.5 Strengthen internal mechanisms and processes to enable students' parents/caregivers, and staff to report acts of anti-Black racism free from reprisal and address issues when they do occur. This should be supported by a strengthened investigation process communicated to everyone in the school community. These processes should ensure that culturally appropriate support is available for the victims of harassment or discrimination and that training and coaching is available for the perpetrators.

2.6 Inform students, parents/caregivers, and staff about their right to safe and respectful learning and working environments and the right to be free from reprisal, as well as the process for making a complaint and the follow-up process when an issue does occur.

3.4 Inform Black parents and caregivers about who to contact when issues arise, the process for addressing issues, and how they will be informed of the outcome.

Update	<p>Guidance was provided on responding to human rights concerns by Supervisory Officers, Principals and Vice Principals. In March 2023, letters were provided to parents/guardians and students as to GECDSB's commitment to fostering learning environments free from harassment and discrimination, and the process for reporting.</p> <p>This letter will be re-sent in the Fall 2023. March 2023 Letter to Parent/Guardian March 2023 Letter to Students 18+</p> <p>The website for Human Rights is available at Human Rights GECDSB as of September 2023 providing steps to address human rights concerns in the district.</p> <p>The <i>Expected Practices for Responding to Discrimination Guide</i> has been drafted and will be posted for community feedback. Once finalized, it will be added to the GECDSB website, shared with schools.</p> <p>We are finalizing the human rights response procedure with an estimated completion date for Fall 2023.</p>
Priority	<p>2.8 Continue to pause the High School Resource Officer Program, pending the outcome of a review of the program and all non-essential police programs and their impact on Black students.</p>
Update	<p>A committee was formed last year, resulting from a Board motion, which included members of the Dismantling Anti-Black Racism Committee (DABRC), Special Education Advisory Committee (SEAC), Gender Sexuality Alliance (GSA) for Staff, Greater Essex Parent Involvement Committee (GECPIC), Indigenous Education Advisory Committee (IEAC), Elementary and Secondary Principal Representatives, Trustees, Student Trustees and Human Rights System Advisor. The committee has met four times to date and has committed to continuing the work this year. The School Resource Office program and non-essential police presence and programs continue to be on pause.</p>
Priority	<p>2.9 Develop guidelines to address the use of discriminatory slurs and statements by both students and staff, including the n-word. The guidelines should clearly state that the use of the discriminatory slurs and statements is not condoned in any GECDSB learning or working environment and should address the responsibility of all Board staff to act when they hear or learn of the use of discriminatory slurs and statements.</p>
Update	<p>The n-word directive was provided to staff in the Fall of 2022 on a professional development day. As stated in priorities 2.5, 2.6 and 3.4 the <i>Expected Practices for Responding to Discrimination Guide</i> has been drafted and will be posted for community feedback, then to website & schools.</p> <p>A draft of <i>GUIDELINES ON THE NON-USE OF DISCRIMINATORY SLURS AND EPITHETS</i> has been created. Current GECDSB direction regarding the non-use of the n-word and responding to the use of discriminatory language and/or images has been incorporated into the document. A similar guideline from another district school board was reviewed and considered in the development of the GECDSB guideline. We plan to produce the guidelines in a visually appealing full colour document with images and graphics.</p>

