

Committee of the Whole (Education, Policy & Operations) October 30, 2019
Meeting Minutes
Limestone District School Board

Trustees: J. Brown
 G. Elliott
 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 - regrets
 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

Recorder: L. Strange, Records Management Coordinator

Private Session

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

The Trustees discussed two Trustee Code of Conduct issues as a result of two separate complaints from staff.

MOTION: That a breach has been identified and Trustees move on to consequences of censure and sanction for Trustee Hutcheon.

MOTION: To defer the Motion. The Motion Failed.

MOTION: That a breach has been identified and Trustees move on to consequences of censure and sanction for Trustee Hutcheon.

The Motion Carried.

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MOTION: That the Board censure Trustee Hutcheon for conduct that violated the governance role.

MOTION: That the Board censure Trustee Hutcheon for conduct that violated the governance role, thereby in contravention of Policy 3 and Policy 5 (sections 4, 10, 11, 17).

MOTION: To accept the wording of the amended motion.

The Motion Carried.

MOTION: To recognize only Policy 5 (section 4 and 10) in the censure motion.

The Motion Failed.

MOTION: That the Board censure Trustee Hutcheon for conduct that violated the governance role, thereby in contravention of Policy 3 and Policy 5 (sections 4, 10, 11, 17).

The Motion Carried.

MOTION: That Trustee Hutcheon be sanctioned by being asked to review the OPSBA Good Governance Guide.

The Motion Carried.

MOTION: That Trustee Hutcheon write a letter of apology to the Principal with the assistance of staff.

The Motion carried.

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

The board moved into public session at 6:40 p.m.

Public Session

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

A Trustee asked about an email he had sent with policy questions, and if they would be addressed at the meeting.

The Chair replied that she will answer all questions in an email after the meeting. The response will be sent to all Trustees.

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Director Rantz expressed concern about the volume of questions that were coming after the agenda was set with an expectation of fulsome responses in meetings.

A Trustee stated that he was simply bringing forward policy issues he didn't understand.

There was discussion about how information can come forward to satisfy Trustee questions and still give the topic the weight it deserves in a manageable timeline.

A Trustee stated that it is a repeated occurrence that issues being brought forward seem to be driven by external forces and asked that Trustees be thoughtful in their requests for information and in their communications with staff.

MOVED BY: Trustee Brown, 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.

Trustee Elliott declared a conflict as his wife is a teacher with the LDSB.

Section A – Matters Requiring Action at the Meeting

1. Reports for Information

a) Choices at Seven

Associate Superintendent Sartor spoke to the Choices at Seven report. She highlighted the following:

Students wishing to attend Extended French Immersion register at a school depending on their home address. Students gain automatic entry into this program.

There were several revisions made to the application process for Choices at Seven 2019-2020 programs (Challenge, LEAP and ATLAS) for alignment and equity purposes. The changes addressed the following:

- 1) Clear communication to families regarding dates and application process
 - a. Website was revised and a FAQ section was added
 - b. Social media (twitter) messages were initiated
 - c. Dates for Choices at 7 Information Nights were strategically scheduled to support families
 - d. Paper brochures were eliminated
- 2) Improved alignment of application requirements across the Choices at 7 programs
 - a. All applicants were required to create a one-minute video addressing questions/ideas
 - b. The same general application was used for all Choices at 7 programs
- 3) Improved alignment of assessments during the Challenge workshop to reflect current classroom practices of collaboration, problem solving, innovation and critical thinking
 - a. Math and language assessments were eliminated

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- b. Addition of a group problem solving task using technology
- c. Video reflection/critical thinking from all participants following the problem solving task
- 4) Altering the focus of the LEAP program to embrace an equity lens
 - a. Individual auditions were removed from the LEAP program
 - b. The application and assessment criteria were modified to focus on “a passion to learn through the arts”, rather than assessing a student’s existing talents
- 5) Improved alignment of assessment requirement for ATLAS to reflect the purpose of the program
 - a. Elimination of “ATLAS for a Day”
 - b. Addition of student advocacy card
 - c. Addition of in-school team questionnaire
- 6) Significant budget reduction allocated to the assessment/workshop process
 - a. 12 full day workshops were reduced to 5 half days (2 ½ full days)
 - b. Workshops were organized and facilitated centrally by the Associate Superintendent, program consultants and retired LEAP teachers
- 7) Reduced disruption to the Choices at 7 programs
 - a. Educators from the programs were removed from organizing and facilitating the workshop, and the assessment/selection process. This allowed them to remain in class

Associate Superintendent Sartor stated that there were fewer students placed than in previous years. The LEAP program in Odessa had a split 7/8 instead of a full class of each.

A Trustee asked if one of the factors for fewer applicants was declining enrolment. Associate Superintendent Sartor stated she believed it was due to the changes to the application process.

A Trustee asked if the LEAP and ATLAS programs have students from all areas of the Board. Associate Superintendent Sartor confirmed that there are. If there is space on a bus to the program location, the Board will provide busing.

A Student Trustee asked if there is an expectation of a higher success rate of the programs with new application process. Associate Superintendent Sartor replied that she will monitor the data this year and share back with the Board.

