

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Trustees: J. Brown
G. Elliott - regrets
L. French (Vice-Chair)
T. Gingrich
B. Godkin
R. Hutcheon
K. McGregor
J. Morning
S. Ruttan (Chair)
J. Crook (Student Trustee)
A. Putnam (Student Trustee)

Officials: M. Babcock, Superintendent of Education
M. Baumann, Manager of Financial Services
K. Burra, Superintendent of Education
S. Gillam, Associate Superintendent, Safe and Caring Schools
A. Labrie, Superintendent of Education and Human Resources
A. McDonnell, Associate Superintendent, Learning for All
D. Rantz, Director of Education
S. Sartor, Associate Superintendent, School Effectiveness & Assessment
J. Silver, Superintendent of Education
C. Young, Superintendent of Business Services – regrets

Recorder: L. Strange, Records Management Coordinator

Acknowledgement of Territory:

"The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land."

Approval of Agenda

MOVED BY: Trustee Godkin, that the agenda, as presented, be approved. Carried.

Declaration of Conflict of Interest

Trustee Godkin declared a conflict as his daughter is an occasional teacher with LDSB's co-terminous Boards.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Private Session

A labour issue was discussed.

MOVED BY: Trustee Gingrich, that the meeting move into Private Session.

Report to Public Session

MOVED BY: Trustee Godkin, that the Board rise and report.

Section A – Matters Requiring Action at the Meeting

1. Reports for Information

a) Summer Learning Report

The Limestone District School Board has traditionally offered optional programming for elementary and secondary students during the summer months. These programs have evolved to meet the needs of the students within the system, but the general structure has remained.

Superintendent Silver stated that almost 550 credits were granted through Summer Session in July and August of this year. Classes for students taking e-learning courses ran from July 2 – 26, 2019, and students enrolled in co-operative education obtained credits in both July and August.

Associate Superintendent Gillam stated that the 2019 Summer Focus on Youth Program was supported by the Boys and Girls Club of Kingston. They hired a total of 19 “at-risk” youth to be Leaders and Recreational Assistants at a variety of camps offered by the Boys and Girls Club this summer. Some positions were full time and others were part-time to allow the youth to continue with other programming in addition to these summer positions.

Associate Superintendent Sartor stated that Summer Literacy Camps and the Count-On-Me Math Camp ran during one 3-week session: August 6-23. Three schools (Centennial PS, Molly Brant ES and Southview PS) hosted 4-6 classrooms, depending on the site. The Count-On-Me Math Camp was held at Centennial PS. In total, 222 students attended the summer camps.

Trustee Morning asked if the partnership with the Boys and Girls Club is due to a Ministry shortfall. Associate Superintendent Gillam answered that it is a community partnership that the Board has built with the Boys and Girls Club, with benefits to both organizations. It will continue as long as funding is available.

Trustee Ruttan asked what kind of credits students received in summer school. Superintendent Silver replied that about half of the credits earned were for co-op. Of the e-learning courses, half were Civics/Careers and the remainder were mostly English.

Trustee Morning asked if it was mostly strong students who took summer school. Superintendent Silver answered that about 95% of students in summer school are ‘reach ahead’ credits. These are students looking for space in their timetable to take other courses.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Less than 20 students in the whole board were taking summer school to make up for failed classes. Struggling students are helped in their home schools with credit recovery, etc.

Trustee Hutcheon asked why only Molly Brant ES had summer busing. Associate Superintendent Sartor stated that the team had considered bussing for all sites, and surveyed students that would be attending. Parents/guardians indicated they would provide their own transportation at the other two sites.

Trustee Hutcheon asked if the robotics program will continue, and how it ties into literacy. Associate Superintendent Sartor replied that last year it was a pilot, and it was discovered that it had a much more integral connection with the math program. It will continue to be used in both programs where appropriate.

b) Mental Health Update

In February 2018, the Ministry of Education announced key areas of focus in well-being and mental health. These key areas reflect the provincial commitment to a comprehensive mental health and addiction strategy. The key areas identified by the Ministry of Education include:

- a) mental health workers in secondary schools;
- b) educators understand how to access school and community-based mental health services for students and families; and
- c) suicide prevention

These areas of focus ensure that student mental health needs are identified early and students and their families are directed to programs and services faster; that students have timely access to school-based regulated mental health professionals; and that school boards have a step-by step response to be enacted when staff become aware of student suicidal ideation or behaviour.