	The next step is to consult with stakeholders including the Indigenous Education Advisory Committee (IEAC), the Dismantling Anti-Black Racism Committee (DABRC), the Jewish Community Centre, Student Senate, the Gender Sexuality Alliance (GSA) for staff and the Justice, Inclusion, Equity and Diversity (JIED) committee of the GECDSB.
Priority	2.10 Develop guidance for students and various staff groups. Specific to their roles and responsibilities, on how to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of. This guidance should be supported by ongoing learning and should be mandatory learning for all Board staff. This guide should be supported by the education of staff and their legal obligations to create learning and working environments free from anti-Black racism, harassment, and discrimination per Ontario’s Human Rights Code and Occupational Health and Safety Act.
Update	<p>See Priorities 2.5, 2.6 and 3.4 re: <i>Expected Practices for Responding to Discrimination Guide</i> and human rights response procedure.</p> <p>At the request of educators following the PD re: the n-word directive and with the leadership of Black staff, lesson plans titled, <i>History, Harm, Healing, Honour</i> were created for primary, junior, intermediate, and senior students. Staff were given time on the September 22nd PD Day to review the modules and develop a plan for delivering them to their students. The goal is to launch the modules sometime during the Fall of 2023 which would include guidance for students on how to respond when discrimination happens.</p> <p>In addition to the n-word directive which was shared with staff on the PD Day in November 2022 there was also Human Rights training for staff during the PD Day in February 2023.</p>
Priority	2.11 Review dress codes, school names, and school mascots through an anti-racist lens.
Update	<p><i>Review of School Names and Mascots</i></p> <p>Consultation occurred with the Essex County Black Historical Research Society, the Jewish Community Centre, Maurice Switzer, the Indigenous Education Advisory Committee, the Anti-Black Racism Committee, Student Senate and the Justice, Inclusion, Equity and Diversity committee of the GECDSB. In addition, a synopsis of five other district school boards in the province on the topic of school names and mascots was provided. A literature review was also prepared on the topic. Seven broad ideas were highlighted, a suggested framework for the review of school names and mascots was shared and a schedule of school mascots and names to be changed were recommended. The report was provided to the Board of Trustees of the GECDSB in the January 2023 Board meeting package. The Board of Trustees tabled the report. Below is a link to the full report on school names and mascots.</p> <p><u>School Names and Mascots Report</u></p> <p><i>Review of School Dress Codes</i></p> <p>A draft of the <i>Guidelines for Student Dress</i> has been developed. A working group of administrators had provided input on dress code in 2021 under the direction of then Superintendent of Education, Sash Querbach. The work of this group was considered in the development of the draft Guidelines. The student dress code/guidelines from two other district school boards were reviewed and considered in developing the GECDSB draft of the <i>Guidelines for Student Dress</i>. The Guidelines will be produced as a full colour document with images and graphics.</p>

	Next steps include consultation with various stakeholders including the Indigenous Education Advisory Committee (IEAC), the Dismantling Anti-Black Racism Committee (DABRC), Student Senate, the Gender Sexuality Alliance (GSA) for staff and the Justice, Inclusion, Equity and Diversity (JIED) committee of the GECDSB.
Priority	4.1 Conduct a Student Census to identify disproportionalities and disparities in the academic achievement and well-being experienced by Black students.
Update	<p>The Board partnered with Turner Consulting Group to develop and administer the Student Census and to analyze the findings.</p> <p>The Student Census is mandated by the Ontario Ministry of Education and is guided by the Anti-Racism Data Standards. Ontario school boards are authorized to collect personal information from students by the Anti-Racism Act (ARAs.6(2)), the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s 28(2)), and the Education Act (265(1)(d)). The Student Census also supports the Board's implementation of its Improvement and Equity Plan, which includes the Staff Census and the Employment Systems Review.</p> <p>The results of the Student Census will help the GECDSB understand the diversity of its student population and identify any disparities and disproportionalities in academic achievement and student experiences. These findings will help the Board focus on its efforts to ensure that all students can benefit equitably from public education.</p> <p>Parents of children in elementary school and STEPS completed the survey at home with their children. They had the option of choosing not to answer any question. Secondary teachers were asked to provide students in Grade 9-12 with class time to complete the survey. Parents/guardians of secondary students under 18 years of age were given the opportunity to opt their children out of the survey. Secondary students were free to choose not to participate in the Student Census. If they did participate, they were still free to decide which individual questions to answer.</p> <p>A copy of the GECDSB Student Census Report: Demographic Overview of the Student Population is available at this link: Student Census Report 2023</p> <p>A public presentation was made to the Board of Trustees on October 3rd during the Education Meeting of the Board.</p> <p>A copy of the presentation is available at this link: Education Meeting Presentation - Student Census Report 2023</p> <p>A communication has been shared throughout the GECDSB school community seeking community members with lived experience of the largest groups of students based on the census data to join an Advisory Committee. These committees will analyze the data more closely and work with the board to develop recommendations to better support the diversity of students served in the board. Part of this process will include greater community input.</p> <p>The communication shared internal and external to the Board is available at this link: Expression of Interest for Student Census Advisory Groups</p>

