

BOARD MEETING – PUBLIC SESSION
TUESDAY, APRIL 16, 2024
BOARD ROOM
451 PARK STREET WEST, WINDSOR
6:30 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

Special Order of the Day

Tribute to Michelle Mousseau, former CYW from Herman Secondary School

E. DECLARATION OF CONFLICT OF INTEREST

F. ACTIONS OF BOARD MEETING PRIVATE SESSION

G. APPROVAL OF MINUTES

Pages 1-11

G.1 Minutes of the Public Board Meeting of 2024 03 19

ENCLOSURE

Pages 12-13

G.2 Minutes of the Special Public Board Meeting of 2024 04 02

ENCLOSURE

H. BUSINESS ARISING FROM THE MINUTES

I. PRESENTATION

I.1 Student Trustee Presentation

J. DELEGATIONS

Robert Vidamour – Agenda Item L.4 – Notice of Motion – Trustee Cipkar

K. SPEAKER’S LIST

L. NEW BUSINESS

Pages 14-20 L.1 Policy and Regulation: Disposal of Surplus Furniture

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY P-BA-20 DISPOSAL OF SURPLUS PROPERTIES AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION R-BA-20 DISPOSAL OF SURPLUS PROPERTIES AS PRESENTED.

Pages 21-26 L.2 Policy and Regulation: School Generated Funds

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY P-BA-13 FUNDRAISING / SCHOOL GENERATED FUNDS AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION R-BA-13 FUNDRAISING / SCHOOL GENERATED FUNDS AS PRESENTED.

L.3 Notice of Motion – Trustee Buckler

RECOMMENDATION:

THAT THE POLICY COMMITTEE REVIEW AND BRING BACK TO THE BOARD THE TRUSTEE EXPENSE POLICY AND REGULATION WITH A VISION TOWARD 1. CLARITY OF APPROVED AND ELIGIBLE EXPENSES; 2. PRIORITIES AROUND TRUSTEE SPENDING AND 3. FISCAL RESPONSIBILITY.

L.4 Notice of Motion – Trustee Cipkar

RECOMMENDATION:

THAT THE GECDSB DIRECT DIRECTOR HOUSTON TO WORK WITH STAFF AND COMMUNITY PARTNERS TO PURSUE VIABLE OPTIONS FOR TRACKS FROM THE SEPTEMBER 2023 REPORT FOR TRUSTEES TO CONSIDER FOR THE 2024-2025 BUDGET.

L.5 Notice of Motion – Trustee Qin

RECOMMENDATION:

DUE TO THE HIGH LEVEL OF UNSATISFACTION FROM THE COMMUNITY AND LACK OF DEMOCRACY AND TRANSPARENCY IN THE NAMING PROCEDURE, IN ORDER TO PROTECT THE PUBLIC CONFIDENCE, AVOID POTENTIAL HARM TO STUDENTS AND COMMUNITY, I MAKE A MOTION TO EXAMINE THE NAMING PROCEDURE OF ERIE MIGRATION ACADEMY AND APPRAISE THE CORRESPONDING CONSEQUENCES TO THE BOARD.

M. REPORTS (TO BE RECEIVED)

	M.1 Report of the Director of Education	ORAL
	M.2 Report of the OPBSA Director/Delegate	ORAL
Pages 27-79	M.3 Budget Consultation and Survey Results	ENCLOSURE
	M.4 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:

Regular Meeting of the Board, Tuesday, May 7, 2024 – 7:00 p.m.

Chairperson – Gale Simko-Hatfield
Vice-Chairperson – Christie Nelson

Director of Education – Vicki Houston
Executive Assistant – Melissa LeBoeuf

MINUTES OF THE PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON MARCH 19, 2024 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.

PRESENT:

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

STUDENT TRUSTEES:

C. Pyne	S. Muhammad
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REGRETS:

C. Buckler

ADMINISTRATION:

V. Houston (Director of Education)	
S. Armstrong	T. Awender
J. Bell	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 4:00 p.m.

B. ATTENDANCE

Chairperson Hatfield noted that Trustee Buckler had sent regrets.

There was consensus from trustees to move Approval of the Agenda to 7:00 p.m when public session reconvenes.

C. CONVENE TO PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Nelson

TO MOVE INTO PRIVATE SESSION.

The vote was called and it

CARRIED.

PUBLIC SESSION RECONVENED AT 7:00 P.M.

D. APPROVAL OF AGENDA

D.1 Approval of Agenda

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

Student Trustee Pyne requested a motion be put on the floor to rescind something previously adopted that being the name chosen for the new K-12 school on Jasperson Road in Kingsville.

Moved by Trustee Armstrong
Seconded by Trustee Qin

TO RESCIND SOMETHING PREVIOUSLY ADOPTED THAT BEING THE NAME CHOSEN FOR THE NEW K-12 SCHOOL ON JASPERSON ROAD IN KINGSVILLE.

The vote was called and it was DEFEATED.

Moved by Trustee Le Clair
Seconded by Trustee McKinley

THAT THE AGENDA BE APPROVED AS PRESENTED.

The vote was called and it CARRIED.

Trustee Le Clair read the approved GECD SB Land Acknowledgement.

Special Order of the Day

Director Houston read a heartfelt tribute to Tina Kimball former secretary from North Star High School and Emma Devin, former student from Belle River District High School.

E. DECLARATION OF CONFLICT OF INTEREST

Nil.

F. ACTIONS OF COMMITTEE OF THE WHOLE PRIVATE SESSION

Moved by Trustee Le Clair
Seconded by Trustee Cooke

F.1 THAT ITEMS F.1 – F.5 MATTER OF NEGOTIATIONS FROM THE MARCH 19TH, 2024 PRIVATE SESSION MEETING BE APPROVED.

The vote was called and it CARRIED.

G. Public Meetings

Chairperson Hatfield noted that the Greater Essex County District School Board is proposing to enact an Education Development Charges By-Laws that will apply to the development of land in the County of Essex and the Township of Pelee. The new by-law is required because the current by-law of the Board, which was passed in 2019, is scheduled to expire at the close of business on April 21, 2024.

The Board will be conducting two public meetings this evening as part of the process of passing the new by-law. The first public meeting will deal with a review of the current EDC policies of the Board as reflected in its EDC by-laws. The second public meeting will address the proposed by-law that the Board anticipates passing at our meeting on April 2, 2024. The *Education Act*, which is the legislation that governs EDCs, requires that the Board convene the two public meetings before passing a new by-law.

The primary purpose of any Board in implementing education development charges is to provide a source of funding for new school sites. These are not funded by a grant under the Province's funding model.

The EDC calculation is based on new pupils that will be generated by housing units within the by-law area, for which building permits will be issued over the fifteen-year planning period and for which additional school accommodation is required.

We are seeking input from the public tonight and will give consideration to their submissions prior to the passage of the new Education Development Charges By-Law.

The Board will likely be giving final consideration to the passage of the EDC By-Law at the Board meeting scheduled for Tuesday April 2, 2024, subject to receiving approval from the Ministry.

We will begin the proceedings with the policy review public meeting followed by the public meeting for the proposed by-law. The consultant and the lawyer for the Board will make presentations in the meetings. Members of the public will also be invited to address the Board.

G.1 Education Development Charges (EDCs) Policy Review

Chair Hatfield noted that the presentations will commence with Jack Ammendolia of Watson and Associates, the Board's economic consultant.

Mr. Ammendolia noted that the board has existing policies in place. EDCs are a mechanism for school boards to pay for new school sites as a result of residential growth. These policies are only contained in the EDC By-law itself. School boards typically try to collect 100% of education land costs however exemptions in the EDC by-laws may result in less than 100% of land costs being collected. There are two types of exemptions, statutory and non-statutory. Statutory exemption is determined through the legislation and a non-statutory exemption is a 'voluntary' exemption (e.g. downtown BIA). There are two jurisdictions the EDC applies to: Essex County/Township of Pelee and City of Windsor. The existing EDC by-law applies only to the County of Essex/Township of Pelee portions of the school board but is applied in a uniform way across the jurisdiction of the by-law. This means that the charge is the same for all residential developments in the County. School boards can allocate up to 40% of their EDC to non-residential development. The average around the Province is approximately 10% but ranges from 0% to the mid-20s. The GECDSB has an EDC that is 100% residential. School boards can have one rate that applies to all types of residential development in the same way or the school board can have different rates depending on the type of residential development. All the EDC by-laws in Ontario are applied uniformly, like the GECDSB.

Chairperson Hatfield asked if there were any delegates who would like to speak.

Speakers

- Trustee Le Clair questioned what the advantage or disadvantage is of having something in the range that is allowable for non-residential development. Mr. Ammendolia noted that it is 100% of the residential development that produces pupils. Over the years the discussion around non-residential development

contributing to EDCs has been discussed with the Development Committee. It recognizes that residential development bears most of the cost but it should be recognized that non-residential development drives residential development. Mr. Ammendolia noted that he has not heard any significant feedback from the development community so there is no reason to change.

Chairperson Hatfield adjourned the meeting at 7:25 p.m. and called from the commencement of the Proposed by-law meeting.

G.2 Education development Charges (EDCs) Background Study and Successor By Law

Chairperson Hatfield noted that the public meeting concerning the proposed by-laws and the background study would commence.

She noted that during this public meeting we will be inviting our consultant to give an overview of the process and methodology supporting the proposed charges. Brad Teichman will also explain briefly the text of the by-laws.

Mr. Ammendolia was asked to make a presentation on the proposed education development charges.

- Mr. Ammendolia noted that there are two existing by-laws, one covers the City of Windsor and the other the County of Essex/Township of Pelee. The charges are uniform across the by-law areas and are imposed on residential development. The by-laws were passed in 2019 and amended in 2022. The by-laws have a maximum term of 5 years. The City of Windsor EDC by-law will not be renewed when it expires. It was noted that not all school boards qualify for EDCs. There are things a school board has to do before a Board of Trustees can consider a new by-law. A new background study needs to be prepared. EDC study must be made available to the public at least 2 weeks before the 1st meeting. Two public meeting must be held prior to passing a new EDC. EDC background study must be approved by the Ministry of Education. This is in process.
- The calculation of EDC's is very prescriptive – Demographic and enrolment projections need to be determined; legislation and board planning determines the number of school sites required; land appraisal determine site acquisition costs; historical expenditures determine site preparation costs; reserve fund analysis determines existing EDC surplus or deficit; total costs determined are referred to a the total growth-related net education land costs – this is the amount for which EDCs are collected; and Board policies determine how the change is implement and collected.
- The Board is eligible because it meets the triggers. The County of Essex EDC reserve fund account has a current deficit balance of \$1.24 million which meets the eligibility trigger for a future EDC by-law. Any EDC eligible outstanding financial obligations at the time of by-law renewal, qualifies a school board for future EDC by-laws. The City of Windsor has a positive surplus in ECD funds, therefore does not qualify and the by-law will expire when it lapses. If the board continues to grow the by-law can be enacted again.

- The residential growth forecast for the next 15 years, net growth-related new pupil places and legislated EDC eligible site sizes were reviewed.
- The school board retained the firm Cushman & Wakefield to provide appraised land values per acre for different areas in the Board's jurisdiction.
- The uniform residential EDC per unit dwelling is \$1230. This will be a phased in rate. The proposed GECDSEB EDC rate for Essex County/Township of Pelee is below the maximum permitted phase in and will not be subject to any cap or maximum phase in amount.
- The public process required 2 legislated public meeting (notice provided); EDC Background Study released to the public and submitted to the Ministry of Education for review/approval; the Board corresponded with stakeholders and had a stakeholder meeting on February 21, 2024; and the Board encourages additional and continued feedback from area stakeholders.
- The next steps are: awaiting approval of the EDC Background Study from the Ministry of Education; staff recommendations and reports provided prior to the passage consideration meeting; and the By-law passage consideration public meeting, April 2, 2024.

Chairperson Hatfield invited Brad Teichman of Overland LLP to explain the text of the draft by-laws and legal requirements.

- Mr. Teichman noted that the current draft by-laws apply to residential development of land in the County of Essex/Township of Pelee. The by-law has a number of exemptions – all mandatory required under the governing legislation. The new by-law will be enacted five days (April 7, 2024) after the board passes it on April 2nd, 2024. The current by-law expires on April 21st, 2024. The current by-law will be repealed on the day the new by-law comes into force (April 7th, 2024). The Board has satisfied all legal requirements to extend the authority to approve a by-law.

Chairperson Hatfield asked if there were any delegates who wished to be heard on the matter of the education development charges.

Speakers

- Trustee Cipkar questioned if there was any indication that the province would allow school boards more freedom as we do anticipate new growth, but we are not able to move forward. Mr. Ammendolia noted that the legislation was amended several years ago. Hopefully the province would consider a change if they continue to hear from school boards.
- Gino Facca, resident of Riverside - Does this process take into consideration migration and immigration; and since I am being taxed on multiple units do I have multiple says? Mr. Ammendolia noted that the rate does not have to do with tax base or rentals – it is only if a new building permit is being issued for a residential unit. Mr. Ammendolia noted that when we look at enrolment projections we take into consideration demographic trends, units to be built, migration and immigration. The reality is it is a guess in terms of what is being projected going forward. There has been so much change – change in

migration, economics, housing price, pandemic resulting in working and commuter patterns. We also use the municipalities residential forecasts. Mr. Facca questioned if the forecasts are delayed a few years? Mr. Ammendolia noted that forecasts are always trying to project out. Mr. Facca noted that he was building a five plex and questioned if he gets five votes? Mr. Ammendolia noted that there is no relationship between the vote and the EDC. You are being charged on a rate for a building permit. When you take out a building permit there are various charges: county development charges, municipal charges, education charges, planning fees etc. EDCs is just one of the fees attached to the building permit, it is different from a tax rate. All new buildings yield growth. It is a focused rate attached to a building permit to provide for future services for growth.

- Trustee Le Clair noted that EDCs are not new. This is an adjustment in the county on what the rate will be. If taking out building permits in the past, you have been paying EDCs.

Chairperson Hatfield noted that as was mentioned at the outset, these meetings were held for the purposes of reviewing the Board's current EDC policies, for informing the public about the EDC process and the proposed by-law, and to hear the public's views.

We welcome the public input we have heard this evening. Thank you very much.

Chairperson Hatfield adjourned the meeting at 7:54 p.m.

H. APPROVAL OF MINUTES

Moved by Trustee Le Clair
Seconded by Trustee Cipkar

Student Trustee Pyne raised a Point of Order. He stated that he believes the Board violated Regulation: Naming and Renaming of Board Facilities #7. He also questioned if the name was appropriately vetted. Chairperson Hatfield noted that this is not a Point of Order with respect to the accuracy of the minutes.

G.1 THAT THE MINUTES OF THE PUBLIC BOARD MEETING OF 2024 02 20 BE APPROVED AS PRESENTED.

The vote was called and it

CARRIED.

I. BUSINESS ARISING FROM THE MINUTES

Nil.

J. PRESENTATIONS

J.1 Student Trustee Presentation

See attached presentation.

K. DELEGATIONS

Nil.

L. SPEAKER'S LIST

- Emmerson Jadischke and Kinsey Kendrick – spoke to the name of the school in Kingsville

Chairperson Hatfield noted that trustees do not engage in dialogue or debate with Speakers. Trustees can ask questions of clarification.