As of November 1, 2019, LDSB has employed four registered Social Workers, partially funded through the Ministry of Education. These Master's level clinicians are supervised by the Mental Health Lead and provide direct, one-to-one mental health support services to students using evidence-based tools such as Brief Intervention for School Clinicians (BRISC) and Cognitive Behavioural Therapy (CBT). The Mental Health Workers also provide advice and information to parents/families regarding school-based supports and referrals to community-based mental health and addiction treatment strategies for students. The Mental Health Workers provide service to 10 secondary sites and one alternative education site, with days of service allocated based on local needs and demand for service. During the 2018-2019 school year, 269 secondary students were referred to the Mental Health Workers for assessment, treatment and/or crisis support. The Workers made 119 contacts with parents/families regarding school-based supports and facilitated 140 referrals to community-based treatment providers.

In February 2019, the LDSB Mental Health Leadership Committee began a review of the existing Suicide Risk Assessment Protocol, originally created in 2013. A small working group comprised of members most knowledgeable about best practices related to youth suicide was established and designed clear protocols that can be quickly employed by schools for suicide

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

risk management and postvention. The key elements of a suicide intervention protocol, as set out by SMHO, were integrated into the updated Suicide Response Protocol. Collaboration with community service providers occurred at multiple levels. An in-service of the protocol is being provided to school administrators and Educational Services support staff, with an expectation that the protocol is shared with all school staff, enabling every school to be prepared to support students who express suicidal ideation or behaviour.

LDSB will continue to implement the role of Social Workers within secondary schools:

- Mental Health Workers will engage in professional learning supported by SMHO in order to ensure that quality, evidence-based practices are being offered to students
- There will be an additional focus on evidence-based early intervention and treatment of cannabis misuse
- Data and information will be collected at the student level to ensure that student needs are met and data will be submitted to the Ministry of Education as per Ministry of Education reporting requirements

LDSB will focus on equipping and supporting educators in understanding how to access school and community-based mental health services for students and families:

- Support educators and guidance teachers to understand the roles of school-based supports and how to access these supports
- Promote and support the rollout of upcoming SMHO resources targeted to guidance teachers, administrators and educators
- Continued collaboration with community-based treatment providers to ensure enhanced access to mental health supports for students and families

LDSB will continue to focus on the area of suicide prevention:

- Annual reviews by school staff of the Suicide Response Protocol
- Annual Applied Intervention Skills Training and safeTALK training sessions offered to staff and community partners. Upcoming trainings for both ASIST and safeTALK will take place in October 2019.

Trustee Ruttan asked if students can self-refer for mental health services. Associate Superintendent McDonnell replied that past practice had been to apply, but that the Board is moving to a self-referral process as of Monday.

Trustee Godkin asked if the 4 social worker positions have multi-year funding. Associate Superintendent McDonnell replied that funding is provided on an annual basis.

Trustee Morning stated that the report states that funding was for 2.5 social workers, but the Board hired 4. She asked how the remaining 1.5 positions were funded. Associate Superintendent McDonnell replied that some special education money was used to make up the total of 4. Trustee Morning asked what SMHO resources are. Associate Superintendent McDonnell replied that they are used to provide PD for mental health leads, and training for regulated health professionals and guidance counselors.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

c) EQAO Report

Associate Superintendent Sartor stated that in Grade 3, 67% of students met the provincial reading standard, which is a three-percentage-point increase from the average of the previous three years, and 56% met the provincial writing standard, a six-percentage-point decrease from the average of the previous three years.

For the province, in Grade 3, 74% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 69% met the provincial writing standard, a four-percentage-point decrease from the average of the previous three years.

In Grade 3, 45% met the provincial math standard, a three-percentage-point decrease from the average of the previous three years. For the province in Grade 3, 58% met the provincial math standard, a four-percentage-point decrease from the average of the previous three years.

In Grade 6, 72% of students met the provincial reading standard, which is a three-percentage-point decrease from the average of the previous three years, and 71% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

For the province in Grade 6, 81% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 82% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

In Grade 6, 33% met the provincial math standard, a two-percentage-point decrease from the average of the previous three years. For the province in Grade 6, 48% met the provincial math standard, a one-percentage-point decrease from the average of the previous three years.

Superintendent Babcock stated that for the reading results in Grade 3 to 6 outcomes 55% met the provincial standard in Grade 3 and Grade 6, 17% did not meet the standard in Grade 3 but did meet it in Grade 6, 8% met the standard in Grade 3 but did not meet it in Grade 6, and 20% did not meet the standard in Grade 3 and Grade 6.

Superintendent Babcock stated that for the writing results in Grade 3 to 6 outcomes 53% met the standard in Grade 3 and Grade 6, 18% did not meet the standard in Grade 3 but met it in Grade 6, 12% met the standard in Grade 3 but not in Grade 6, and 17% did not meet the standard in Grade 3 and Grade 6.