	The Student Census administered in April 2023 resulted in a 30% overall participation (18% elementary, 58% secondary). Based on the data generated from the Student Census, the largest demographic groups include <i>Indigenous, Black, 2SLGTBQIA+, Middle Eastern, South Asian, and East Asian</i> .
Priorities	<p>4.2 Review Student Services to address the gaps in supports and guidance for Black students.</p> <p>4.3 Provide Black students with culturally appropriate supports, including for academic achievement and well-being, such as the Black Graduation Coach Program, and ongoing opportunities to gather and heal in a safe space.</p>
Update	<p><u>The Black Student Advisory Committee (BSAC)</u> The Black Student Advisory Committee (BSAC) met five times during the 2022-23 school year and provided perspective and input on the Student Census, Black History Month, and the N-Word Directive, among other initiatives.</p> <p><u>The Black, African and/or Caribbean Tutoring Support Program</u> Black, African, and/or Caribbean (B.A.C.) Virtual Tutoring Support Program was comprised of 6 part time teachers/educators who provided academic support to 71 students throughout the 2022-2023 school year. A total of 46/71 students supported were at the elementary level and 25/71 students serviced were at the secondary level. A total of 39/71 received tutoring support for both Math and English, 18/71 received tutoring support for Math, 11/71 received tutoring support for English and 5/71 received tutoring support for French. Out of the 25 secondary students that received tutoring support 22/25 obtained/their credit. In addition, all students increased their overall marks. Out of the 46 elementary students that received tutoring support, all increased their overall marks and were successful in their grade level. A total of 94% of our BAC students that utilized our support through the program were engaged in their education throughout the school year. However, 6% of students that were disengaged was due to frequent non-attendance but would re-engage and re-attend often throughout the school year with the additional wraparound support provided by the Graduation Coaches, CYF Advisors, Re-Engagement Attendance Counsellors, Administration and SST Team (circle of caring adults) overall.</p> <p><u>The Black Graduation and Change Your Future (CYF) Program Support</u> Below you will find the rate of success for B.A.C. students successfully graduating from each secondary school. 9/9 Riverside Secondary School 5/5 Sandwich Secondary School 32/37 Herman Secondary School 17/17 Walkerville Collegiate Secondary School</p>

20/20 Kennedy Collegiate Secondary School
20/20 Leamington District Secondary School
18/22 Westview Freedom Academy Secondary School (success rate of 90%)
1/1 Tecumseh Vista Secondary School
1/1 Vincent Massey Secondary School
2/2 North Star Secondary School
1/1 Kingsville District Secondary School
126/135 of our Secondary School (success rate of 94%)

A total of 32 of our B.A.C graduating students from the GECDSB attended the Black Futures Graduation Celebration on Sunday June 25th, 2023, hosted by local organization *Sister to Sister*. This was the largest turnout of students for the organization who has been running this graduation celebration for 18 years. With the help of the CYFA's and the Graduation Coach we were able to increase the numbers of students attending from 11 to 32 students.

A total of 55 of our B.A.C. graduating students attended the 2-day African Diaspora Youth Conference (ADYC) hosted by the University of Windsor. This conference brings together children of the African Diaspora from Toronto, Windsor, and Metro Detroit to reflect, connect, plan, network and set goals. It is a meeting of the minds for student to chart out their future and to develop a constructive and productive education and career plan of action. Each student that attends the ADYC is awarded a scholarship in the amount of \$1,000 to go towards their post-secondary education at the University of Windsor. This year a total of \$55,000 in scholarships was awarded to GECDSB B.A.C. graduates.

Create Your Future Advisors and Black Graduation Coaches have offered culturally relevant and responsive support and in-school mentoring to all 68 of our elementary schools. 54 of which actively took part in their services throughout the 2022/2023 school year resulting in an overall participation rate of 80%.

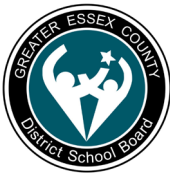
Create Your Future Advisors and Black Graduation Coaches have offered culturally relevant and responsive support to all 14 of our secondary high schools 13 of which actively took part in their services throughout the 2022/2023 school year resulting in an overall participation rate of 93%.