Did the committee discuss the word academy? K. Kendrick noted that the committee did discuss the word academy however the direction had changed. The committee was originally told the school could only be named 'Academy' but then the direction had changed after the groups had put forward their final choices that it could either be 'Academy' or 'District School'.

Did you receive or were you provided a hard copy of the Policy and Regulation? K. Kendrick noted that the only thing received by email was the Background of Kingsville and community suggestions.

- Angelina Ward – spoke to the name of the new school in Kingsville

Miss Ward presented 400 copies of Appendix D – School Renaming Request form from people who are not happy with the name.

Student Trustee Pyne asked the speaker if she could confirm that the word Erie is not part of Caldwell Nation or Anishinaabe. A. Ward noted that Erie is not an existing word in the Caldwell language. The lake is of great significance to Caldwell whose land the new school is on but they did not refer to it as Erie. Ms. Ward noted that in her conversation with Chief Duckworth she indicated that Erie is a settlers word.

- Will Cowell – spoke to the name of the new school in Kingsville

There were no questions of clarification.

- Kimberly DeYong – spoke to the name of the new school in Kingsville

There were no questions of clarification.

- Alexis Tindall - spoke to the name of the new school in Kingsville

There were no questions of clarification.

M. NEW BUSINESS

M.1 Notice of Motion – Trustee Burgess

Moved by Trustee Burgess
Seconded by Trustee Nelson

THAT THE GECDSB REFER THE POLICY: NAMING AND RENAMING OF BOARD FACILITIES REFERENCE NO: P-PL-01 AND ITS REGULATION: NAMING AND RENAMING OF BOARD FACILITIES REFERENCE NO: R-PL-01 BACK TO THE POLICY COMMITTEE FOR RECONSIDERATION AND REVIEW.

- As the mover of the motion, Trustee Burgess noted that the policy and regulation has been reviewed several times over the last five years due to concerns. We still do not have it right. She noted that the regulation did not serve the process well with multiple schools and multiple municipalities involved.
- It was questioned what specifically is going to be addressed in the review. Trustee Burgess noted that she did not want to prejudge. She noted that there has been a trend over the last decade to choose names that are concepts or ideas. It is up to district school boards to brand and name schools. It is not a recommendation of administration. It is a governance issue.
- Was the way the process was administered the failure or was it a policy failure? Trustee Burgess noted that there were gaps. We need a more supportive regulation.
- We know the current policy has shortcomings. It was suggested given what has happened in this process that the names go back to the naming committee and reconsider a new name.

Point of Order - Student Trustee Pyne noted that his ability to hear the meeting was being impaired by Trustee Burgess. Trustee Burgess apologized.

- It was noted that the policy did not fail. It has always been under the purview of trustees to make a final decision. There was a community response but that does not mean the policy is incorrect. The current policy allows for flexibility.
- As the mover of the motion, Trustee Burgess noted that there needs to be some outlined expectations.

A recorded vote was requested.

The vote was called and it

CARRIED.

Support: McKinley, Burgess, Armstrong, Nelson and Hatfield

Opposed: Le Clair, Cipkar, Cooke, Qin

Opposed: Student Trustees Pyne and Mohammad (non-binding)

N. REPORTS

N.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. She also noted over the past month the Ministry of Education has been moving forward with the development of policies and regulations in relation to the Better Schools and Student Outcome Act which became law in 2023. The aspects of the Act which they are currently working on in terms of regulations are with respect to school board leadership; parental involvement and increasing transparency.

N.2 Report of the OPBSA Director/Delegate

Trustee Cipkar noted that she attended the Board of Directors meeting. As it was Black History Month we had a speaker who wrote the book "Black Boys Like Me". We had regional discussions on how boards are improving Black achievement. Learning about Grad Coaches and things we do at the GECDSB and having discussions on how to move things forward.

We heard from the President that she met with the Federal government staff related to the National School Food Program.

The Toronto District School Board announced that they want to revamp their cell phone policy. It has been released for consultation and received a lot of community discussion. They were seeing themselves as the leader in the province around issues with AI and digital responsibility. Our policy is up for review very soon.

Labour Relations Symposium is taking place the end of April. Also, 'Take your MPP to School Week' is happening in May.

N.3 Student Achievement Plan

There were no questions.

N.4 Chair's Report

Nil.

O. TRUSTEE QUESTION PERIOD

- Trustee Armstrong questioned if item #6 naming criteria in the Naming and Renaming of Board Facilities Regulation was shared with the committee. Trustee Burgess noted that there was a background report provided to the committee. There was discussion with some of the Harrow community members that there were assurances at the transition meetings that no names from any of the schools would be considered for the new school.
- Why was the committee not told that King would not be allowed in the name? Trustee Burgess noted that there is no mechanism in the current Regulation that would support removing any names. We now have attestations from members of the Harrow transition committee that state that there were assurances given that Kingsville would not be in the name. These were received after the naming committee had concluded their work.
- It was questioned if there is any record that administration has that shows assurances were made that community school names would not be included in the new name and what authority did that person have at the time? Director Houston noted that we would have to go back 9 years. There are several members of the senior team that are no longer with the board.

P. NOTICE OF MOTION

- P.1 Trustee Armstrong noted that she would move, or cause to be moved at the April 16, 2024 Public Board Meeting:

THAT THE BOARD OF TRUSTEES RESCIND THE MOTION THAT THE GECDSB NAME THE NEW SCHOOL IN KINGSVILLE ERIE MIGRATION ACADEMY AND REPLACE WITH ONE SUGGESTED BY THE COMMITTEE REPORT THAT HAS A THOROUGHLY VETTED ACRONYM.

Chairperson Hatfield ruled the notice of motion out of order because the mover had already made the motion and it was voted on and defeated.

P.2 Trustee Cipkar noted that she would move or cause to be moved at the next regulation board meeting:

THAT THE GECDSB DIRECT DIRECTOR HOUSTON TO WORK WITH STAFF AND COMMUNITY PARTNERS TO PURSUE VIABLE OPTIONS FOR TRACKS FROM THE SEPTEMBER 2023 REPORT FOR TRUSTEES TO CONSIDER FOR THE 2024-2025 BUDGET.

P.3 Trustee Qin noted that she would move, or cause to be moved at the next regular scheduled public meeting of the board:

DUE TO THE HIGH LEVEL OF UNSATISFACTION FROM THE COMMUNITY AND LACK OF DEMOCRACY AND TRANSPARENCY IN THE NAMING PROCEDURE, IN ORDER TO PROTECT THE PUBLIC CONFIDENCE, AVOID POTENTIAL HARM TO STUDENTS AND COMMUNITY, I MAKE A MOTION TO EXAMINE THE NAMING PROCEDURE OF ERIE MIGRATION ACADEMY AND APPRAISE THE CORRESPONDING CONSEQUENCES TO THE BOARD.

Chairperson Hatfield noted that she would review and advise if the notice of motion is in order.

Q. ANNOUNCEMENTS

Trustee McKinley noted that March 21st is Rock Your Socks Day in support of World Down Syndrome Day.

R. ADJOURNMENT

There being no further business before the Board, Chairperson Hatfield adjourned the meeting at 9:30 p.m.

G. Hatfield

CHAIRPERSON OF THE BOARD

V. Houston

DIRECTOR OF EDUCATION

March 19, 2024 Student Trustee Presentation

Report

Good evening Trustees, Superintendents and Director Houston,

The Student Trustee General Elections were held last month at a Special Meeting of Student Senate. Thank you to all the candidates, voting delegates and scrutineers who took time to participate in our second in-person election. Congratulations to incoming Student Trustees Chiara Trakilovic from Tecumseh Vista Academy and Tianyu Lin from Vincent Massey Secondary School. Colin and I look forward to mentoring these bright and accomplished students for the remainder of our term.

Student Senate participated in Tampon Tuesday sponsored by United Way and Windsor and District Labour Council in honour of International Women's Day. Schools collected both products and financial donations to stock local food banks. We learned that menstrual hygiene products are the most requested, yet least donated products at food banks. Thank you to Student Senators who worked tirelessly to make this drive a success.

In school news, semi formals are in progress, Student Councils held candy gram sales and "Dress Like a Teacher Day". Students look forward to all the exciting things planned for Spring!

Student of the Month

The Student of the Month for March is Marissa Bocchini, a Grade 11 student at W.F. Herman Academy. Marissa is an excellent role model for this month's theme of "creativity".

Marissa's friendly personality and distinctive style make her a standout at school. Marissa never fails to catch your eye in the hall with her artistic flair, sporting a variety of colors and accessories. She spends her free time doing illustrations and graphic design and you can often find Marissa during her lunch hour indulging in her passion for crochet, creating new and unique things.

Marissa takes full advantage of school spirit days, designing wacky costumes for herself and helping her friends find their own unique style. She was easily spotted throughout the holiday-themed spirit week with her freshly dyed red and green hair.

Marissa uses her vivid imagination in the leadership roles she has taken on at school. She is the head of Herman's Dungeons & Dragons Club, inventing stories, devising characters and drawing maps for club members. She is also an enthusiastic member of the Semi-formal Planning Committee, eager to elevate the event's style and help make it a night everyone will remember.

Marissa's originality certainly rubs off on other students at Herman. Her passion and talent for the arts inspire those who cross her path. Marissa is truly deserving of recognition for her creativity, and the W.F. Herman community could not be prouder to have her as a fellow Griffin.

Congratulations Marissa on being selected as Student Senate's Student of the Month for March for the theme of "creativity".

MINUTES OF THE SPECIAL PUBLIC MEETING OF THE GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD HELD ON APRIL 2, 2024 IN THE BOARD ROOM, 451 PARK STREET WEST, WINDSOR, ONTARIO.

PRESENT:

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

STUDENT TRUSTEES:

C. Pyne

REGRETS:

Student Trustee Muhammad

ADMINISTRATION:

V. Houston (Director of Education)	
S. Armstrong	
J. Bell	K. Bryant
S. Duben	C. Howitt
R. Roberts	

RECORDER:

M. LeBoeuf

A. CALL TO ORDER

Acting Chairperson Nelson called the meeting to order at 6:00 p.m.

B. ATTENDANCE

Acting Chairperson Nelson noted that Trustee Hatfield was attending via teleconference and parliamentarian L. Lukinuk was also joining the meeting.

C. DECLARATION OF CONFLICT OF INTEREST

Nil.

D. SCHOOL NAME

Trustee Armstrong noted that she raises a point of privilege noting she had a statement she wanted to make.

Acting Chairperson Nelson asked that Trustee Armstrong state her privilege.

Trustee Armstrong noted that she wanted to make a statement.

It was clarified that a question of privilege is for personal privilege or privilege of the board. An example of personal privilege is that it is too hot or too cold, I can't hear the speaker etc. A statement cannot be made on the item.

Moved by Trustee Burgess
Seconded by Trustee McKinley

TO AMEND THE PREVIOUSLY ADOPTED MOTION (AGENDA ITEM L.2, FEBRUARY 20, 2024) THAT THE GECDSB NAME THE NEW SCHOOL ON JASPERSON ROAD IN KINGSVILLE “ERIE MIGRATION ACADEMY” BY STRIKING “ACADEMY” AND INSERTING “DISTRICT SCHOOL”.

- As the mover of the motion, Trustee Burgess noted that she moves the motion with confidence. We are at a place where we have not been before. It has had a lot of discussion in the public sphere. The previous name had a vulgar acronym that was missed. The acronym now has four letters and has been vetted.

Moved by Trustee Burgess
Seconded by Trustee McKinley

To call the question.

This motion required a two-thirds vote.

The vote was called and it CARRIED.

Acting Chairperson Nelson called for the vote on striking the word “Academy” and inserting “District School”

The vote was called and it CARRIED.

E. ADJOURNMENT

There being no further business before the Board, Acting Chairperson Nelson adjourned the meeting at 6:10 p.m.

C. Nelson ACTING CHAIRPERSON OF THE BOARD

V. Houston DIRECTOR OF EDUCATION



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS AND TREASURER
VICKI HOUSTON, DIRECTOR OF EDUCATION

SUBJECT: POLICY AND REGULATION BA-20 – DISPOSAL OF SURPLUS PROPERTIES

DATE: APRIL 16, 2024

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To gain Board approval for Policy and Regulation (P/R-BA-20), Disposal of Surplus Properties.

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:

The Policy and Regulation have been rewritten to reflect the requirements of the new Ontario Regulation 374/23 – “Acquisition and Disposition of Real Property”, which came into force on December 31, 2023. This regulation replaces the former Ontario Regulation 444/98. – “Disposition of Surplus Real Property and Acquisition of Real Property”.

The Policy and Regulation reflect the key elements of O. Reg. 374/23 including:

- Discretionary Dispositions;
- Mandatory Dispositions;
- Process for Discretionary Dispositions;
- Process for Mandatory Dispositions; and
- Requirement for disposal at Fair Market Value.

The Regulation also describes the transition provisions for any real property currently circulated for sale under the former O. Reg. 444/98.

Another notable difference is that circulation to preferred entities under the former O. Reg. 444/98 is no longer required under O. Reg. 374/23.

The Board’s Policy Committee has reviewed the Policy and Regulation.

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY P-BA-20 DISPOSAL OF SURPLUS PROPERTIES AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION R-BA-20 DISPOSAL OF SURPLUS PROPERTIES AS PRESENTED.

Greater Essex County School Board

Policy: Disposal of Surplus Properties

Reference No: P-BA-20

~~When the Greater Essex County District School Board adopts a resolution in accordance with section 194(3) of the Education Act that real property under its jurisdiction is surplus to its needs, the Board may sell, lease or dispose of the surplus property as directed by Ontario Regulation 444/98.~~

The Greater Essex County District School Board will dispose property in accordance with Ontario Regulation 374/23 "Acquisition and Disposition of Real Property".

Property dispositions may either be discretionary or mandatory as per the requirement of the Regulation.

Greater Essex County District School Board

Regulation: Disposal of Surplus Properties

Reference No: P-BA-20

~~1. Declaration as Surplus~~

~~Before the Board can dispose of any property, its Board of Trustees must either: (a) adopt a resolution that the property is not required for the purposes of the Board; or (b) adopt a resolution that the disposition of the property is a reasonable step in a plan to provide accommodation for pupils on such property, as required by section 194(3) of the Education Act.~~

1. Discretionary Disposition:

The Board may sell or otherwise dispose of any property of the Board if:

- a. The Board adopts a resolution that the property is not required for purposes of the Board;
- b. The Board adopts a resolution that the disposition is a reasonable step in a plan to provide accommodation for pupils; or
- c. The Board receives the Minister's approval for the disposition.

Disposition shall be at fair market value.

2. Mandatory Disposition:

If the Board has identified through Ministry reporting under section 193.1 of the Education Act that the site is not currently being used and will not be needed to meet its current pupil accommodation needs or pupil accommodation needs over the next 10 years, the Minister shall, after consideration and consultation, notify the Board if it is required to dispose of the property.

Disposition shall be at fair market value.

2.3. Determination of Fair Market Value ("FMV")

A qualified appraiser shall be engaged and instructed to complete an appraisal of the property in accordance with the *Canadian Uniform Standards of Professional Appraisal Practice* for the Appraisal Institute of Canada.