Superintendent Babcock stated that for the mathematics results in Grade 3 to 6 outcomes 29% met the provincial standard in Grade 3 and Grade 6, 3% did not meet the standard in Grade 3 but met it in Grade 6, 22% met the standard in Grade 3 but did not meet it in Grade 6, and 45% did not meet the standard in Grade 3 and Grade 6.

Associate Superintendent Gillam stated that for the percentage of students at or above Provincial Standard by gender in Grade 3 reading there were 62% of males and 73% of females, for writing there were 48% males and 64% females and for math they were equal at

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

45%. At Grade 6 there were 66% of males and 77% of females, for writing there was 62% of males and 80% of females and for math there were 34% of males and 31% of females.

Associate Superintendent McDonnell stated that for special education students in Grade 3, 45% of students met the provincial reading standard, which is a percentage-point increase from the average of the previous three years, and 39% met the provincial writing standard, a percentage-point decrease from the average of the previous three years.

In Grade 6, 47% of students met the provincial reading standard, which is a percentage-point decrease from the average of the previous three years, and 45% met the provincial writing standard, a percentage-point increase over the average of the previous three years. For the province in Grade 6, 53% of students met the provincial reading standard, which is consistent with the average of the previous three years, and 54% met the provincial writing standard, a two-percentage-point increase over the average of the previous three years.

In Grade 6, 13% met the provincial math standard, a percentage-point decrease from the average of the previous three years. For the province in Grade 6, 17% met the provincial math standard, a one-percentage-point decrease from the average of the previous three years.

For the OSSLT first-time eligible students the Board had 69% of students that were successful, while the province had 74% successful. For the participation rate LDSB had 96% of students, while the provincial average was 93%. In LDSB, 41% of students with special education needs were successful on the OSSLT versus 83% of students without special education needs that were successful on the OSSLT.

Superintendent Silver stated that for the academic course in mathematics 48% met the provincial standard in Grade 6 and Grade 9; 34% did not meet the standard in Grade 6 but met it in Grade 9, 3% met the standard in Grade 6 but not in Grade 9 and 16% did not meet the standard in Grade 6 or Grade 9. For the applied course in mathematics 6% met the provincial standard in Grade 6 and Grade 9, 39% did not meet the standard in Grade 6 but met it in Grade 9, <1% met the standard in Grade 6 but did not meet it in Grade 9, and 54% did not meet the standard in Grade 6 and Grade 9.

The Board's 4-year graduation rate is 80.8%, and its 5 year graduation rate is 85.5%. The Province's 4 graduation rate year is 81.2% and its 5-year graduation rate is 87%.

Director Rantz reminded Trustees that the EQAO data is a snapshot in time, and only one piece of data, which is considered with a variety of other teacher-led assessments.

Trustee Ruttan asked for clarification on the provincial standard. It was clarified that a level 3 or 4 is the provincial standard. Students at a level 1 and 2 have a limited knowledge of provincial standard. The standards are directly connected to the curriculum expectations. At the school level administration can identify the individual students who are scoring below the standard.

Trustee Morning asked if many kids don't graduate because they don't pass the OSSLT. Superintendent Burra replied that students can write the test multiple times, and that usually after a second attempt they will take the literacy course.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Trustee Hutcheon asked if the Board looks at the correlation between academic progress and mental health issues. Superintendent Burra replied that the Board does not have the ability to connect these areas yet. Females are more likely to self report more mild or moderate levels of anxiety/depression, and yet still outperform males in test results.

Trustee Hutcheon asked if the Board sees more pressure on one gender than the other. Superintendent Burra stated that having high expectations is important for all students, but that it is a complex issue.

Trustee Godkin asked if the board has explored the way teaching occurs to understand the gender gaps. Superintendent Burra replied that the Board is always trying to make sure there is a responsive learning environment, and have tried to expand choices in learning areas, such as reading. There is a better chance that students will engage with more choices, which leads to better academic results.

Student Trustee Crook asked how the Board prepares Grade 3 students for math testing. The testing is based on the curriculum used in grades 1, 2 and 3. Students that may need extra support would have additional guided practice.

Trustee Morning asked if foreign students and ESL (English as a Second Language) students are part of the Grade 10 statistics. Superintendent Burra replied that students with ESL needs that plan to graduate from an Ontario secondary school must pass the OSSLT or the literacy course. He did note that there are more deferrals in this group.

Trustee McGregor stated that she finds it hard to discuss the issues without having seen the data before hand. She asked if the recent denominator changes will affect the number of IEPs in Limestone and if the Board is looking at methodologies of boards that score higher in the 3-6 math area.