In addition, 42 Black, African, and/or Caribbean graduating students OCAS/OUAC applications were subsidized through the B.A.C. Graduation Coach program. Graduation Coaches worked directly with students on their applications, and the application process. OSAP application clinics were also run throughout the year, but more so during May and June as Graduation Coaches worked directly with students on their OSAP applications, and the application process.

	<p><u>Camp Mkeka and Camp Nia</u></p> <p>These camps were successfully held again in 2023. A survey of participating students, parents/guardians and staff showed the following results:</p> <p>Of the camp participants, 96% of participants expressed a keen sense of belonging during their time at the camp.</p> <p>All participants (100%) indicated that they thoroughly enjoyed the learning experiences and activities provided.</p> <p>Every student (100%) emphasized the significance of a camp like the Summer Learning Program for Black Students.</p> <p>Most students (over 50%) highlighted that one enduring takeaway from the program was gaining a deeper understanding of their cultural heritage.</p> <p>Within Camp Nia, 44% of students found the African History Lessons conducive to their personal growth and understanding of the world, while 50% found the presentations led by community facilitators instrumental in developing a positive self-identity.</p> <p>All students (100%) enrolled in this camp due to their desire for a sense of community and a deeper exploration of their Black history.</p> <p>Within Camp Mkeka, 55% of students enrolled to further their knowledge of their history, and 44% enrolled because they heard the camp was enjoyable and offered an opportunity to make new friends.</p> <p>Every parent (100%) expressed their intention to re-enroll their child in this program.</p> <p>Of the parents, 85.7% reported that their hopes and expectations for the program were fully met.</p> <p>All parents (100%) appreciated that their child had the opportunity to learn about their history at the camp, as well as the provision of free programming and lunches, which contributed to their child's sense of belonging.</p> <p>Of the parents, 71.4% stated that they valued the camp for the positive impact it had on their child's literacy and numeracy skills.</p> <p>Of the parents, 42.9% shared that the camp played a pivotal role in their child's more positive perception of literacy and numeracy.</p> <p>Of the parents, 85.7% indicated that the camp significantly boosted their child's self-esteem and self-image.</p> <p>All staff members (100%) reported that the field trips and guest speakers were effective in helping students grasp the material and stimulated their critical thinking.</p> <p>For a comprehensive overview of the impact of the program, find the program report in the following link:</p> <p><u>Camp Mkeka and Camp Nia Summer Learning Report</u></p>
Priority	4.8 Develop programs to interrupt streaming and the overidentification of Black students as having learning disabilities or special needs, as well as the over-disciplining of Black students, with the aim of keeping Black students in mainstream learning environments and reducing the number of school days lost to suspensions.
Update	One of the ways that we will address the over-disciplining of Black students, with the aim of keeping Black students in mainstream learning environments and reducing the number of school days lost to suspensions is through the development of An Equitable Framework for

	<p>Progressive Discipline. A similar framework from another district school board was reviewed and considered in the development of the GECDSB framework. This document is currently in draft format.</p> <p>Next steps include consultation with various stakeholders including the Indigenous Education Advisory Committee (IEAC), the Dismantling Anti-Black Racism Committee (DABRC), the Special Education Advisory Committee (SEAC), Student Senate, the Gender Sexuality Alliance (GSA) for staff and the Justice, Inclusion, Equity and Diversity (JIED) committee of the GECDSB.</p> <p>In addition, there is a program review of the Reaching Individual Success and Excellence (RISE) Program for the district. RISE is a partially integrated special education program, focused primarily on Language and Math, offering individualized programming to students with a designated exceptionality, within their home school.</p> <p>The main research question is as follows: Is the RISE program meeting the academic, social and engagement goals of students and their families?</p> <p>The project will specifically be hiring a research assistant who brings a Black studies/Critical Race theoretical approach. Two of the lead researchers approach their work through a critical disability studies framework which requires an intersectional understanding of disability. Therefore, critical race and anti-colonial perspectives are crucial to their analyses.</p>
Priority	5.3 Support the creation of a Black Employee Network that provides Black teachers and staff with Black-only safe spaces to gather, share and heal, and an opportunity to give feedback on the implementation of this strategy.
Update	<p>The Black Employment Network (BEN) had its introductory meeting in November of 2022. The second meeting occurred in January 2023. During the second meeting, it was decided that member meetings would take place in Black-owned establishments. The third meeting took place in March 2023.</p> <p>Meeting minutes, attendance or agenda items are not shared with the board or publicly as the core rule of BEN states that whatever information is shared remains within the meeting unless members decide they want to share anything specific.</p> <p>The goal is to continue to mobilize Black staff awareness of BEN and finding a regular meeting time for members.</p>
Priority	5.4 Advocate with the Board’s Employee Assistance Program to ensure that it can provide Black staff with access to Black therapists and culturally responsive resources and supports.
Update	Work needs to continue in this area with our current EAP providers JEAP and Lifeworks.
Priority	5.5 Partner with universities to create a program that targets Black elementary students who are interested in becoming teachers, and nurture and support them all the way through high school and into university.
Update	<p>Meetings were held with the Working Group three times. Meeting with students from the Black Student Network at the John Freeman Walls Historic Site to share hiring practices and encourage Black students to consider career options with GECDSB. Current Black employees shared their pathway with the students. Members of the Working Group met with students at Camp Mkeka in the summer at Herman Academy to discuss how they can become teachers or work in other positions within GECDSB when they graduate. Students provided perceived barriers for them to attend the Faculty of Education and gain employment as a teacher. Visits to Faculty of Education are planned for the 2023-24 school year. Human Resources staff to visit the Faculty of Education and other departments within the University of Windsor to meet with Black students and share recruitment information with them.</p>