4. Ontario Regulation 374/23 Process – Discretionary Disposition of Real Property

Within 120 days of receiving notice from the Board of a discretionary disposition, the Minister shall:

- a. Identify the person or body to whom the property must be offered, if the Board intends to offer it to any person or body; or

b. Inform the Board that it may offer the property to any person or body.

5. Ontario Regulation 374/23 Process – Mandatory Disposition of Real Property

Within 120 days of giving notice to the Board of a mandatory disposition, the Minister shall:

a. Identify the person or body to whom the property must be offered; or

b. Inform the Board that it must dispose of the property but may offer it to any person or body.

When identifying the person or body to whom the property must be offered, the Minister shall consider the following, in order of priority:

i) School boards.

ii) The Crown in right of Ontario.

iii) Persons or bodies requiring the property to achieve provincial priorities.

The Minister shall give notice to the Board and that person or body at the same time.

6. Offer to acquire

The Board and the person or body to whom the offer is made shall have 90 days from the date of the Minister's notice to enter into an agreement for the disposition of the property. An agreement to extend the timelines for a further 90 days is permitted.

The Board is required to notify the Minister within 14 days if:

a. An agreement has been reached.

b. The parties have agreed to extend the timelines for a further 90 days.

c. An agreement was not reached within the specified time.

7. Transition

Prior to December 31, 2023, any disposition to sell property under Ontario Regulation 444/98 "Disposition of Surplus Real Property and Acquisition of Property", as that Regulation read immediately before it was revoked, shall continue in accordance with that Regulation until 3 years after the expiry of the 180 day period referenced in 10 (2) (b) (ii) of Ontario Regulation 444/98.

3. Ontario Regulation 444/98 Process – Disposition of Real Property

~~The property will be offered in accordance with O. Regulation 444/98.~~

- ~~• The Board will circulate the property to preferred entities for a period of 180 days. Refer to Appendix 1 for a listing of preferred entities.~~
- ~~• Preferred entities will have 90 days to submit an Expression of Interest and an additional 90 days to submit an Offer to Purchase, which must be in an appropriate legal format.~~

- ~~• No offers will be considered by the Board until the conclusion of the 180-day circulation period.~~
- ~~• Offers for the purchase of the property will be considered in accordance to the provisions of O. Regulation 444/98.~~
- ~~• If no offers are received after the 180-day circulation period, the Board may seek to obtain Ministry of Education approval to circulate the property for sale on the open market.~~

~~**4. Exposure of the Property to the Market (three (3) year window from circulation expiry date as per O. Reg 444/98)**~~

~~In the event that the process contemplated under O. Reg 444/98 does not culminate in a disposition transaction and the Board had otherwise received approval from the Minister of Education to effect a disposition of the subject property on the open market:~~

- ~~• In most circumstances, the Board will dispose of the surplus property at FMV as guided by way of the Public Tender Process, followed by and Open Offer Process. A “for Sale” sign will be posted on the property.~~
- ~~• If the Board is unsuccessful in obtaining offers by private sale, the services of a Real Estate broker may be used to assist with the sale.~~
- ~~• In a rare circumstance, the Board may transact with an individual purchaser or small group of purchasers when dealing with a unique set of land or development circumstances.~~
- ~~• As per O. Reg. 444/98, after three (3) years from the circulation expiry date, the Board will recirculate the property to preferred entities.~~

~~**5. Acceptance of an Offer**~~

~~Acceptance of any offer is subject to the approval of the Board, which may accept or reject any or all offers.~~

~~**Appendix 1 – Prescribed Preferred Entities (listed in priority sequence)**~~

- ~~1. Any school board that holds or has held in the last fiscal year a leasehold interest in the property being sold / leased;~~
- ~~2. French language public district school board – Conseil scolaire Viamonde;~~
- ~~3. English language separate district school board – Windsor Essex Catholic District School Board;~~
- ~~4. French language separate district school board – Conseil scolaire catholiques Providence;~~
- ~~5. Facilities that have an agreement with the Board to provide a qualifying education program for which Ministry grants under section 23 are available;~~
- ~~6. City of Windsor service system manager (Consolidated Municipal Service Manager “CMSM”);~~
- ~~7. St. Clair College;~~
- ~~8. Collège Boréal d’arts appliqués et de technologie;~~
- ~~9. University of Windsor;~~

- ~~10. Lead agency for child and youth mental services (Hotel Dieu Grace Healthcare—
Regional Children’s Centre);~~
- ~~11. Maryvale Adolescent and Family Services;~~
- ~~12. New Beginnings~~
- ~~13. Local Health Integration Network (Erie St. Clair LHIN);~~
- ~~14. Windsor Essex County Health Unit;~~
- ~~15. The Crown in right of Ontario (Infrastructure Ontario);~~
- ~~16. Municipality in which the property is located;~~
- ~~17. Upper tier municipality if the property is located in it;~~
- ~~18. Indigenous Organizations:~~
 - ~~1) — Metis Nation of Ontario;~~
 - ~~2) — Chiefs of Ontario;~~
 - ~~3) — Ontario Federation Indigenous Friendship Centres;~~
 - ~~4) — Association of Iroquois and Allied Indians;~~
 - ~~5) — Nishnawbe Aski Nation;~~
 - ~~6) — Grand Council Treaty #3;~~
 - ~~7) — Union of Ontario Indians;~~
- ~~19. The Crown in right of Canada (Public Services and Procurement Canada)~~



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS AND TREASURER
VICKI HOUSTON, DIRECTOR OF EDUCATION

SUBJECT: POLICY AND REGULATION BA-13 – FUNDRAISING / SCHOOL GENERATED FUNDS

DATE: APRIL 16, 2024

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

AIM:

To gain Board approval for Policy and Regulation (P/R-BA-13), Fundraising / School Generated Funds.

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:

The Policy has been revised for conciseness and to transfer certain items, such as “guiding principles”, to the Regulation, where it is better suited. The Policy reinforces a student’s right to attend school without the payment of fees, provides authority for schools to fundraise and requires that fundraising be voluntary. Further, the Policy clearly states that no students will be excluded from participating in any activity based on the ability to fundraise.

The Regulation has been revised to incorporate the “guiding principles” that were previously reflected in the Policy. Other changes include:

- Fundraising activities must be approved through the Superintendent of Business;
- School principals must prepare an annual fundraising plan, which requires the Superintendent of Business’s approval;
- In the event of a school closing, the balance of remaining school fundraising amounts will transfer to the appropriate / new school; and
- Minor wording revisions and edits to improve the flow of the document.

The Policy and Regulation were circulated for consultation to school principals, GECPIC, school councils and the Windsor Home and School Association. No significant comments were identified.

Policy and Regulation – BA13 – Fundraising / School Generated Funds
April 16, 2024

The Board's Policy Committee has reviewed the Policy and Regulation.

RECOMMENDATION:

THAT THE BOARD APPROVE POLICY P-BA-13 FUNDRAISING / SCHOOL GENERATED FUNDS AS PRESENTED; and

THAT THE BOARD APPROVE REGULATION R-BA-13 FUNDRAISING / SCHOOL GENERATED FUNDS AS PRESENTED.



Policy: Fundraising / School Generated Funds

Reference No: P-BA-13

The Greater Essex County District School Board acknowledges that every student has the right to attend a school where they are a qualified resident pupil, without payment of a fee. In order to support the costs of school events, or enhanced or optional programming, voluntary fundraising is permitted.

Voluntary fundraising initiatives shall complement the Board's mission, vision and strategic priorities to support student success and well-being. At no time will students be excluded from participating in any school activity or event based on their ability to pay or to fundraise. The dignity of every student and their families will be honoured.

~~The Greater Essex County District School Board (GECDSB) recognizes that fundraising for certain school event, or to acquire special items, is beneficial for the school and its supporting community. It allows for community participation and provides extra funds for special purposes.~~

~~Like all activities that support education, fundraising should reflect the values and expectations of the GECDSB and the school community, including those of parents, students and staff.~~

~~The goal of all fundraising is to enhance the educational environment and opportunities for students. Voluntary fundraising allows students an opportunity for enhanced community awareness and personal responsibility. When a school chooses to engage in fundraising activities, it is important to consider the purpose and principles of public education including diversity, accessibility and inclusivity.~~

~~The Greater Essex County District School Board is committed to the following guiding principles in regard to fundraising:~~

- ~~1.—Funds raised for school purposes are used to complement, not replace, public funding for education and should be consistent with the Board's mission and values and support student achievement and well-being.~~
- ~~2.—Participation in fundraising activities is strictly voluntary and should reflect the diversity values and priorities of the local community.~~
- ~~3.—The safety of students is a primary consideration in all fundraising activities.~~
- ~~4.—Fundraising activities are developed, organized and reported on using a transparent and accountable process to meet the public's expectations and demonstrate ethical stewardship for public dollars.~~

Greater Essex County District School Board

Regulation: Fundraising/School Generated Funds

Reference No: R-BA-13

Preamble

The Regulation covers any funds raised in the name of and/or for the benefit of the school or the Board. These funds would fall into the following categories:

- School initiated fund (involves staff and students only)
- Special interest groups including school council/parents, clubs/home and school/booster clubs/alumni groups (involves groups directly connected to school using school name)
- External community partnerships (external groups not connected to school)
- Board-wide funds (example W.E. Care for Kids campaign)

When schools choose to engage in fundraising activities it is important to:

- Comply with ~~board~~ Board Policies/Regulations;
- Ensure that the activities are consistent with the purposes and principles of public education;
- Ensure that fundraising monies are used to complement, not replace, public funding for education;
- Seek advice from the school community; and
- Support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and proceeds raised from these activities.

Regulations:

1. All fundraising activities conducted in the name of the school or for the benefit of the school and its students must be approved by the Principal.
2. Before any fundraising project involving elementary students is conducted, parents/guardians shall be informed that the project has the support of the Principal.
3. The Principal will ensure that students and parents/guardians are aware that canvassing by all elementary school students will be restricted to family and friends (i.e. no door-to-door canvassing).
4. Participation by students in any fundraising activity is voluntary.
5. All fundraising on school property that involves the sale of food or beverage must adhere to Ministry of Education Policy/Program Memorandum 159 (School Foods and Beverage Policy).
6. Pursuant to Section 25(1) of Ministry Regulation 298, the board must approve all fundraising activities through the Superintendent of Business. Approved fundraising activities may include but are not limited to:
 - Sale of products
 - Advertising in yearbooks or school newspaper
 - Bingo games, lottery or raffles
 - In-school events (school dances, musical shows or productions)
 - Donations to charitable organizations or causes

7. For fundraising events which are unusual or unique in nature, the Principal should seek the advice of the Superintendent of Education [responsible for the school](#) as to the appropriateness of the event.
8. Decisions on what types of expenses will be permitted with the funds raised shall be as follows:
 - **School initiated funds:** the Principal shall determine the permitted use
 - **Special interest groups including school council/parents, club/booster clubs/alumni groups:** The groups and the Principal shall agree on the goal and the permitted expenses in advance of any fundraising activity. If, after fundraising, circumstance change and/or the expenditure goal needs to be changed, it will only be changed with the agreement of both the groups and the Principal. If no agreement is reached, the funds raised will be held until a goal agreeable to both parties is found.
 - **Other community partnerships (i.e. with an external group):** the group shall consult with the Principal and make the decision in accordance with Board policies.
9. The fundraisers must maintain financial records in accordance with [administrative Administrative procedure-Procedure AP-BA-13](#), School Fund Accounting. The Board reserves the right to randomly review the financial records of fundraising activities. Financial records shall be kept for at least seven (7) years after the year in which the activity was completed.

Home and School financial record keeping, signing authority, and expenditure goals shall be in accordance with the Constitution, by-laws and guidelines of the Home and School Association.

10. Public Sector Accounting Board (PSAB) standards require that all school boards consolidate the funds generated at the school level with the annual financial statements of the school board. All funds collected through school, or school council fundraising are subject to the Board's regular audit and accountability requirements.
11. The Principal shall provide feedback to the students, parents/guardians and the community as to how the funds were used. (i.e. school announcements, the school's website-, [Minutes-minutes](#) of meetings, newsletters etc.).
12. The Principal is ~~encouraged~~ [required](#) to ~~develop~~ [prepare](#) a [fundraising](#) annual plan to coordinate and avoid overlap of fundraising activities where possible. [Fundraising plans are to be submitted to the Superintendent of Business no later than October 31st of each year. The Superintendent of Business has the final authority to approve fundraising annual plans.](#)
13. Bingos and lotteries (including Nevada tickets) shall be carried out in accordance with the established regulations and procedures of the Alcohol and Gaming Commission of Ontario and local municipal regulations and procedures.
14. Capital projects supported by fundraising should:
 - Be complementary to publicly funded education.
 - Be in alignment with the Board's overall capital priorities and planning processes, the school improvement plan, and the Ministry's priorities;

- Not result in an increase in the student capacity of a school;
- Not result in a significant increase in school or Board operation or capital costs; and
- Consider restrictions related to conflict of interest and procurement policies.

15. Fundraising activities must be compliant with:

- Municipal, provincial and federal legislation; and
- Ministry of Education guidelines and policies.

16. In the event of a school closing, the balance of any remaining school fundraising amounts will be transferred to the appropriate / new school, after the payment of all outstanding invoices. The Superintendent of Business will coordinate the transfer of the funds.



GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD MEMORANDUM

TO: CHAIRPERSON AND MEMBERS OF THE BOARD

FROM: SHELLEY ARMSTRONG, SUPERINTENDENT OF BUSINESS AND TREASURER
VICKI HOUSTON, DIRECTOR OF EDUCATION

SUBJECT: 2024-25 BUDGET SURVEY AND PUBLIC CONSULTATION REPORT

DATE: APRIL 16, 2024

Creating Confident Learners

Engaging Communities

Demonstrating Ethical
Stewardship

AIM:

To provide Trustees with a report on the public budget consultation, including the results of the 2024-25 budget survey.

PURPOSE:

The Board is committed to continuous improvements of the budget process. Budget reviews and deliberations are aligned with the strategic priorities of the Board. Public consultation is welcome and is integral to the development of the Board's budget. The Board considers transparency in the use of public funds to be essential to this process.

CONTEXT:

2024-25 Budget Consultation Survey Report

The Greater Essex County District School Board (GECDSB) community was invited to participate in an online survey between February 12 and March 1 inclusive. This is the fourth year in which a public budget survey was made available. In total, 1,352 responses were received, representing an increase of 12% (2022-23 – 1,206 responses). Open-ended questions provided more detailed responses and additional feedback to Administration.

The survey was promoted on the Board's website, Edsby, social media platforms (Facebook, Instagram, Twitter), at Public Board meetings and through a media release. The survey was distributed via email to all staff and various community partnership groups. The survey was also shared with the Indigenous Education Advisory Committee (IEAC), the Special Education Advisory Committee (SEAC), the Greater Essex County Parent Involvement Committee (GECPIC), the Dismantling Anti-Black Racism Committee (DABR), the Justice, Inclusion Equity and Diversity Committee (JIED) and the Gender Staff Alliance Committee (GSA).