A Student Trustee stated that as a former Challenge student, she thinks the change in the application process will be a good one.

b) Strengthening Indigenous Voice

Superintendent Burra reported that consultation occurred with the Indigenous Education Advisory Council on October 10th focusing on both transitioning the IEAC into a Board Committee, and the process for selecting an Indigenous student trustee. The IEAC members were supportive of both changes. Regarding the transition into a formal committee, the IEAC members want the opportunity for a sub-committee of the IEAC to draft terms of reference. Based on the work of the sub-committee of the IEAC, we will receive recommended terms of reference.

IEAC members feel the Indigenous student trustee should be selected by Indigenous students of the board. Members felt that the Indigenous student trustee should be a senior

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student (Grade 11 or 12) and should be selected by students who self-identify as First Nations, Métis, or Inuit. The council also suggested an Indigenous Student Interschool Council would be a useful structure to select an Indigenous student trustee. In addition, members thought appointing two Indigenous student trustees would be beneficial: one representing more rural, Indigenous students, and a second to represent more urban Indigenous students. However, under Ontario Regulation 7/07, Section 55 of the Education Act, school boards have the discretion to establish up to three student trustee positions. As a result, we can only add one Indigenous student trustee. The IEAC recognized the process of adding an Indigenous student trustee may take some time and should include consultation with students.

Consultation with the Interschool Council occurred on October 15th. This consultation focused on the addition of an Indigenous student trustee. The Interschool Council approved of the change, but recommended the change occur aligned with current processes for selecting student trustees. Alignment of timing would allow time to establish the process and provide the incoming Indigenous student trustee with the same mentoring experience as the other two student trustees. The group also expressed that this process would allow a more seamless transition and would prevent the Indigenous student trustee from being singled out by being named outside of the usual timeline and process. The Interschool Council also stated that the current process of their council electing the student trustees should be maintained by simply adding a third trustee named to the Board.

In summary, both the IEAC and Interschool Council supported the addition of an Indigenous student trustee and recognized the process would take some time to be conducted effectively and collaboratively. However, both groups have different visions for the selection process of the Indigenous student trustee. Consequently, more time will be required to formalize the selection process, and potential school-based structures, prior to the appointment of an Indigenous student trustee in the spring of 2020.

A Student Trustee shared that the matter has again been discussed at the InterSchool Council. The process of voting for an Indigenous Student Trustee was debated. As all students currently vote for both urban and rural Student Trustees, instead of just one or the other, it's not black and white about how the Indigenous Student Trustees should be elected.

A Student Trustee noted that the policy on Student Trustee elections is changing at the provincial level.

The InterSchool Council feels strongly that the new indigenous Student Trustee role should be at the same time as the other Student Trustee elections.

A Student Trustee stated that the consensus is that an Indigenous Student Trustee should answer the same questions that the other Trustees answer during the election process. All Student Trustees are leadership roles. All Students Trustees should feel they represent all students and that all their roles are equal.

A Trustee asked if the Board would elect a representative to the committee at the Caucus meeting, or would the committee simply report to the Board. Superintendent Burra answered that the committee would have a Trustee representative like SEAC.

A Trustee asked if the IEAC is open to a Trustee representative on the committee. It was confirmed that they are.

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A Trustee asked if there is an Indigenous representative on the InterSchool Council. There is not currently a designated Indigenous representative. There is one student representative from each secondary school.

A Student Trustee asked if the InterSchool Council could increase the size of its committee. It was explained that it would involve a review and change to terms of reference.

A Trustee asked if LDSB had checked with the seven school boards that have Indigenous Student Trustees. It was confirmed that their processes have been reviewed.

2. Reports Requiring Decision

a) Revisions to Policy 18 – Purchasing

Superintendent Young stated there have been some changes to international trade agreements and provincial purchasing directives which are reflected in the revised purchasing policy presented to Trustees.

He noted that school boards are leading the pack in terms of collaborative purchasing.

MOTION: That the Board approves the proposed revised Policy No. 18 – Purchasing.

MOVED BY: Trustee Godkin. Carried.

b) Indigenous Student Trustee

The Trustees reviewed the proposed changes to Policy 9 to adapt the language to include an Indigenous Student Trustee.

MOTION: That the Board approves the proposed revised Policy No. 9 – Board Operations.

MOVED BY: Trustee McGregor. 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

None at this time.

Director Rantz spoke to recent CBC reports regarding violence in Ontario schools. She reminded Trustees that Safe and Caring Schools is part of the Board's Strategic Plan.

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She confirmed that the Board had received an FOI request regarding violence in schools and has responded.

Director Rantz stated that LDSB has a very high standard for reporting violent incidents. Very few of the reported incidents meet the threshold of the Ministry's definitions of a violent incident.

LDSB is a model in the country for its Threat Assessment Protocol and reporting system for violent incidents.

Next Meeting Date

The next Committee of the Whole (Education, Policy & Operations) meeting is January 29, 2020.

Adjournment

Chair French called for a motion to adjourn the meeting.

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

The meeting adjourned at 7:55 p.m.