Priority	5.7 Through the New Teacher Induction Program, partner new Black teachers with experienced Black teachers where possible.
Update	<p>The New Teacher Induction Program (NTIP) is focused on Orientation, Mentoring and Professional Learning. Teachers within the GECDSB are a part of the NTIP program as newly hired Occasional Teachers (OT) through to the completion of the NTIP elements and requirements as a new contract teacher.</p> <p>NTIP teachers are asked to identify a teacher within the system who they feel will provide mentorship and support their journey through the NTIP experiences. NTIP teachers are asked to discuss their mentorship choices with their Principal or Vice-Principal.</p> <p>Next steps will be to share information on mentorship for new teachers with staff across the system and support the identification of self-identified staff with lived experiences interested in mentoring NTIP educators.</p> <p>In addition, during the 22-23 school year a team (Teacher Consultant for Equity, Teacher Consultant for English and the NTIP Lead) reviewed Culturally Relevant and Responsive Pedagogy learning that has featured in the GECDSB, as well as Justice, Inclusion, Equity and Diversity learning that was shared with the NTIP teachers in 22-23. A Brightspace course was created with three key areas.</p> <p>The goal of the NTIP CRRP module is to provide readings, videos, and opportunities to explore and reflect upon:</p> <ul style="list-style-type: none"> • culturally responsive and relevant teaching • creating the conditions for culturally responsive classrooms • building a community of seen and valued learners <p>In June of 2023, an email went out to a group of 24 OT's and new contract teachers with varied lived experiences to voluntarily identify their interest in reviewing and providing input regarding the course.</p> <p>Of the staff who voluntarily identified their interest in providing anonymous feedback, two staff self-identified their interest. They were provided with a ½ day release to work through the course and provide feedback on an anonymous survey. The staff who completed the module also chose to provide additional detailed feedback and points for consideration.</p> <p>The feedback will be used to support the release of the course and make any suggested changes to the modules. Based on allocated Ministry funding, opportunities for newly hired contract teachers to complete the module will be prioritized. Teachers in LTO's of 80 days (about 2 and a half months) or longer will also be provided with an opportunity to complete the module, if possible. Staff who complete the 23-24 course will also be asked to provide anonymous feedback about the course. This feedback will be reviewed by the team to continue examining whether it is meeting the staff's needs and to make changes to the course, as required.</p>
Priority	5.8 Through the Employee Systems Review, identify barriers to hiring, advancement, and full inclusion of Black staff and plan to remove them.
Update	<p>Review of the Employment Systems Review indicated specific barriers for advancement within GECDSB for employees. An Employment Equity Action Plan will be created during the 2023-24 school year to prioritize over a 5-year period how to address/remove the barriers. and implement the recommendations from the Employee System Review. Below is a link to the Employee System Review- full report and executive summary report.</p> <p>GECDSB Employment Systems Review - Full Report GECDSB Employment Systems Review - Executive Summary</p>



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLY DUBEN, SUPERINTENDENT OF EDUCATION
RAQUEL ROBERTS, SUPERINTENDENT OF EDUCATION
VICKI HOUSTON, DIRECTOR OF EDUCATION

SUBJECT: GREATER ESSEX COUNTY MATH ACHIEVEMENT ACTION PLAN

DATE: NOVEMBER 7, 2023

Creating Confident Learners

Engaging Communities

AIM:

The report provides the Board of Trustees an overview of the Math Achievement Action Plan including the actions across the district.