Social Media Reach

The Finance department worked closely with the Board's Communications Officer to leverage social media reach. Reach is known as the total number of people who viewed content that was posted by the Board.

In addition to the use of social media, the Board issued a news release on February 12, 2024 inviting the public to complete the budget survey. The request for input was also featured on AM800 on February 15, 2024 and on Windsorite.ca on February 19, 2024.

The Board was able to generate a reach of 5,110 (2022-23 – 7,268) when promoting all budget consultation content:

Social Media Platform	Total Reach
Instagram	633
Facebook	3,194
Twitter	1,238
Total	5,110

A link to the budget consultation survey was posted in the carousel on the homepage of the Board’s website and was also added to its Public Consultation page, which is also prominently featured on the homepage of publicboard.ca.

2024-25 Public Budget Consultation Presentation

Upon release of the budget survey, a link to a budget consultation presentation was provided directly on the cover page of the budget survey. The presentation was taped in advance and available on the Board’s YouTube page. The presentation was approximately 20 minutes in length, and provided information to the public about the budget process including:

- Overview of GECDSB;
- Budget Development Process;
- GECDSB Funding and Expenses;
- Financial Position of the Board;
- Budget Risks;
- Getting involved in the Budget Process.

Other Budget Consultation

The Board continues to promote opportunities for public budget consultation and invites feedback. Public consultation is welcome during the budget process and is integral to budget development and transparency in the use of public funds.

Below is a summary of consultation to date and upcoming opportunities:

Date	Budget Consultation Description
January 23, 2024	Budget Consultation with IEAC.
February 6, 2024	Public Board Meeting – Budget timelines announced. Report is available on the Board’s website.
February 12, 2024	Budget Survey and Budget Consultation Presentation released. Survey closed on March 1, 2024.
February 12, 2024	Budget Survey and link shared with GECPIC, DABR, JIED, SEAC, GSA, IEAC.
February 13, 2024	Budget consultation with the Special Education Advisory Committee (SEAC) for 2024-25.
March 6, 2024	Budget consultation with IEAC focus group.
March 19, 2024	Public Board Meeting – Budget Consultation (no speakers or delegations).
April 2, 2024	Public Board Meeting – Budget Consultation (1 speaker and 1 delegation).
April 10, 2024	Budget consultation with DABR.
April 16, 2024	Public Board Meeting – 2024-25 Grants for Student Needs (GSN) Update.
May 6, 2024	2024-25 Budget Update.
June 16, 2024	Tentative budget approval date.
June 28, 2024	Ministry budget submission.

At the Public Budget Consultation meeting on March 19, 2024, there were no delegations or speakers.

At the Public Budget Consultation meeting on April 2, 2024, there was one delegation and one speaker.

- Mr. Mario Spagnuolo, President of Local ETFO presented on preserving programs for students, specifically the RISE program and Special Education programs. Mr. Spagnuolo highlighted that cuts hurt kids and that students need supports in the classroom. Mr. Spagnuolo surmised that the Board does not have a spending problem but has a funding problem, encouraging trustees to not vote in favour for any cuts and to let the budget process fail. Mr. Spagnuolo advocated to have Ministry staff make program decisions that will hurt students.
- Mrs. Gina Marcon, Executive Member of the Windsor Council of Home and School Association expressed concerns that the RISE program may be eliminated. Mrs. Marcon indicated that students participating in the RISE program have diminished behaviour problems, increased engagement, less feelings of isolation and more engagement. Mrs. Marcon advocated for no cuts to RISE or Special Education programs, indicating that there is a funding problem and not an issue with the expense model.

CONCLUSION

Administration is developing recommendations for the 2024-25 budget, in compliance with the Education Act. The detailed community input will be carefully reviewed by Administration in the context of the Ministry of Education funding, the In-Year Deficit Elimination Plan, and the strategic priorities of the Board. Information shared from the budget survey and other consultations will inform the budget’s development and recommendations for Trustees’ consideration for 2024-25.

2024-25 Budget Survey and Public Consultation Report
April 16, 2024

A GSN Update will be provided to Trustees at the Operations and Finance Committee meeting of April 16, 2024 (tentative based on timing of the GSN funding announcement). An update on the 2024-25 budget will be provided at the Operations and Finance Committee meeting of June 4, 2024 and the draft budget will be presented to Trustees at the Public Meeting of June 18, 2024.

ATTACHMENTS:

- Appendix 1 – 2024-25 Budget Consultation Survey Report (Public)
- Appendix 2 – 2024-24 Budget Consultation Survey Report (Committees and Focus Group)



Appendix 1

2024-25 BUDGET: PUBLIC CONSULTATIONS

Survey Background



In preparation for the 2024-2025 Budget, the Greater Essex County District School Board (GECDSB) invited parents/guardians, students, staff and community members to provide input into the budget development process.

An online survey was made available to the public from February 12, 2024 to March 1, 2024. The survey was promoted on the board's website, Edsby, social media platforms (Facebook, Instagram, Twitter), at Public Board meetings and through a media release, including AM800 and Windsorite.ca.

In total 1,352 responses were received (2022-23 – 1,206 responses), representing a 12% increase in the response rate.

Survey Results

Q1: Please indicate which group(s) best represent you.

Respondents were asked to indicate the group which best represented them. A summary of the responses is presented in Table 1 below.

TABLE 1. RESPONDENT GROUPS

Respondent Group	Count	Percentage
Parent/Guardian	532	39.4%
Student	209	15.5%
Staff Member	422	31.2%
Community Member	168	12.4%
Other	21	1.5%
Total	1,352	100.0%

Compared to the prior year:

- Student participation increased by 107 respondents.
- Parent / Guardian participation increased by 186 respondents.
- Staff member participation decreased by 473 respondents.
- Community member participation increased by 96 respondents.

Q2: The GECDSB serves 9 (nine) municipalities. In which municipality do you reside?

In order to gain an understanding of which areas were represented by the survey responses, respondents were asked to indicate the municipality in which they reside. A summary of the responses is presented in Table 2 below.

TABLE 2. RESPONDENT’S MUNICIPALITY

Municipality	Count	Percentage
Amherstburg	72	5.3%
Essex	55	4.1%
Kingsville	69	5.1%
Lakeshore	247	18.3%
LaSalle	116	8.5%
Leamington	70	5.2%
Pelee Island	1	0.0%
Tecumseh	109	8.1%
Windsor	574	42.5%
Prefer not to say	39	2.9%
Total	1,352	100.0%

Overall, 57.5% (prior year - 53%) of the respondents reside in municipalities located in the county, with Lakeshore having the greatest response rate of the county municipalities at 18.3%. Approximately 42.5% (prior year - 46%) of respondents reside in the City of Windsor, and 3% of respondents preferred not to respond.

WARNING: RESPONSES PROVIDED IN TABLES 7 THROUGH 10 ARE SHARED, AS SUBMITTED. COMMENTS WERE ONLY AMENDED TO CORRECT SPELLING, OR TO REDACT FOUL LANGUAGE OR THREATENING STATEMENTS. CERTAIN VIEWS CONTAINED IN THE COMMENTS MAY CAUSE HARM TO SOME INDIVIDUALS.

Q3 to Q5: The GECDSB allocates financial and staff resources to support a focus on student learning, student achievement, student engagement and well-being of all staff and students.

We want to know what your top 3 priorities are in helping to inform budget decisions and the allocation of funding.

Priorities are listed in the drop down menu. If you do not see your priority among the list, please select “other” and manually enter your priority.

Questions 3 to 5 asked participants to rank their top three budget priorities, from a defined list of initiatives. The defined list excluded areas that are specifically funded in the GSN since the Board is required to support these programs and Ministry initiatives.

Participants were also provided the option to select “other” and provide a brief explanation of the budget priority.

Table 3 below summarizes the participants’ responses.

TABLE 3. RANKING OF THE TOP THREE BUDGET PRIORITIES

Program / Initiative	Priority #1	Priority #2	Priority #3	Average (%)
Climate Change and Environmental Stewardship	24	42	86	3.7%
Early Intervention for Students	206	325	206	18.2%
Equity, Diversity and Inclusion Opportunities for Staff and Students	67	62	90	5.4%
Mental Health and Well-being for Students and Staff	220	281	289	19.5%
Specialized Programming (e.g. International Baccalaureate, French Immersion, Co-op, SHSM)	99	140	138	9.3%
Supports for Students with Special Education Needs	447	222	188	21.1%
Technology Resources	100	130	186	10.3%
Other	189	150	169	12.5%
Total	1,352	1,352	1,352	100.0%

Using an average of the priorities listed in questions 3 to 5, the top three priorities identified by respondents are:

1. Supports for Students with Special Education Needs
2. Mental Health and Well-Being (Staff and Students)
3. Early Intervention for Students

A total of 508 responses listed “Other” as one of the top three budget priorities. Of these responses, 60% were represented by the following priorities:

TABLE 4. TOP BUDGET PRIORITIES CATEGORIZED AS “OTHER” IN QUESTIONS 3 TO 5

Budget Priority	Count
New / maintain tracks	221
Maintain RISE program	84

The complete responses for “other” for Questions 3 to 5 are presented in the Supplementary Information section at the end of this report in Tables 7 - 9 (pages 7 through 12).

Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which areas should the Board look to reduce its expenses? Select all that apply.

Question 6 asked participants to select budget saving initiatives from a defined list. The defined list excluded areas that are specifically funded in the GSN since the Board is required to support these programs and Ministry initiatives.

A total of 2,578 responses were received. Participants were permitted to select all that applied, and the results are summarized in the following table.

TABLE 5. AREAS THE BOARD EXAMINE TO REDUCE ITS EXPENSES

Program / Initiative	Count
Climate Change and Environmental Stewardship	784
Early Intervention for Students	103
Equity, Diversity and Inclusion Opportunities for Staff and Students	633
Mental Health and Well-being for Students and Staff	147
Specialized Programming (e.g. International Baccalaureate, French Immersion, Co-op, SHSM)	452
Supports for Students with Special Education Needs	77
Technology Resources	231
Other	151
Total	2,578

A total of 151 responses identified “Other” as a budget saving measure. In many instances, responses reported as “Other” reflected areas where the respondents wished to further advocate for budget investments, rather than suggest areas for possible reduction. Responses are presented in the Supplementary Information section at the end of this report in Table 10 (pages 13 through 17).

Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?

Participants were provided with the opportunity to share open-ended responses to other areas that the Board should consider as part of the budget process. A total of 671 responses were provided, and which are included in Table 11 (pages 18 through 42).

Common themes included:

- Preservation of the RISE program;
- Investment in extra-curricular activities and track facilities;
- Elimination of the International Baccalaureate program;
- Reduction of central staff and senior leadership positions.

Q8: How satisfied are you with the Board's public budget consultation process and related survey?

Participants were asked to rank, from 1 to 5, their satisfaction with the consultation process and the survey, with a rating of 1 representing the lowest score and a rating of 5 representing the highest score. An answer was not mandatory. Overall, 1,219 of the overall 1,352 respondents answered this question. 68.2% of the respondents rated their satisfaction as 3 or higher.

TABLE 6: SUMMARY OF SATISFACTION SCORE

Rating Score	Total Responses	Percentage (%)
1	207	17.0%
2	181	14.9%
3	456	37.4%
4	259	21.2%
5	116	9.5%

SUPPLEMENTARY INFORMATION

Table 7: Question 3 Responses for Priority 1 listed as “Other”

Detail	Count
A track / Belle River High School track	89
Maintain RISE program	34
Academic achievement/excellence	2
Adequate staffing and resources for teaching core subjects like literacy and math	1
Air Conditioning	1
Appropriate resources for teachers and students in all classrooms	1
Athletics	2
Focus on back to basics, reading, writing, arithmetic, texts, tools	4
Better equipment and resources for students	1
Better quality of life for all students	1
Bigger classrooms	1
Building upgrades and replacement	1
Clean Air in all classrooms	2
Climate Change and Environmental Stewardship	24
Concentrate on reading, writing and arithmetic	1
Delivering curriculum to students at a high level	1
Early Intervention for Students	1
Ensure that school libraries have dedicated Teacher Librarians	1
Ensuring that teachers actually teach students	1
Equal funding for schools all schools no matter how small the school. Students shouldn't go without because of size or where they live. E.g. Inner city schools.	1
Equity, Diversity and Inclusion Opportunities for Students and Staff	2
Events and fun	1
Focus on education - not everything else that was in this drop down. If you are not focusing on education, who is? Funding all the things on that list is NOT a priority. Do what schools are supposed to do - teach academics with supporting arts and athletics programs. The curriculum provides for many of the items listed in your drop down here.	1
Focus on STEM	3
Improved sports facilities	1
Individualized systems cellular nutrition	1
Investment In Athletic Programs/Equipment/Facilities	1
Investment in physical education	1
Keeping kids in sport	1
Kindergarten	1
Literacy and Numeracy support at secondary level	1
Literacy Skills	1
Math	2
Math and language skills	1
Math, English, reading and writing, history, science, gym	1
Mental Health & Well Being for Students and Staff	1
More EA's, CYW's, DSW's, Gains and special education classrooms. Support for children with autism.	1
Music programs	1
Quality of education from qualified teacher that don't promote DEI agenda	1

Detail	Count
Reading	1
Reading, writing and arithmetic	2
Resources for teaching the basics - reading, writing and arithmetic	1
Safe Schools	1
School facility (air conditioning, washroom, etc.)	1
Sports, extra curricular	4
Stop gender identity and how they identify private and to themselves. No more he/him or she/her.	1
Student Success	1
Supports for French Immersion students such as Empower	1
Teacher pay	3
Teaching resources	1
Tech education resources for students exploring skilled trades	1
Technology resources for sure but also proper amounts of resources that can be use with a whole classroom. For example math manipulatives - there is only enough to either use to teach a lesson or for larger groups to use. Having more manipulatives would allow for smaller groups to have access to materials.	1
The BASICS (which apparently have been left out) - repairs, renovations, supports for students, classroom materials	1
The new gym should have better weightlifting equipment	1
Why isn't classroom learning on of the priorities?	1

Total number of "Other" responses marked as "Priority 1" - 189

Table 8: Question 4 Responses for Priority 2 listed as “Other”

Detail	Count
A track / Belle River High School track	68
Maintain RISE program	26
Access to better resources in the Tech department, i.e. preparing to work in the trades	1
Access to instruments	1
Additional supports and resources in literacy and numeracy	1
Athletics	1
Back to basics	1
Balanced budget	1
Busing and student transportation	2
Clean the {REDACTED} air	1
Communication between teachers and parents regarding any additional help in the learning process	1
Critical thinking and problem solving	1
Educational material resources (books)	1
ELL funding	1
Extra curricular/athletics investments	5
Financial literacy	1
Having enough supplies for the teachers to teach kids properly (copies)	1
Having necessary (tools) and or (items) for students to learn from	1
High level math and English problems	1
Intermediate class sizes and support level	1
Keep DEI out of schools	1
Keep the schools sanitized & clean	1
Literacy Focus	1
Math	1
Monitoring air quality in all classrooms	1
More money for classroom supplies	1
More staff/teacher	1
Outdoor playground	1
Physical Education	3
Physical resources – textbooks, learning materials	1
Presenting and preparing students with/for career options	1
Reading	1
Reading / writing	1
Reading, writing, math, and science	1
Recreation, sports, and arts programs	1
Resources	1
Resources for classes like the arts and physical education	1
Resources to improve Stem and literacy	1
School outings (field trips)	1
Science	1
Skilled trades, helping students to achieve understanding about entering the workforce and earning a living	1
Small class size	2