Director Rantz answered that the EQAO data was under an embargo until September 25, and that was the reason the data wasn't shared earlier with Trustees.

The denominators will change for the next school year. An example of what this means would be a student who moves from out of province in Grade 10. EQAO is looking to make it fairer for students and boards.

Director Rantz stated that boards used to be able to compare to similar schools across the province. This can no longer be done because it was based on census data. When the census became voluntary the usefulness was lost.

LDSB does review best strategies and the work in other boards, noting that it is often times hard to replicate results. She reminded Trustees that 14 program staff have been sent back to the system due to cuts, which will not be good for student success in the long run. She also cautioned that staff need to be careful about quick fixes, and look for things that will be sustainable.

2. Reports Requiring Decision

a) Indigenous Voice

Superintendent Burra spoke to the various options for a strategy to strengthen

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

Indigenous voice at the Limestone District School Board, including the possibility of adding an Indigenous Student Trustee to the Board. He noted that within the Limestone District School Board, there are a number of opportunities to gather Indigenous voice from students, parents, and the community.

Strengthening Indigenous voice at the Limestone District School Board could take a couple of different forms, but would require consultation with the IEAC at an upcoming meeting, and policy revisions at an upcoming EPOC meeting on October 30, 2019.

Trustee Ruttan asked for clarification that policy language would come forward to the October meeting for decision. This was confirmed.

Student Trustee Putnam stated that Student Trustees have an upcoming conference where they will have the opportunity to speak with Indigenous Student Trustees about their process.

Trustee Morning stated that she cannot understand why the Board doesn't just make a motion to add an Indigenous Student Trustee. She stated she is frustrated with how long it takes to do things in this Board.

Trustee French stated that the Board has policies that guide the work of the board, and to ensure consistency and transparency in all actions and decisions.

Director Rantz stated that it is important to ensure practice reflects policy. The Board needs to determine the process to elect an Indigenous Student Trustee.

Trustee Morning asked if the Indigenous language pilot was available for all students. Superintendent Burra stated that he could bring a presentation about the issue at a later date.

Trustee Hutcheon asked about the current process to select Student Trustees. It was clarified that there is an application process, after which students would make a speech to the Interschool council and then there would be a vote.

Trustee French stated there is also a Ministry policy for this area.

Trustee Hutcheon asked if there are Indigenous students on the Interschool council. The Student Trustees were not certain if there are or not given it is the beginning of the year and they don't know their peers yet.

Trustee Hutcheon stated that she wanted to be clear that there are other things happening in the board in the area of Indigenous Voice, over and above the items listed in the report. Superintendent Burra noted that the report is a highlight document. We have a multitude of initiatives.

Trustee Godkin stated that it is really important that any changes made are policy based.

MOTION:

- 1. Adding an Indigenous Student Trustee to the Board of Trustees. A process will have to be developed with the IEAC and Interschool Council to determine the selection of a student.*

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

This process may need to mirror our current process and timeline for selecting student Trustees. As noted, consultation with the IEAC will take place in the next few weeks, and further research will occur on how other boards select Indigenous Student Trustees.

2. *Transitioning the IEAC from an advisory council to a formal committee of the Board. This would require policy changes at the October Policy Meeting, and the selection of a Trustee to sit on the IEAC at the caucus meeting later this fall.*

MOVED BY: Trustee Godkin.

Trustee Hutcheon stated that she wanted clarification that adding an Indigenous Trustee has not been completely eliminated as a possibility. Trustee French reminded Trustees that there is a different motion on the floor and, while anything is possible in the future, the Board has received the information on the process and the restrictions involved.

Trustee Ruttan stated that it is important to note that this will be this Board's legacy and it is important that we carefully consider the planning and implementation.

The Motion was called and carried.

Section B- Information Items

1. Internal Reports and Other Communication

None at this time.

2. External Reports and Other Information

None at this time.

Other Business

Trustee Hutcheon shared that there is a book that Trustees may wish to read called *Governance Core*. Director Rantz will arrange to get copies for Trustees.

Director Rantz advised Trustees to use email security protocol.

Director Rantz also asked that Trustees limit their 'reply all' email to only essential items.

Next Meeting Date

The next Committee of the Whole (Education, Policy & Operations) meeting is October 30, 2019.

Adjournment

Chair French called for a motion to adjourn the meeting.

Committee of the Whole (Education, Policy & Operations) September 25, 2019
Meeting Minutes
Limestone District School Board

MOVED BY: Trustee Brown, that the meeting adjourn. Carried.

The meeting adjourned at 7:35 p.m.