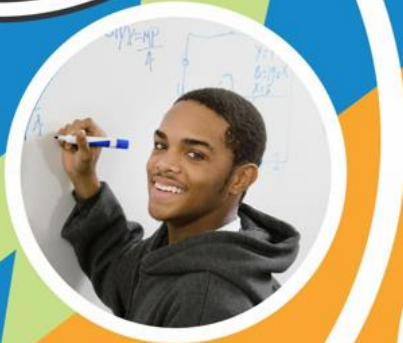
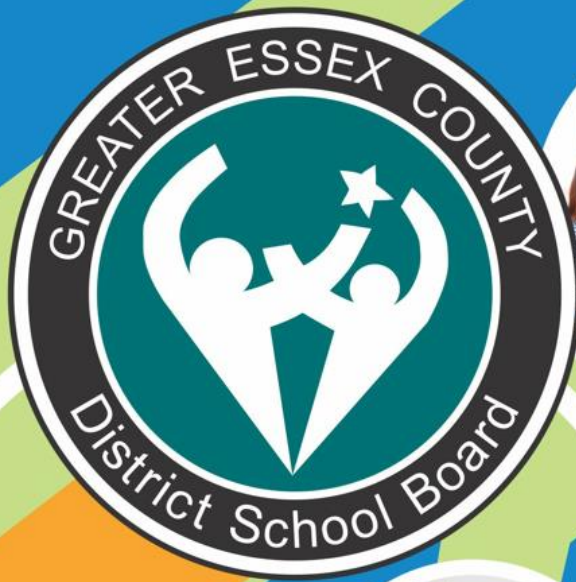
STRATEGIC PRIORITY LINK:

This report aligns explicitly with the strategic priorities of Creating Confident Learners and Engaging Communities.

PREAMBLE:

The GECDSB continues to support the implementation of mathematics. The report provides a summary of the district's overview of the Math Achievement Action Plan that focuses on three priority actions that are aligned with the Ministry priorities.

- Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.
- Engaging in ongoing learning on mathematics content knowledge for teaching.
- Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.



Math Achievement Action Plan

2023-2024

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Math Achievement Action Plan Overview

The 2023-2024 marks the beginning of a new school year and Greater Essex County next chapter with a focus on math achievement.

The Ministry's Math Achievement Action Plan (June 2023) informs the Greater Essex County Math Achievement Action Plan (MAAP). This document provides an overview of the GEC-MAAP followed by a plan for actions across the district including; collective commitments, professional development for Grade K-9 Educators and Administrators, and the role and support plan for Math Intervention Coaches (Facilitators). Key performance indicators will be established and reported on to mark progress in the implementation of the plan.

We look forward to the exciting math achievement journey ahead. The engagement and commitment of system and school administration, educators and school support staff will support the implementation and impact of the GEC-MAAP.

Overview

The MAAP focuses on three priority actions that are aligned with the Ministry priorities:

Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement.

Engaging in ongoing learning on mathematics content knowledge for teaching.

Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

The Greater Essex County Priority Schools will participate in reporting on improvement efforts with the implementation of the Math Achievement Action Plan through the following questions that will be informed by multiple data sources.

- ❖ What are the targeted areas of need for priority schools?
- ❖ What are targeted board-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ What are targeted school-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ What are targeted classroom-level strategies to address these areas of need?
- ❖ What is the status of implementation of these strategies?
- ❖ How effective have these strategies been to date?
- ❖ Which meaningful key performance indicators will your school board use to measure your progress in these priority schools?

Math Achievement Action Plan Overview

The Greater Essex County Priority Schools will participate in monitoring of Key Performance Indicators (KPIs) common to all priority schools across the province. School reports will include baseline data, progress to date and final data.