Detail	Count
Sport facilities	1
Sports investment	1
STEM Programs	1
Teachers who don't bully kids!	1
Teaching resources and PAPER access (chart paper, supplies, etc.)	1
Tennis court	1
The STEPS program education	1
Understanding finances. Kids need to understand why the school is not spending budget money well	1

Total number of "Other" responses marked as "Priority 2" - 150

Table 9: Question 5 Responses for Priority 3 listed as “Other”

Detail	Count
Adequate Education Support Staffing	1
Air conditioning	1
Athletics, facilities, and equipment for athletics	2
Back to basics and stick to curriculum	2
Basic education and updated resources	
Class Sizes	2
Community involvement	1
Coping skills	1
Core resources	1
EA support for students in kindergarten, regardless of identified needs	1
Early Years - build a solid foundation!	1
Early Years - why do EY educators have to fund their entire program? Board provided resources are depleted and are not being replaced	1
Equal opportunities for students at all schools	1
Events and Clubs	1
Everyday skills such as gardening, cooking, and home finance	1
Extra curricular activities	2
Facility maintenance	1
Finances and budgeting	1
Focus only on Student academics and leave the rest for the professional parties outside of the school system to help students	1
Gym equipment	1
Home management	1
Important non-teaching positions	1
Improving school activities	1
Improving writing skills for k-12	1
Increase support staff in schools	1
Intervention for student behaviour	1
Keep climate propaganda out of schools	1
Kindergarten	1
Learning resource (textbook, technology resource, etc.)	1
Machining / Welding / etc.	1
Materials for play-based learning in Kindergarten	1
Math and science	1
Mental Health & Well Being for Students and Staff	1
Metal health of students	1
Money management. Planning for budgeting while working and growing a family.	1
More courses to choose from	1
More school resources like rulers, geometry sets, smart boards, that kind of stuff	1
More staff in schools	1
Music Program resources	1
No	1
Number of students in a class per teacher (should be less)	1
Outdoor sports. We want kids off technology yet there is nothing to do outside	

Principals who aren't "yes men"	1
Programming e.g., Shorter but more frequent gym NOT DPA	1
Proper resources for teachers/teaching - consult with teachers first	1
Reading	2
Reduction of media consumption in classrooms	1
Resources and unlimited photocopying	1
Rigorous academics (Math/Science)	1
Robotics	1
School expansion	1
School supplies	1
Skilled Trades training	1
Smaller class sizes	2
Special education classes and ELL classes	1
Speech and Language therapy	1
Sports	1
Sports and Music programs	1
Sports and physical education	2
STEPS program	1
Stop balancing the books with fundraisers. Taxes should cover everything.	1
Streamlining service provision to minimize spurious expenditure on administrative tasks for families while adopting a similar smooth stepping heuristic integration design ethos policy on advancement of educational architecture in the current technologically accelerating environment. Go {REDACTED} yourself you antiquated overpaid {deleted}. Remember your salary now is compared based on relative efficacy in the context of a manipulated market without direct technological role equivalent, give it a few years and you'll get the same treatment as streetlamp lighters with the advent of electric lamps. Your public facing UI is trash when I need to read a books worth of info to perform a basic task, thank the normalization of incompetent bureaucratic state enforced paperclip maximization. With love from an accelerationist millennial. {SENTENCE REDACTED}	1
Student safety	1
Support for teachers (training and academic resources)	1
Supporting a high standard of academic excellence	1
Supports to give all students at all high schools the same opportunities.	1
Teacher salary	1
Teachers	1
Teaching resources that are actually good	1
Technology Resources	1
Training for Mindfulness and Mindset of Growth	1
Transportation for OYAP students	1
Updating textbooks	1
Writing and arithmetic	1

Total number of "Other" responses marked as "Priority 3" - 169

Table 10: Question 6 Responses for "Other"

All Comments for Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which area should the Board look to reduce its expenses?
Administration
Administration
All are important
All of these are important
All play a role in effective education; focus should be placed on securing more funds from the provincial budget.
All too important
Board initiatives that aren't related to curriculum
Board needs to find more money. Our children are suffering in school due to lack of funds. They have a splash fund use it!
Board office employees, including but not limited to the number of people/positions in special assignment/programming and Superintendents
Build a new track for students at BRDHS
Cut redundant positions on a board office level
Cut the fat at board office
Decrease Staff in Programming and Board staff
Difficult to answer without seeing where/how much funding is being used, specifically
Do not cut funding in any of these necessary areas. Figure out a different solution.
Email report cards
Employees of the school board take a wage cut
Full Day JK and SK
Get rid of some of the upper levels of inefficient management
Guest speakers--tap into staff expertise
IB program
IB programs are expensive and is really a form of streaming students when we are supposed to be de-streaming them. Removing these programs could save money.
In the deficit position it's vague
Increase taxes
Inefficient PD
Maintain and upgrade fitness and track and field facilities
Meetings
New programming without time to develop expertise
No cuts! More funding IS required for public education!!!
No funding wasted on a band shelter
None
None. This is an incredible thing to ask parents. Doesn't matter the logic or rationale no public body should ever request reductions in mandated programs.
None-all areas need attention and the board's poor budgeting skills should not be reflected at all at the teacher and student level.

All Comments for Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which area should the Board look to reduce its expenses?
Not happy that any of this would be cut.
Not the track
Number of superintendents and directors
Paper report cards (email them)
Pd day programs for teachers
Pension obligations for boomers and excessive pay packages tracking with inflation while everyone else gets hammered + healthcare benefits.
Please do not reduce the budget on any of those listed options. They are equally important.
Put more money towards education budget
Reduce number of superintendents and consultants (sorry)
Reduce upper management
Rise
Rise Class
Safe schools for students. My son is has panic attacks now. Your schools are not safe!!!
Save the track
Social Work
Sort out this problem by demanding more funding from the government and working to inform the public about what's needed in today's classrooms and how much that costs so that public opinion is able to stand with you. The idea that "this is all the pie we have so where do you want to take the money from?" is the wrong way to look at this problem IMO. Ontario is a wealthy province. We have lots of natural and human resources and the government has been cutting funding from school boards for years while making them beg just to keep up with inflation. This is not acceptable.
Sports
Sports
Staff salary , leadership , management positions
Standardized testing
Superintendent positions
The board needs to fight back budget cuts
The sports teams, we want A/C at least
There is no question for this. It just says "Question."
There should be a healthy balance of all categories
There should be no cutbacks
These are all important.
Too administrative staff at the board office put money into frontline in schools and give teachers proper resources and assistance to do their job! It's not currently a safe environment in some schools
Track
Track
Track and Field facility improvements for BRDHS, Herman and Massey
Track and Field facility improvements for BRDHS, Herman and Massey
Track field

All Comments for Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which area should the Board look to reduce its expenses?

Track funding
Unnecessary or Repetitive PD for Staff (i.e. money spent on speakers)
Wasteful resource spending. Planning ahead better to reduce waste.
You can't possibly cut back more
Physical education
Salaries for superintendents, trustees, and the director
dental care
Better equipment and resources for students
Building new schools
Bussing
Cut positions at the Board level and place people in classrooms where they are greatly needed.
Do we need so many superintendents?
Doug Ford and his people should take a pay cut.
Executive positions at the school board level.
French immersion schools with splits and still low class sized ie. LOT
I do not care about the environment, what did it do for me?
I do not disagree with my choice above however am not aware this is an issue systematically within the school board and the # of students this affects vs no affects
No raises for the GECSB board administration.
Reduce superintendent, and redundancies at school board office.
Reduction of positions at board office - superintendents, consultants, coaches
Redundant, executive/programming board positions
Rise Class
School merchandise
Sell off property you are not using to housing non-profits
Sports
Supply teacher / sick day abuse by teachers
Tendering out jobs to one contractor that gouges schools. E.g. thousands spend on repairs to our long jump pits but contracted company did not do what they promised...and, it's still not repaired . Also think about the same with snow removal. Maybe case-by case basis is better moving forward
The box I checked was for less diversity training for staff, teacher friends have told me that this is redundant
The IB Program
The number of highly paid people sitting at the Board office, "consultants"
You can't lump Co-Op and SHSM with IB or French b/c these students don't get bussed to ECP...parents have to find rides for their kids. IB and French kids are bussed. That's not equitable. I think you should be looking at Teacher Librarians. Get rid of them and have them back in the classroom.
"Things" can be fundraiser for, please cut physical things before cutting services.
Administrative Workshops in Banff, New Orleans, etc...

All Comments for Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which area should the Board look to reduce its expenses?
Anything not curriculum related
Anything that takes focus away from stem and literacy.
Board office positions
Catered lunches at the board office.
Conduct Principal Meetings On-line not at Ambassador Club.
Consult staff about needs to avoid wasteful spending (small-scale example: don't give each division a \$100+ literacy bin with mini whiteboards, etc...we don't need it!)
Cut back Superintendent positions, Special itinerant staff, Equity Officer
Cut superintendents salary
cut superintendents we have less schools then we have had before and more superintendents
Decrease the number of Superintendents
Full day JK. Board would save money returning to 1/2 day SK
Gender identity
Gender Identity, sexual identity
I only check diversity because I am hearing that this is overrepresented in staff training
IB program
Language Assessment Services, Administration, Promotional items
Less photocopying. I have papers in my binder I have been given and never look at
Mental health is important but could probably save money by reducing the number of social workers (eg, one worker serves 2 schools) and removing the LGBTQ-specific counsellor and ensuring the remaining school social workers have training in the needs of the LGBTQ community.
Operating in an environmental way saves money when done properly
P.D. that requires travelling, paid for conferences, staff provided lunches, coaching positions
Program Department
Reduce the number of Superintendents, reduce special trips for Principals
Reduced training in diversity/equity for staff *only* because there has been a lot already, and the few schools I work in don't seem to have this issue (not outwardly) within staff.
Salaries of board staff not working in schools.
Saying teachers can't have enough money on their account for photocopies, but yet, we print off ridiculous things for PD that get tossed in the trash
School supplies - should be responsibility of student
Sending out coloured photocopies just so the SI signature is in blue
Sports Programs (e.g., football)
Staff
The IB program
The track
Coach positions with the board office
DEI training and "equity" trainers. This needs to be scrapped. It's not good value for money, and also not based on science.
Expensive sports programs

All Comments for Q6: The Board is currently in a deficit position. As part of the 2024-25 school year, the Board is looking to achieve savings to balance the budget. In which area should the Board look to reduce its expenses?

Fewer consultants and coaches.

Hollow social justice gestures

Leads working from the board office. Put them in schools

Overpaid, useless program dept people and persons who are controversial

physical education

Reducing the number of consultants and coaches

Special Assignment Teachers/Leads

Subjects

Table 11: Question 7 Responses

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Special education classes/services - RISE
A program for reading comprehension like UFLI
A review and reduction in the number of administrative/programming roles, phase out EQAO (*I realize this is beyond the GECD SB, however very important)
A track
A track for the schools that are losing theirs instead of a new scoreboard and field house for Riverside.
Activities for students well being, high school currently is incredibly depressing.
Add a track
Add a track to our school
Add field lights so we can rent the field out and make money for our school!
Add Lights to all track facilities so public can use in later hours.
Add lights to the track
Additional staff support for students with special needs
Adequate amount of staff in all the fields.
After school Activities for students from grade 1
Allocate enough funds to maintain RISE classes
Allow staff to request vacation days during the year unpaid.
An audit needs to be completed to identify and reduce wasteful spending at the Board office level.
Anti-racism initiatives, human rights and equity advisor funding
Any specialized program that only certain students have access to or has funding inequities should be revisited. For example, IB programs provide transportation for students where OYAP programs do not. The financial feasibility of the IB program needs to be evaluated. For the small number of students that actually complete the program what other effects is it having in our schools (funding reallocation, class sizes, training costs etc.). Also, board supported software and platforms need to be revisited for their necessity. For example, we pay for EDSBY but its functionality can be effectively replaced using a combination of ASPEN and Brightspace (D2L), the latter of which is free and provided by the province. All students should have the same opportunities at all schools for the same programming. Just because a student lives in a particular school district, that shouldn't mean that they don't have access to a certain program or course just because they don't live somewhere else. This should necessarily mean cutting programs, but looking for ways to enhance what is offered in certain schools (high schools in particular) to level the playing field for all students.
Anything that is not funded by the Ministry of Education.
Appropriate PD opportunities for teacher's related to their grade level
Are there too many superintendents?
Arts, music, and field trips
As a learning support teacher, I know for a fact that MANY families jump to our board because they feel their child/children are not getting the supports they need in other boards. By taking RISE away from students, we are no longer setting ourselves ahead and providing students the additional support and intervention that sets us apart from other boards. This is going to be detrimental to their mental health. We are creating a huge problem by not providing this for our students and I am

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?

certain this will have a negative impact on their mental health and self confidence. Taking away their safe space to learn at their pace is not the best way to cut corners and save money.

As part of your student well being initiative, ensure students are being active on a daily basis, and have the sufficient space to do such activities (the classroom is not the place to be active).

Athletic facilities for the new school (Kingsville) - track, soccer, football

Athletics - the proposed removal of the tracks at four local secondary schools was heartbreaking

BEGINNING OF PRESENTATION, ACKNOWLEDGING LAND AND NATIVES, NO MENTION OF CREATOR OF LANDS, NATIVES AND MAN? WHEN WE GET BACK TO THAT, THINGS WILL BE AS THEY SHOULD. MENTAL ILLNESS, STRESS ARE RESULT OF THE VOID WE CREATED IN CHILDREN TODAY. WE BEGAN PUBLIC SCHOOLS WITH READING SCRIPTURE, THE LORDS PRAYER, GOD SAVE THE QUEEN THROUGH PA SYSTEM. AS WE LEFT THAT IN THE NAME OF LIBERAL PROGRESS, WE PAY THE PRICE. AS A COUNTRY TURNS ITS BACK FROM GOD, WE SUFFER THE CONSEQUENCES. DAY IS COMING WHEN EVERY KNEE WILL BOW TO GOD TO GIVE ACCOUNT TO GOD WHAT HAVE YOU DONE WITH YOUR TIME ON THIS.

Behaviors need to be addressed and staff safety

Belle River High-school track

Belle River District high school's track

Belle River High School track

Belle River needs a new track. Physical activity and mental health go hand and hand.

Belle River high school track

Better 3D printers, affinia sucks

Better inclusivity training for teachers and stronger program development for addressing underperforming teachers and administrators

Better resources/teachers for gifted programming, STEM, STEAM and resources for Visual Arts and classroom consumable materials (e.g., glue, scissors, colouring materials).

Better wages for support staff to make sure that every identified student has the support needed each day to attend school

Biological functioning and mind cohesion teachings

Boost in funding for Technology resources

BRDHS track

Bring back VLAP days

Budget should support what is closest to the students within the classroom vs public perception

Budgets for clubs and student council.

Build more schools

Building a new track at BRDHS

Building a track at Massey.

Bullying no tolerance and more support

Bullying prevention and awareness

Can't get rid of Rise

Canada is falling behind in educational aspects and the boards need to change.

Class Resources

Classroom resources to support the new language curriculum

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Classroom supports and special education should be a priority
Classroom supports, support staff increase
Classroom technology
Classrooms for all teachers when available.
Clean safe schools . All schools highest level of education
Closed track facilities
Communication workshops
Community engagement and development
Competing for students from co-terminus board through expensive ad campaigns should be discontinued.
Consider getting rid of full integration of special needs kids
Consider the effects of lack of early intervention and lack of consultation/support for educators if professionals lose jobs.
Consolidating program department goals.
Consult full communities
Coping and life skills , information, and skills to be taught to our kids
Courses for Life- taxes, credit score, and life skills
Critical life skills for students and financing
Critical thinking education, self discipline education and creative arts education with a focus on beauty.
Cut all employee travel
Cut from the top
Cut IB, don't cut RISE
Cut it out with all the diversity stuff and focus on teaching our kids math and reading and giving them the in class supports they need. Parents can teach diversity at home. Protect our most vulnerable kids with special needs.
Cut the budget for school merch. I feel that giving out free swag for grade 8 days or other similar situations should not be a priority.
Cutting back on special projects
Cutting RISE will be detrimental to GECSDB, especially in the downtown core.
Cutting some board members
Delivering curriculum to students at a high level. Competing with the separate board in areas such as skilled trades and sports academies.
Delivery of French Immersion. For example, Marlborough has approximately 80 students in FI. That could be split between Dunn and Bellewood and that would eliminate the FI LST position and reduce classroom teaching positions.
Develop intentional supports for mental health and well-being of students and staff that are directly supporting classrooms - we talk so much about supporting mental health and yet we receive little to no supports in this area. Classroom teachers must look to outside GECSDB for resources and support. Social workers do not start in our buildings until October of any given year and are sporadic only serving a sprinkling of individual students 4-6 sessions and no longer support in classrooms, consults,

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
collaboration with classroom teachers who are then left to deal with 25-30 students many needing well-being and mental health supports. We are in a mental health crisis and social workers are furthest to access. This department is no longer current and relevant.
Developing a plan for kids with special needs
Development and maintenance of outdoor facilities Eg: soccer fields, track complexes (the track, pits etc. as well as washrooms, stands, storage facilities) , playgrounds
Diversity in hiring practices and completing the commitments outlined to eliminate systemic racism and inequities.
Do an efficiency study on classrooms/programs across the board to determine which ones are producing. Start holding principals and teachers accountable for ensuring that students' human rights are being adhered to. Ensure that teachers have the necessary training to teach students with LD's (understanding what the LD is and the best supports for that LD).
Do not cut RISE classrooms due to financial reasons and try to disguise it under the lens of "inclusion." This is a complete disservice to students who need this.
Do not cut special education classes. Everyone will feel the pain of this cut.
Do not cut special education resources. If you are all about equity then why would you cut from your most vulnerable?
DO NOT DEMOLISH SCHOOL TRACKS AND POOLS
Do not eliminate the RISE classroom model
DO NOT ELIMINATE THE RISE PROGRAM UNLESS YOU WANT MORE AND MORE TEACHERS BURNT OUT AND ON A LEAVE OF ABSENCE, there are already so many needs in a typical classroom without the extra demands of the RISE students.
Do not get rid of RISE
DO NOT GET RID OF THE RISE ROOMS. The students who need them will suffer in the regular classroom and the students who do not need RISE will suffer having those students integrated in the classroom. So will the teachers.
Do not put those at a disadvantage at a further disadvantage by cutting their funding. The Rise program is a necessity.
Don't know
Don't remove the tracks
Early intervention and staff to work with students with special needs and learning disabilities is extremely important. Providing a comprehensive math program/resource (such as UFLI for reading) is needed as well.
Early recognition and addressing family issues that are affecting students
Early Years - classroom resources need to be maintained and replenished. Why are educators funding these programs?
Early years - I am VERY disappointed that you've cancelled the JK interviews for the beginning of the year. My child and I need this to ease our anxieties.
Ece and support staff need raises
EDI training

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Edsby
Education. Basic skills. Stop with the political agenda already.
Educational support services -need to reduce from administration and not from the most vulnerable population. Keep the RISE program
Eliminate all school advertising on radio and television etc.
Eliminate all unnecessary expenses; sell unused/older resources; if available, sell properties
Eliminate coaching positions.
Eliminating as many initiatives as possible is wise. It's too much and staff are all over the place. There needs to be a main focus.
Eliminating RISE programs will be catastrophic for both teachers and students. We are already severely lacking in proper support for students with needs. Teachers are burning out at an exponential rate. This is NOT sustainable.
Embedded Staff Training-not on our own time! In new curriculum and initiatives like UFLI
Encouraging trades opportunities, mental wellness of staff members, less repetitive PD, EVERYONE matters
Enforce and implement STRICTER rules so that you don't have to spend thousands of dollars fixing bathrooms
English as a Second language supports
English as a Second language supports
Enhancing all HPE spaces to provide mental health and wellbeing of student body through physical movement
Ensure the schools are appropriately staffed based off the number of students enrolled.
Ensuring that all student's academic, behavioural, and physical needs are met by providing small group or 1:1 assistance where required with trained special education staff and support workers
Ensuring there are enough teachers to teach reasonable sized classes.
Entertaining sponsorships to keep the tracks so ALL students have equitable access to extra curricular activities. The tracks are used by Phys Ed classes, our STEPS students and students are leaving our school board to attend schools in the Catholic board so they have the opportunity to do track and field.
Equitable per student funding
ESL and RISE programs need to remain in place, more support worker (EA,DSW) availability for home rooms
ESL classes are necessary and Lexia licenses are needed
Expand bus eligibility
Expand school space
Expanding Multi Language Learning, and French Immersion Programming and Resources
Extra curricular activities

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Extra curricular activities have been pushed aside and this is important for all students and their mental well being
Extra or more class for students. Or more teachers
Extracurricular activities, tutoring
Facility needs - our high school has inadequate outdoor spaces for physical education or sports
Field lights
Field trips
Field Trips and Special occasions
Fix our tracks and don't remove them
Fix the fields
Fix the four tracks that need to be fixed
Fix the track
Fix up the tracks because it's not fair that some schools get a track and others don't you are taking away the privilege of running for those schools
Fixing Belle River district high schools track instead of taking it away and hurting the community of Belle River
Fixing the track so I can do my sport
Fixing the tracks
Focus on academics instead of social justice. School is not a place to teach what to think, but how to critically think. No teaching of ideologies.
Focus on mental health supports as students need that foundation in order to be ready and able to learn
Focus on the basics - math and literacy; spend less money on non-funded woke initiatives
Focus on the basics of reading ,writing and math.
Focus on the basics reading, writing, math and science to improve the students competitiveness with other countries.
Focus on the quality of education
Focus on the students and keeping their mental and physical health a priority. Offering more options for physical activity is never a losing option. Taking this track away from a high school will be sacrificing enrolment
Focus should be on improving Stem, literacy, and extra curricular activities like team sports.
Free suicide kits for administrative staff up the pyramid and encouraging chain smoking tobacco products to lessen retirement plan liabilities.
Fund our special ed classrooms properly
Funding for an archery team
Funding for Kindergarten centres and toys

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Funding for music programs and basic resources needed for instrumental music classes (elementary and secondary).
Funding for the super school in Kingsville
Funding for the track at Massey Secondary
Fundraising opportunities
Funds must be allocated to support staff for the youngest learners (K-2). Without this funding, schools cannot function.
Get rid of DEI
Get rid of your racist DEI nonsense & the lqbtqia++xyz agenda and FOCUS on the fundamentals.
Getting paid skilled coaches for athletic teams.
Getting people out of the offices downtown and into the schools so they can get a real feel for what is going on. We need to continue to work for what is best for students, the RISE program needs to stay along with the GAINS programs.
Giving comp ed schools more technology for students to use.
Greater consistent support for the arts at all schools. For whatever reason some schools have way more support while other schools have none.
Guardians
Having parents sign up for programs that are cancelled in the same year builds mistrust.
Having supply teachers start at the beginning of the year (or at least semester) as opposed to, for example, two weeks into the school year (which was the case in my daughters' class) and there always seems to be a threat, now that her supply is fully emerged with the class, that she could be transferred at any time. With only a few months left of school, it's hard for kids to adjust to a new teacher. Be respectful and give them the same teacher from day one (make changes in the summer, not two weeks into the school year)
Help needed in classroom for special need students. Teachers are burnt out.
Helping student transportation and safety around and in schools (ie. Dealing with the vape epidemic).
High school track as a necessary piece of every child's development, especially those with mental disorders who need an active outlet.
Higher wages for support staff. We NEED staff!!!!
Hire library technicians instead of teachers
Hire more capable staff / appropriate pay for support staff
Hire more staff in schools to elevate stress on the whole system
Hire more teachers to make smaller class sizes
Hiring capable, educated support staff to support our most vulnerable students. These staff members need to be paid a living wage to do this incredibly important job.
hiring more support staff

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Holding teachers/administration/superintendents accountable to ensure that students with learning disabilities accommodations and modifications are being adhered to in ALL classes.
Hot lunch or breakfast program
How about teaching students to read, write and multiply rather than evil ideology? You are educators after all!
How effective are social workers, speech, and psychologist when not fulfilling school needs!?
I am a RISE student and I will be very upset if I don't get to go with my RISE teacher and go to my RISE classroom next year. My grade 6 class has 32 students. My teacher is nice but doesn't have the time to help all of us all day long. I will be upset and not do well.
I am in high school and would like to see more mental health resources in the school.
I feel like this needs to be stated once again, programming is needed, Amherstburg doesn't even have IB
I feel very strongly that the needs of struggling students needs to be put at the forefront of priorities. These students are the most vulnerable and yet you are considering taking away the RISE Program which allows these children to flourish and reach their full potential. It makes me incredibly sad that the social and emotional needs of these students will be greatly affected if their academic needs are not met. We already have so many kids who are struggling with their mental health and eliminating RISE will only help to exacerbate these issues. When we talk about equity, we should be providing programs that help ALL students succeed, not just academically inclined students. As well, if students don't get the education they deserve and need, you will continue to grow the numbers of students not finishing high school. If this were your child, wouldn't you want the best possible education for them?
I think kids Aren't given much option during their schooling.
I think you covered all, thank you!
I would like to stress the importance of the need to support students with special needs and mental health needs.
I WOULD MOVE AWAY FROM FUNDS FOR THE RAISING OF FLAGS OTHER THAN THE CANADIAN FLAG
If possible to allocate more on students well being development because mental wellness disorders arise among elementary ages
If the board plans on continuing to have French Immersion programs, the board should understand the program better. For example, expectations with regards to Science of Reading should not be the same since we have two full language programs to cover.
If you give more unpaid days to staff, hire more supplies and let staff take any days off, you'll pay less daily
Improve track facilities
improving existing school facilities
Improving math and language skills should be top priority.
In creasing budget for physical education reduces the need of investing in mental health programs
In School Nursing
Increase for support role salaries - EAs, ECE, DSW

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Increase Support Staff ratio at schools - we need more EAs in every building to support our struggling learners.
Increase the Budget, it's badly needed
Increase the PAY for EDUCATIONAL ASSISTANTS so that their JOB CONDITIONS IMPROVE EMPLOYEE RETENTION!
Increased budget for teachers
Increased funding for Multi Language Learners - Due to the rapid increase of Newcomers to Canada and specifically Windsor/Essex in the past year and a half, our schools are being flooded with new students every day with no increased support. This negatively impacts the Newcomer families, their children entering our school system without adequate support and the educators who are already stretched thin meeting the needs of all students in the existing classroom.
Increased salaries for support staff
Increased supports for special education funding.
Inflation
Initiatives both board and provincial
Initiatives should reflect societal changes (AI, skilled trades shortage)
Inner city schools are at a disadvantage. You speak about diversity and inclusion, but they are the least funded.
Intermediate class sizes and support level - (highest number of students per class in entire system!).
Intervention resources for behaviours in the classroom
Introducing new streams of revenue generation like after school tutoring, science/math/reading programs, etc. where those who want extra money can make it and the board can charge a fee for families to participate in it. (In addition to working to get the funding the board needs from the government through the suggestions in my response to question 6).
Investments in infrastructure at older schools like air conditioning and sports facilities
It is crucial and imperative that GECDSD keep the current status of the RISE program for our identified students who don't qualify for GAINS but absolutely require extra support with low class numbers so they can catch up and be prepared for Secondary school.
It is imperative to keep RISE! Extra initiatives at this term are not a priority like keeping RISE are! Our neediest most vulnerable students!
It is not fair or honest to ask people in the majority community if they would like to cut areas that do not directly impact their life (such as EDI or "special needs"). Then it's reduced to majority rules and the majority's rules
Just put the students first. All students
Keep our RISE rooms. More ESL support.
Keep our track and field track
Keep politics out of education and costs down at the board level
Keep Rise
Keep RISE

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Keep RISE to support students with specialized needs. Continue with Science of Reading resources.
Keep RISE, there may be ways to make it better but don't do a disservice to our students by getting rid of it
Keep support for students with special needs. Having these students in a main stream classroom will set the students up to fail.
Keep the Belle River Highschool track open
Keep the rise program
Keep the Rise program
Keep the RISE program running. It's important that these students continue to receive the smaller teacher to student ratio
Keep the track at Belle River High School. It truly is used by so many people
Keep the track for the community and all the feeder schools for Belle River High School
Keep the tracks at all the schools. They are used for extracurricular, Phys Ed classes, the community and others
Keep TRACKS open!
Keeping community TRACKS available so that students don't go to the Catholic board where they have access to better opportunities.
Keeping outdoor tracks in schools. Especially when they are the only track in the area. This is very important for mental and physical health.
Keeping RISE for short term support, enticing qualified support staff to join the board to properly staff for everyone's safety
Keeping Rise program
Keeping RISE rooms to ensure student needs are met.
Keeping Special Education services or increasing, but not focusing on primary
Keeping support staff so that special needs students are not left without
Keeping the RISE Classes Special Education Program
Keeping the Rise Program
Keeping the RISE program
Keeping the RISE program is incredibly important to the needs of this population of students.
Keeping the RISE program or blending Rise & Gains together in a full day program
Keeping the track at BRDHS
Kids have much greater special education needs. the board doesn't have enough support staff. We need to add more special education programs.
Kindergarten
Lack of support staff
Lack of support staff