Indicator: % of students who progressed in their level of achievement on math report cards. Target is an increase in the % of students in each level of achievement in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3)

Indicator: % of students whose individual attendance rate is equal to or greater than 90 percent. Target is an increase in the percentage of students whose attendance rate is at or above 90%.

Indicator: % of Grades 3, 6 and 9 math students who report positive results regarding math attitudes and confidence. Target is an increase in reported positive results (e.g., higher confidence in math learning) by end of year.

Key Performance Indicators (KPIs)

Detailed examples of evidence of progress and impact are outlined in the Greater Essex Math Goal, Strategies, and Evidence of Impact section of this document.

Evidence of progress, and ultimately evidence of impact will be reported on through the gathering of school and system level data as well as progress on the following key performance indicators.

- ❖ % of students achieving level 3 / 4 in math
- ❖ % of students achieving provincial standard on 2023 - 24 EQAO
- ❖ Improvement in student attendance
- ❖ % of Grade 3, 6, 9 who report positives results regarding math attitudes and confidence

% of students who achieved provincial standard on 2022-2023 EQAO:

Grade 3	Grade 6	Grade 9
60%	49%	53%

% of students who reported positive results regarding math attitudes and confidence on 2022-2023 EQAO

Grade 3	Grade 6	Grade 9
62%	47%	43%

2023-24 Evidence of Impact

Evidence of Implementation/Progress/Impact

System:

- ❖ Student surveys to measure greater confidence in math learning
- ❖ Board PD plan for Grade K – 9 mathematics
- ❖ Board plan for professional development for EQAO
- ❖ Math Intervention Coaches (Facilitators) support plan
- ❖ Monitoring of Attendance

School:

- ❖ School Achievement Action Plan reflect: data analysis, math goal and high-impact instructional practices
- ❖ PD Day, PLCs, Staff Meeting agendas reflect math learning
- ❖ Instructional coaching support implementation in Grade 3, 6 and 9 priority classrooms
- ❖ Supporting the implementation of core and board resources
- ❖ Monitoring of Attendance

Educators:

- ❖ Utilization of Math Long Range Plans
- ❖ Utilization of Board Digital Tools (Zorbitis, Knowledgehook MathUp, Brainingcamp, Mathstoria, Mathology)
- ❖ Utilization of Board core resources (Grade 4–8, Grade 3 in priority schools)
- ❖ Engagement in instructional coaching support (Grade 3, 6 and 9 priority classrooms)
- ❖ Increase teacher confidence in use of high-impact instructional practices
- ❖ Tracking/monitoring of student progress. % of students in each level of achievement in math progressing towards meeting the provincial standard (i.e., from level R to 1, 1 to 2, 2 to 3)
- ❖ PD session participation and survey to measure the impact
- ❖ Participation in school level release in priority schools
- ❖ Student surveys to measure greater confidence in math learning in priority schools

Collective Commitments

Leaders will...

- ❖ engage in Math focus learning
- ❖ ensure that all schools have a math focus on the Student Achievement Plan
- ❖ focus on Grade 3, 6 and 9 Math
- ❖ participate in central math professional development*
- ❖ work/plan closely with the Math Intervention Coaches (Facilitators)
- ❖ create timetables for Math Intervention Coaches (Facilitators)
- ❖ schedule grade 3, 6 and 9 school-based coaching time and Professional Learning Communities or Learning Intervention Cycles
- ❖ support and promote Math Additional Qualifications course
- ❖ Special Education and ESL Math intervention pilot
- ❖ coordinate the select of a new K – 3 Math core resource
- ❖ share the after school virtual sessions for teachers facilitated by the Central Office Math team members and Mathology

School leaders will set conditions for staff to...

- ❖ engage in grade-specific curriculum
- ❖ use High Impact Instructional practices
- ❖ use the Math Long Range Plans consistently
- ❖ schedule 60 minute (or more) Math Blocks
- ❖ plan using the 3 Part Lesson Plan process
- ❖ use math manipulatives/tools regularly
- ❖ have access to the Math Series for professional development
- ❖ participate in Staff Meeting Math Learning
- ❖ participate in Math focused PD day
- ❖ implement the core resource (Mathology) for grades 4 – 8 all schools and in grade 3 in priority schools.