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Leave the Special Education Programs alone...GAINS, STEPS, MAPS, and RISE...leave them alone!!!
Less money paid to higher ups in board office
Less money put into EQAO professional development, support, and preparation
Less PD give teachers the time to prepare and do the job.
Less people working at the Board Office - coaches, consultants, etc.
Library Studies prove that a strong and current library has a positive influence on student success
Library, Videogames and Movies
Literacy
Look at selling off land to housing developers (ideally who partner with non profits to create some affordable housing). Look into resourcing school food programs with higher budgets to increase academic and behaviour outcomes that will save you money on spending to fix the problems downstream. Begin thinking about schools as community service hubs (think Brock) and combine budgets with other municipal services to realize savings.
Look at the board offices and see if there isn't areas to cut there first before students and front line staff.
Losing RISE classrooms would be a disservice for students and a right to their education!
Lower the cost of hot lunches
Maintain athletic facilities (tracks) in our high schools (Herman, Belle River, Massey)
Maintain ESL RISE programs Need for additional support worked EA DSW
Maintain quality special education programs
Maintain RISE rooms!!!
Maintain special education classes (RISE)
Maintain strong community relationships
Maintaining facilities
Maintaining specialized classes for students with special needs and ELL learners
Maintaining the track and field
Maintenance of all current facilities. The tracks at BR, Herman, Kennedy and Massey need to be repaired for use.
Maintenance of outdoor tracks
Make sure teachers are following iep
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make teachers follow IEPS.
Make Tecumseh Vista just an Elementary School and divide the boundaries to fill Belle River and Riverside. We are losing students to the Catholic board that want to take tech classes and will be bused to St Anne's but cannot get a bus to Belle River.
Make the schools more colourful, the bland and gray colours increase depression, make them prettier on the inside.
Make use teachers follow IEPS
Making classrooms safe for the students to learn.
Making elementary curriculum better suited into preparing students for a smoother transition into high school + Gifted child programs. (Make the elementary curriculum teach more to students and enhance students learning capabilities and knowledge.)
Making sure students have all the resources that they need to be successful throughout their education.
Mandatory work from home days- they utility usage could be substantially lower on days when buildings are vacant, lower set points on BAS. Increased control over P-card purchases. Increase the replacement time for electronics, if every 3 years, move to 4.
Materials in the schools ex. Paper, art supplies
Math and language board employees supporting teachers should be eliminated. Board office should be closed and relocated to a more central and safe environment I.e Western High School which is vacant with more accessible parking. More funding for support staff I.e CYW as mental health is an issue. Resources are pathetic as staff has paper cut and limited to copies for programming. We need less people at the board and more in the classrooms. Waste of money going towards non teaching in school positions. This needs to end. Short supplies then board employees should be put in those empty spots rather than teachers losing preps.
Math resources that are practical and adaptable in the classroom with actual content and practice questions. Both options offered by the board at this time are terrible. Smaller class sizes. Stop wasting money on useless renovations that disrupt learning. If renovations are necessary, consult with

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
teachers about how to design and renovate a classroom so it's practical instead of the boards new standardized plans, which again, are terrible.
Math tutoring
Math, language, curriculum only
Math, literacy, phys ed
Math, literacy, physical education
Maybe more clubs? (I have no clue)
Maybe you should cut out the free coffee machine and free food at the board office.
Mental health of staff and students is such an area of need. Staff are worn out, supports are low if any. We do not feel supported.
Meal programs for those who can't afford lunches
Mental health and special ed programs
Mentorship for youth who are struggling with their studies
Money owed to teachers by the decision regarding previous contract negotiations.
More assistance and support in classrooms
More Canadian pride
More detailed/researched plans for new resources before their purchase and implementation. Stop distributing new resources without prior training and continued accountability.
More EA CYW supports in classes, KEEPING rise program
More ECE available in every school
More educational and behavioural support staff
More events and school stuff..... school is boring
More field trips. My kids have been on 1 field trip in 8 years.
More help for families to find resources for autism
More learning tools, special learning groups
More literacy/reading support and intervention for both elementary and secondary
More mental health resources in elementary and high schools, less big meals in teacher/admin trainings, more reading/writing education in early levels of education. More EAs.
More money for school supplies/ classroom resources
More pay for support staff. Savings can be found by reducing the senior administration staff (superintendents)
More psychological educational assessments
More resources for students
More resources for students and teachers. Better ways of teaching, improvements to the curriculum
More spec Ed support!!

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
More specialized programs for struggling students in French Immersion. Moving them to an English classroom should NOT be the first priority. Get supports and programs that would benefit these students. Throwing them in English programs like EMPOWER does nothing for their struggling French language skills.
More support for struggling students
More support staff
More support staff are needed in our schools with so many needs
More support staff EAs and DSWs
More Support Staff to support the growing needs in our community including physical and cognitive disabilities as well as ESL
More supports and resources for the French Immersion program.
More supports for in-school learning. Less "out of school" expenditures
More supports for students with violent behaviours and students with learning disabilities
More teacher!
More teachers smaller classroom sizes
More tech
More variety of courses to choose from, specialised teachers for civics course Move the board office to Western high school Music
Music's programs as well as Math and English
My daughter is diagnosed with autism and a global communication disorder. She requires special education supports and likely always will. If the board cuts funding toward special education services, it would be directly harming the well-being and probability of success of one of the most vulnerable groups of our population. Those who require special education support already face the struggle of feeling like there isn't a space for them in our society - cutting their educational supports would surely affirm that devastating feeling.
My daughter needed speech services, its not long enough after grade 2 she couldn't get anymore, also its not intense enough. I needed to pay for service, this could be a cut. also social worker on some sessions before having to go to a rcc. There aren't enough services, so why bother
My daughter thrives in her RISE classroom and if you remove this program, she will not do well and will not want to go to school! Her homeroom classroom has 31 students, and she won't get the help and attention she needs with that many students.
My sister goes to BRDHS where the track is being taken out. By then if there is no track me and all the other athletes will have no other choice but to consider other school boards.
My son has autism and requires support from the school's speech-language pathologist. She works with him in the class. I fear these kind of positions are the ones always cut. He cannot get services from anyone else but the school according to government regulations. I cannot afford private nor would I want it - he needs services in his class. Please do not touch funding that supports my son's communication and his voice.
New curriculum professional development

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
New equipment and materials for kindergarten
New programs should be added that will help students in their daily lives.
New tracks
No more gender nonsense
None
NONE
None come to mind
not cutting special education resources
Not reducing anything.
Not sure
Not sure
Nothing comes to mind for now
Nutrition for kids. Mental health. Smaller class sizes. Early detection resources for things such as autism.
Occasional teachers who actually do their jobs, less teacher-in-charge (taking a child's teacher away from them to cover principal absences), support for teachers with difficult students
Offer teachers a classroom budget to purchase needed supplies (notebooks, pencils, erasers, etc...)
Offset transportation costs for extra curriculums and experiential learning for county students
Our BRDHS track is used not just by the high school but also by the elementary school for their track and field. Losing this is a detriment to the community
Our kids need back to basic teaching
Outdoor spaces (for socializing, play, and learning)
Overspending
Paid training for clerical staff. We need a standard of procedure that is the same from school to school. We also need (paid) training in Aspen and a space for staff to ask general questions about our jobs. Please place more value on our important roles in schools, we are the only staff that do not get paid training directly pertaining to our jobs, and we are the 'face' of the schools. Half day trainings throughout the year, for example. Choose certain schools and call in OCWs or schools with 3 or more clerical staff to those who are training.
Pay Cuts to senior admins and not the front line workers
Pay support staff more
Paying for your own supplies. Why are parents paying for other students to use supplies we buy for our children. Then asked again to buy more. And teachers should supply materials for in class projects they want to do, instead of telling us parents we need to go buy the supplies.
Paying support staff more for retention
Paying the support staff what they deserved to be paid. These staff are over worked and very underpaid

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
PD and providing food to participants, how much money is spent on food?
PD for new board and government initiatives such as the new language curriculum, UFLI, Accidence, etc.
Physical activity - running track at Massey
Physical education an athletics/sport. I know it is often the first thing cut from budgets but research is demonstrating how important physical development is to cognitive development and learning. It is shameful that the province isn't funding such things properly because sedentary children do not learn as well and they have increased health issues which only cost our health care system more later.
Physical fitness
Physical fitness of students
Playground improvements. No all paved play areas for kindergarten.
Please consider keeping our specialized special education classes. The students need them. By
Please do not cancel programs (such as RISE) that will impact homeroom programs. All students deserve the right to learn and should not be held back according to their strengths or weaknesses.
Please do not remove the RISE program! My son will not do well in a homeroom classroom all day with 32 students!
Prioritize RISE program
Professional Development
Professional development - rentals, food, miscellaneous supplies, promotional items that end up in the landfill
Professional development for math and language curriculum
Programs like IB and French Immersion need to go. Co-op needs to stay though. Expenses at the main office I'm sure can be trimmed before cutting needs for kids.
Progressive discipline plan posted for parents and in the school. Also an acceptable code of conduct poster posted.
Proper music and arts teachers
Proper support for all students in the classroom.
Proper trained staff to cover absences for teachers and support staff
Provide enough support staff to adequately support students special needs
Provide for the students: supports, interventions and the ability to access technology
Provide incentive for staff who have little absenteeism.
Providing all students with the right to a safe classroom and teaching that meets their specific needs, and helps them build on areas of weakness
Providing enough support staff for the needs of the school.
Put more money into athletics (keep/fix the tracks at Belle River, Herman), excursions for students, and co-op/tech programs
Put some fun back in school! Field trips, sporting equipment and opportunities as well as rebuilding the tracks not taking them out!

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?

Putting a halt to the waste. How many PDs have been spent on racism, DEI? Our students are behind in ACADEMICS, but your board is continuously showing the DEI agenda, critical race theory, social justice initiatives down your staff's (and students') throats. What about literacy, math? Basic curriculum. The waste that has already occurred in the last few years is a disgrace to taxpayers' dollars. I've already decided to pull my two children out of your board and have happily enrolled them at the WECDSB>

Putting the focus back to learning and supporting kids in the classroom. Teachers are having increased difficulties with trouble in the classroom, which takes away from other students learning. Something needs to change when supporting students to achieve their best.

Quality Curriculum

Reaching all students

Reading

Reading, writing, arithmetic, and science

Reassess administrative positions and salaries

Recommitting to repairing or replacing tracks at schools where required

Reconsider tearing out tracks at High schools, more funding for classroom resources

Reduce costs by eliminating some formal standardized testing (Insight, EQAO, etc.)

Reduce size of bureaucracy

Reduce wages from the top!

Reducing number of students in the classroom and create a PROGRESSIVE discipline plan that is distributed to parents and displayed in schools on a poster beside acceptable CODE OF CONDUCT poster.

Reducing the number of consultants and special assignment teachers that work outside of the classroom (i.e. SALT)

Reducing the number of consultants and superintendents.

Reduction in instances of violence, especially in early years.

Repair school tracks so they can be used by students and community

Replacing outdated materials in classrooms

Resources and training/PD for staff with the changes in the curriculum and math and literacy programs.

Resources for the de-streamed courses

Resources to hire better / more competent staff.

Resources to promote physical activity for students

Responsible spending

Restructuring of programs; parent portal to reduce paper

Return sports facilities that have been cut over the years - football fields, Track and Field tracks

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Returning to 1/2 Day SK.
Review the existing programs/set ups and look at ways to improve costs.
RISE
RISE
RISE
RISE and other Special Education programs need to be considered important for the well-being of students.
Rise classroom
RISE CLASSROOM
RISE classrooms are crucial
RISE PROGRAM
Rise program
Rise program
RISE program - how to adequately bridge gap and provide intervention services
Rise program needs too be considered
RISE programming
RISE programming - spend the money
RISE should absolutely stay implemented.
Rise NEEDS to stay in place.
Safe & secure schools.....security is needed at so many locations both elementary and secondary especially. Bullying and harassment is escalating and our kids fear for their safety.
Safe schools no matter what for staff and students
Safety
Safety
Salaries
SAVE BRDHS TRACK
Save money by reducing useless jobs in upper management
Save Rise
Save rise!
SAVE SPECIAL EDUCATION
Save the BRDHS track
Save the track
Save the track
Save the track
Save the track

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
SAVE THE TRACK
Save the track
Save the track
Save the TRACK @Belle River District High school
Save the Track and Field facilities.
Save the track at BRDHS
Save the tracks at schools. This impacts the students and community
Save the tracks! Encourage children to be outside by saving our outside amenities available to our students.
Saving Belle River Track Complex
Saving the tracks at the 4 schools where you plan to rip them out.
School board should look inside their own office of bureaucrats to find savings , bureaucratic overkill
School buildings need to be expanded
School grounds enrichment
School needs
School programs for kids, drumlines, sports, basic life skills like cooking, cleaning, good habits
Schools are stressed out due to the lack of staff and support. I feel our children are being failed in every way. We need to increase budget not decrease budget. Many families home school now do the risk of sending kids to school.
Schools need to get back to teaching students the basic of reading and writing, rather than adding on additional information that should be taught at home. The teachers seem to be asked to do numerous non-academic items that take a great amount of time and energy from the foundational academics.
Senior staff workshops, retreats, lunches
Shortage of support staff and ECEs
Sick day / supply teacher abuse
Significant focus on academics
Slow down on capital project spending. A lot of it is not needed.
Smaller class sizes and the hiring of more Support Staff.
Smaller class sizes, maintaining ESL classes, more EA/DSW support
Smaller class sizes, more support staff - properly paid
Smaller class sizes. Stop progressive discipline and support teachers.
Smaller classes
Smaller classes, less split classes
Smaller classrooms. The academic gap is getting larger between students because there are too many IEP and Spec. Ed students in the regular classroom. The students who are level 2 and would benefit from more teacher attention aren't receiving it.