* To include Math Intervention Coaches (Facilitators), Math Department Heads, Central Office Math Team

The Role of the Instructional Coach

What is a Math Intervention Coach (Facilitator)?

- A colleague who demonstrates a commitment to continuous learning of current research-based instructional practices and resources to support teacher practice and student achievement
- A colleague who understands the daily challenges of teaching and strives to foster genuine trust and professional relationships

What is the Goal of the Math Intervention Coach (Facilitator)?

To increase student learning and engagement by focusing professional learning using evidence-based high impact instructional practices.

How can a Math Intervention Coach (Facilitator) support?

Classroom Environment

- ❖ Design a physical environment that allows for effective instruction and learning
- ❖ Build a collaborative learning community
- ❖ Establish and maintain growth mindset in the classroom

Pedagogical and Content Knowledge

- ❖ Understand the Ontario curriculum front matter and expectations
- ❖ Plan using High Impact Instructional Practices in Mathematics

Resources and Tools

- ❖ Identifying and using a variety of research-based resources
- ❖ Incorporate math tools into the investigation of math concepts

Teaching Approaches

- ❖ Develop lessons that reflect the Ontario Curriculum and current student learning needs
- ❖ Co-plan/co-teach/co-reflect
- ❖ Plan for and implement responsive instructional practices

Assessment and Evaluation

- ❖ Design assessments for, as, and of learning using the Ontario curriculum
- ❖ Participate in moderated marking and analyzing student work
- ❖ Co-create learning goals and success criteria
- ❖ Give descriptive feedback to improve student work
- ❖ Understand the Growing Success document
- ❖ Focus on assessment driven instruction

The Greater Essex County Math Achievement Action Plan includes professional learning for Grade K – 9 educators and administrators. Professional learning will focus on the Ontario Mathematics Curriculum Grade K - 8 and Grade 9, Math Long Range Plans, high impact instructional practices and assessment. Staff meetings and a professional development day will include a math component.

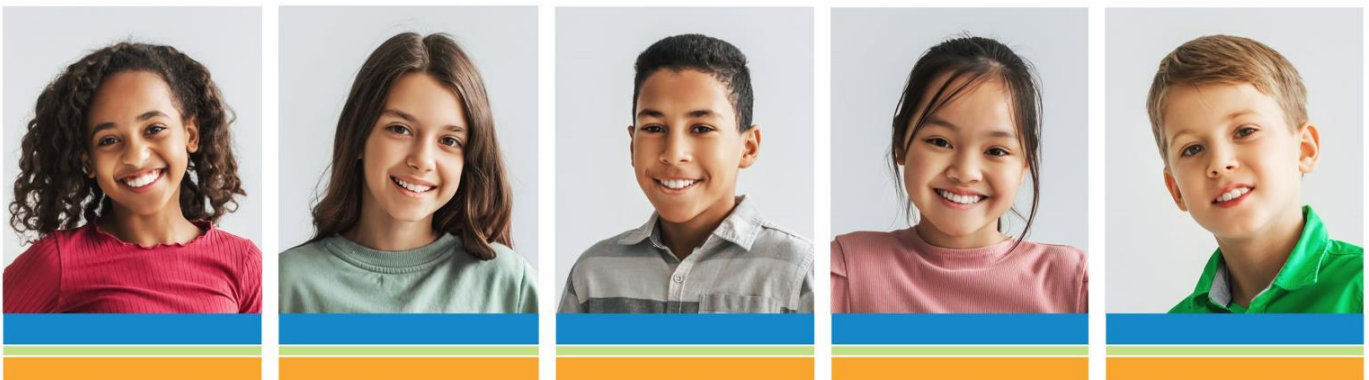
Grade K to 9 Professional Learning Plan

Professional Learning is designed to increase knowledge of mathematics curriculum implementation, mathematics content, high impact instructional practices, and assessment.

- ❖ Regular support from the Math Intervention Coaches (Facilitators) – Grade 3, 6, 9 priority schools
- ❖ Release time in priority schools

Professional Develop

- ❖ Mathematics will be a focus on a designated PDDay
- ❖ Staff Meetings
- ❖ Mathology Grade 4 – 8, additional implementation for Grade 3 classes in priority schools





Greater Essex County District School Board

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