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Smaller classrooms. There is too large of an academic gap between students, the teachers need to be supported!
Social work available to our youngest learners who are experiencing trauma
Spec Ed program above specialty niche programs like FI and IB
Special Assisting from staff/board to understand and intervene in bullying and you can not use suspension when a IEP student doesn't understand his actions
Special Ed programs are at the forefront of giving all of our students the opportunities to be successful, independent, contributing members of society. Cutting these programs is taking away human rights to those who need it most.
Special education
Special Education
Special education
Special education for students
Special Education for Students
Special Education is so crucial. Please consider pulling from other areas before you pull from there.
Special Education is super important! We need more support staff and stronger supports.
Special Education needs
Special Education should be protected.
Special needs and learning disabilities
Specialized transportation to some programs, are there some resources not intense enough to make a difference like social workers or speech paths. Are there any programs being under utilized that can be cut back
Specific resources developed by program department to allow teachers to deliver lessons to achieve the expectations of the language curriculum, specifically the foundations section.
Spend more on EAs and keeping them safe
Spens money on more school supplies, spend less time and money on social matters and just educate the children
Sports and social programs to help children overcome the damage of online learning during the pandemic
Sports equipment for health and wellness
Sports for the students should have a higher budget.
Sports, Financial Literacy for students and community service initiatives
Sports.
Staff ratio
staff retention and workloads
Staff shortages that effect learning and working environments for staff and students
Staff, the only people to feel the cuts should not be the students. Reductions starting at the top with a superintendent. Specialized transportation, like the program at Riverside, students choose it they should get there. Sports how much is paid towards ice for hockey, curling, swimming pools, football helmets. Are there other staff positions that
Staffing
Staffing

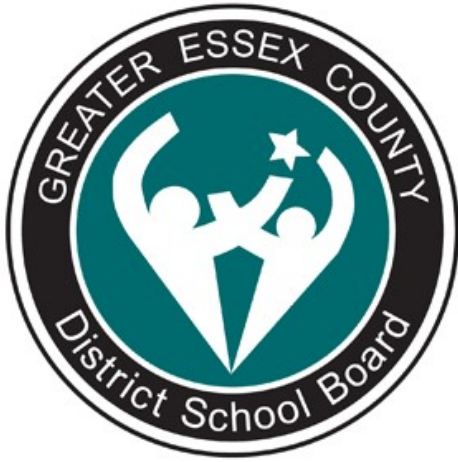
All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Staffing shortages, especially in support staff.
Stick with reading, writing and math.
Still working on effectively implementing Literacy based on new curriculum and research
Stop anything that is not curriculum
Stop Gender Nonsense
Stop implementing new and fix old.
Stop making cuts to the areas that directly benefit the students (# of teachers/support staff, etc.). Start cutting in areas that have the least direct impact on students.
Stop progressive discipline and have actual expectation for children
Stop spending so much on inclusivity and pride
Students mental well being are in need of supports
Students need more support within the buildings. Staff absences need to be filled to meet all needs of our students.
Students need to exercise to learn - fix the tracks!!! Students with autism Support for behavior management in classrooms
Support for behavior students
Support for special education students, behaviour, mental health, MANY more students are in need of extra support in the form of RELATIONSHIPS with support staff. No amount of teacher training, books or materials can replace good, solid support staff
Support for special needs student and support staff
Support for special needs students
Support for students to work on areas they are struggling in, whether it includes in class or in library small group sessions.
Support for students with special needs
Support services for those in need
Support staff
Support staff for students
Support staff need more money which will obviously translate to more support. We are currently understaffed and overworked and fed up.
Support staff retention and training
Support staff so students' rights can be upheld, and they can attend school
Support staff wages and hiring.
Support students with NEEDS. Cutting special education funding is a disservice to our most vulnerable students.
Supports for students with special needs! (Autism)
Students' Security and Safety upgrades (Classes, Buses, events, awareness)
Teach our children so they will succeed in the workforce and be able to support themselves and their own families.
Teacher Librarians should be replaced by Learning Commons Specialists
Teacher resources for new curriculum
Teacher support

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Teacher support, PD on best classroom practices for academic success
Teacher support. Training to build leaders and not kids who know how to 'take tests'
Teachers and admin have paid training with extensive meals provided. Yes, pay them for their time, but drop the extravagant meals.
Teachers cannot take on another hat. Do not expect teachers to take on the job of whatever eliminated position is nested
Teachers need to have more awareness with children with disabilities, FASD etc. They have very lack of knowledge on how to deal with these children
Teachers require resources (books, paper, pencils, computers, etc.). It is necessary to be able to do their jobs. This should be prioritized above other initiatives.
Teaching resources
Teaching Resources (paper, photocopies, supplies, textbooks, etc.)
Tech classes
Technology
Technology in the classroom
Technology resources
Textbooks and hard copies of resources in classrooms. There is not enough tech for students to access throughout the board.
Textbooks, Staff Training on CURRICULUM, building maintenance
That students have the required supplies and classroom tools.
The arts
The basics skills Math, English, Science
The Board should trim the fat at the top...there are many high paid positions at the Board level that can be reduced which would have the least effect on our students.
The BRDHS track
The classroom learning environment.
The cost of funding high school sports teams.
The cutting of staff in certain areas seems like a certainty but it is a hard thing to sell to parents, especially at this time of year, that fewer staff will make schools safer and create a better learning environment.
The focus of the board should be on academic excellence not social and political agendas
The GECD SB needs to focus on ensuring all students needs are being met in regards to literacy and math. Keeping the RISE program would be a great start
The Greater Essex District School Board needs to continue to ensure that our school board is a safe space for all students, including those who are LGBT+. I also absolutely want to make it clear that there should be no budget cuts whatsoever to student mental health services and special education services, cutting this part of the budget would deprive students of essentials needed to thrive in our school board and as citizens of our country. Please do not target our vulnerable students with budget cuts.
The growing need for trades people requires students to be interested and have access to newer information and technologies used in industry.

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
the importance of saving the track and field facilities for Belle River High School as it is an important part of learning. Learning happens outside of the classroom as well.
The increase in Kindergarten students entering school with significant and complex needs.
The long term impact of the constant illness cycle that goes on in school, it's going to cost us more in the long run than investing today in clean air.
The monthly Administrator meetings that could be done via TEAMS instead of the cost of going to a hall every month and feeding everyone
The new gym should have good equipment
The new K-12 school in Kingsville should have two names, one for elementary and one for secondary. It should be afforded the same new materials other new builds were given and not old stuff from the three current buildings. Community partners should be allowed to give/build/maintain a new track without obstacles from a board in a self-admitted deficit due to poor allocation of funds in previous years. The Kingsville community should not suffer because of previous irresponsible management. Do what's right for the Kingsville community which has been stripped of public education options, the only community in Windsor-Essex with 0 options but 1.
The only way to make a good
The other areas that I consider in this budget consultation are the portable classrooms should be stop, it's unethical. There's a Budget and use it wisely.
The priority of saving the track and field facilities
The safety of our children should be top priority. Everyone has a right to education!
The school my child goes to Massey has poor technology and air conditioning systems
The schools could save money by naturalizing areas to save money on grass cutting
The sport tracks at Belle River District
The sports
The teachers/staff. Pay them better
The track
The track
The track
The track
The track
The track
The track
The track
The track
The track
The track
The track at Belle River high school and the others school in which the track is being destroyed. Getting rid of these tracks hurts more than just the student body but will also effect the community and STEPS program that use the track everyday.
The track at the high school (BRDHS) needs to stay! (somehow)
There is no reason for there to be budget cuts...the schools are already scrambling for money to provide the best for their students.
They rising need for support for students. This should not be cut.

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
To be clear, I think special education can be delivered in a more fiscally responsible way through a different model
To not care about the environment
Track
Track
Track
Track
Track
Track & field sports programs
Track and field
Track and Field - lights, bleachers
Track and field benefits our students immensely, I think you should consider repairing the tracks of all the schools in need.
Track and Field facility improvements for BRDHS, Herman and Massey
Track and Field facility improvements for BRDHS, Herman and Massey
Track and Field facility improvements for BRDHS, Herman and Massey
Track and field lights
Track lights
Track Renovations
Track repair
Track repairs at BRDHS, Massey and Herman
Tracks
Tracks
Tracks and sports
Tracks are necessary for communities and well being of the students
Tracks being removed
Training and retaining support staff.
Training for teachers and staff on Neurodiversity
Training on new programs and curriculum
Transportation
Transportation fee for IB students . Program and exam fee for IB students \$1100. Cut SALT teaching positions. Cut Admin periods for Steps department heads. Cut graduation coach positions. Reduce program consultant positions.
Transportation for Extra Curricular Activities
Transportation for OYAP and Job Skills programs
Transportation relief for students who are required to take the city bus to access secondary school
Trim everything not directly related to learning.
Trim the fat from the budget. Find more cost effective means to accomplish tasks.
Universal meal program for students
Unknown
Unsure
Updating H-VAC systems in schools
Using more funding for increasing EAs and DSWs

All Comments for Q7: Are there other areas or initiatives that should be considered during the development of the 2024-25 budget?
Vandalism should be dealt with harshly! Expulsion, not suspension. Repeated repairs are costly.
Violence
Violence in schools
Vocational school opportunities
Wage increases
We have a shortage of support workers and specialized spec ed teachers in our boards. The tier 3 behaviour team including the teachers and support staff positions can easily return to the classrooms, and support system needs within their schools
We have more special needs children entering the system with no extra help or supplies given to the schools
We need more support staff
we need teachers to stay at the schools all year not be bounced around
With the collapse of RISE rooms these spec ed teachers should be reassigned to co-teach and support spec ed students in the classroom team teaching with classroom teachers
Yes
Yes
Yes
Yes let's focus on Academics strictly we along with you are failing our future generations by trying to be a school board that fixes all the world's issues, focus on academics then future generations may fix it all naturally as they will be well prepared to enter the work force as they will have academic skills
Yes, everything other than the propaganda you identify as a survey. You stack the deck with choices that pull on the heartstrings of parents and caregivers. There are literally dozens of other viable options that could have been included. This survey is shameful. You need to do better.
Yes, the elimination of some programs should apply if Special Education is being considered for cuts. For example, the I.B. program should be eliminated, the French Immersion program should be re-structured e.g., FI for grades 4 up, look at the cost for sport - particularly secondary sport e.g., football and any other sport that requires equipment that needs inspection, needs their own facility/field/arena, etc., and discontinue services, stop serving food to adults. I can buy or purchase my lunch provided I have enough time.
Yes. More outreach to local funding partnerships
You guys get paid to make educated decisions, I hope educated designs will be made
You need to pay your EAs the same wage as the Catholic board so we don't keep losing staff and aren't constantly without aids/understaffed in the classrooms
You should look at cutting from the top down not removing programs for the most vulnerable students!



Appendix 2

2024-25 BUDGET: COMMITTEES AND FOCUS GROUP CONSULTATIONS

Survey Background



In preparation for the 2024-2025 Budget, the Greater Essex County District School Board (GECDSB) invited specified committees to provide input into the budget development process.

A link to an online survey was emailed to the following committees on February 12, 2024. The survey was active to March 1, 2024.

- Indigenous Education Advisory Committee (IEAC);
- Special Education Advisory Committee (SEAC);
- Greater Essex County Parent Involvement Committee (GECPIC);
- Dismantling Anti-Black Racism Committee (DABR);
- Justice, Inclusion Equity and Diversity Committee (JIED); and
- Gender Staff Alliance Committee (GSA).

Administration also attended the following meetings to introduce the budget survey, present budget timelines and share consultation opportunities:

- IEAC (January 23, 2024)
- SEAC (February 13, 2024)
- IEAC Focus Group (March 6, 2024)
- DABR Committee (April 10, 2024)

Survey Results

Q1: Please indicate which committee you belong to.

Respondents were asked to indicate the committee to which they belong. A summary of the responses is presented in Table 1 below. Please note that committees had the option of replying individually or consolidating their responses into one submission.

TABLE 1. RESPONDING COMMITTEES

Respondent Group	Count
JIED	6
GECPIC	4
GSA	1
SEAC	1
DABR	1
Total	13

Q2: What are your priorities as it relates to the 2024/25 budget?

This question was designed to allow respondents the opportunity to provide an open response on their perspectives of the 2024/25 budget priorities. A summary of the responses is presented in Table 2 below.

TABLE 2. PRIORITIES FOR THE 2024/24 BUDGET

Respondent Group	Priority
	<ul style="list-style-type: none"> • For additional support staff hiring. Too many days with support staff not
JIED	<ul style="list-style-type: none"> • Equitable access to services for all groups that are in need
JIED	<ul style="list-style-type: none"> • Providing equitable access to support staff, technology and other supports
JIED	<ul style="list-style-type: none"> • Resources for students i.e., relevant texts to support new curriculum, technology, etc.
JIED	<ul style="list-style-type: none"> • Allocation funds properly
JIED	<ul style="list-style-type: none"> • Equity and accessibility
GECPIC	<ul style="list-style-type: none"> • Creating Confident Learners, Student Success and Wellbeing
GECPIC	<ul style="list-style-type: none"> • Special Education and student transportation
GECPIC	
GECPIC	<ul style="list-style-type: none"> • Prioritizing educational/academic achievements for our students. Focusing on academics and providing our teachers with tools to achieve higher academic standards.
GSA	<ul style="list-style-type: none"> • That there is funding for GSA students' projects
SEAC	<ul style="list-style-type: none"> • Maintaining current Special Education programs and services, in addition to summer camps. • Clearing waitlists for assessments, designating placements (for which support is needed). • Transitioning students, new to GECDSB, into school with appropriate support staffing levels and off of modified days as well.
DABR	

Q3: Where can the Board look to for savings in the 2024/25 budget?

This question was designed to allow respondents the opportunity to provide an open response on their perspectives for savings in the 2024/25 budget. A summary of the responses is presented in Table 3 below.

TABLE 3. SAVINGS FOR THE 2024/24 BUDGET

Respondent Group	Priority
	<ul style="list-style-type: none"> • I am not sure about this part.
JIED	<ul style="list-style-type: none"> • I'm not sure
JIED	<ul style="list-style-type: none"> • Less wasted funds buying brand new things for the brand new schools and perhaps finding use for the old things.
JIED	<ul style="list-style-type: none"> • The number of consultants
JIED	<ul style="list-style-type: none"> • Make education a priority, reduce need for frivolous spending on mistakes by senior administration
JIED	<ul style="list-style-type: none"> • Contracted work
GECPIC	<ul style="list-style-type: none"> • In my opinion, there aren't much options for savings other than "Capital Expenditure", which can be prioritized for the urgent capital expenses and the non-critical expenses be deferred to the next budget cycle. • On top of this, additional revenue generation streams can be explored for example: <ul style="list-style-type: none"> - Renting out the school Gyms and space (off school hours) to public - Renting out the school parking for a fixed monthly fee (off school hours and holidays) - Reducing energy expenditure by deploying more ventilation and natural light options. - Introducing special/one time fundraiser for schools/board to fund additional infrastructure (computers, and ancillaries) - Using High school students/volunteers as a replacement staff in the policy allows - Creating a pool of community volunteers (pre-screened and having clear background) to be used as a replacement staff if required
GECPIC	<ul style="list-style-type: none"> • Advertising • Unnecessary spending (i.e. providing refreshments at board functions, giveaways at events) • Implementing energy saving policies (i.e. turning off lights when area not in use; open curtains so lights aren't necessary) • Purchase more affordable and longer lasting technology (Apple is expensive and android options are more affordable)
GECPIC	<ul style="list-style-type: none"> • Scrap ALL Diversity, Equity and Inclusion Initiatives • Scrap all Environmental Initiatives • This should clear up a large portion of the budget that can be re-invested into better academic materials, equipment, supplies to support our teachers in actually teaching academics vs. political ideologies. This is what parents want!
GECPIC	<ul style="list-style-type: none"> • Programs that are not providing positive results like the Rise program in schools for students falling behind in language and math.
GSA	<ul style="list-style-type: none"> • I am not sure

SEAC	<ul style="list-style-type: none"> • Caseload distribution geographic - time, mileage • Review IT costs • Professional development - a lot of community agencies offer free resources/services • Staff absences
DABR	<ul style="list-style-type: none"> • Senior leadership salary

On March 6, 2024, Finance met with a focus group consisting of parents and guardians from our Indigenous communities. The discussion was free-flowing and touched on areas similar to the public budget consultation survey.

Outlined below is a summary of their comments pertaining to the 2024/25 budget.

- How can older school structures be retrofitted for heating and cooling?
- How can school spaces be more environmentally friendly and create a more comfortable learning space for students. This will saving money in the long run.
- Enrolment growth can offset pressures.
- The number of support workers with Indigenous students is something to be proud of. It is important to maintain this support. This saves money in the long run since the graduation rates are higher.
- Continue to build trusting relationships with the Indigenous community.
- Continued supports for student well-being will result in longer term savings.
- Partnerships with the community is key and allows the board to create programs to support mental health and well-being.
- The health of the school affects the health of the students. Focus on the classroom. Kids are only as strong as what is around them.
- Can we model the program at New Beginnings?
- There should be more funding from the Ministry of Education dedicated to Special Education. Every child should be getting support right away.