

PRESENT:

- Trustees: Chair Jane Bryce, Vice-Chair Randy Campbell, Greg Agar, Janet Barnes, Ruth Ann Dodman, Dave Douglas, Jack Fletcher, Brittany Jenkins, Lareina Rising, Derek Robertson
- Staff: Director of Education Jim Costello, Superintendent of Business Brian McKay, Superintendents of Education, Angie Barrese, Ben Hazzard, Helen Lane, Mark Sherman and Public Relations Officer Heather Hughes
- Student Trustees: Autumn Bressette and Rihana Kukkadi
- Excused: Trustee Scott McKinlay
- Regrets: Student Trustee Lexi Graham
- Recording Secretary: Trish Johnston, Executive Assistant and Communications Officer
- Call to Order: Chair Bryce called the meeting to order at 7:00 p.m.
Chair Bryce read the Traditional Territorial Acknowledgement.
Chair Bryce read an In Memoriam for teacher Ryan Swayze. A moment of silence was observed.
- #2019-77
Approval of the Agenda
Moved by Jack Fletcher, seconded by Greg Agar,
"That the Agenda for the Regular Board Meeting of May 28, 2019 be approved."
CARRIED.
- Declaration of Conflict of Interest: None
- #2019-78
Approval of the Minutes May 14, 2019
Moved by Ruth Ann Dodman, seconded by Randy Campbell,
"That the Board approve the Minutes of the Regular Board Meeting of May 14, 2019."
CARRIED.
- Business Arising: None
- #2019-79
Action of the Regular Board Private Session be the Action of the Board
Moved by Randy Campbell, seconded by Derek Robertson,
"That the Action of the Board in Private Session be the Action of the Board."
CARRIED.
- Presentation: Superintendent Hazzard introduced Principal Eryn Smit and Vice-Principal Cam Gordon from P.E. McGibbon Public School, Sarnia, where the First Nations Exchange: Fostering Cultural Learning Partnerships in the 21st Century was first implemented. Funding was provided through a Teacher Leading and Learning Grant. He introduced elementary teachers Jen Gilpin and Chantima Oliveira from P.E. McGibbon Public School, Allison Kelly from A.A. Wright Public School, Wallaceburg and Gretchen Sands-Gamble, Elementary Indigenous Education and Special Projects Teacher. The group shared a video that demonstrated students and staff learning the Ojibwe language. They explained that the idea was to create authentic learning opportunities to promote Indigenous language and culture and referenced the Ministry's direction in response to the Truth and Reconciliation Commission Calls to Action, #63.
First Nations Exchange: Fostering Cultural Learning Partnerships in the 21st Century
"63. i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools."

- ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
- iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.*
- iv. *Identifying teacher-training needs relating to the above.”*

They shared their journey noting the importance of relationships and accurate representation of culture and history. The experiences are helping students and teachers build capacity as referenced in # 63. iii “*Building student capacity for intercultural understanding, empathy and mutual respect.*”

They introduced an Ojibwe word at the start of each week via video announcements at P.E. McGibbon Public School. On Monday, the word was introduced by a local Ojibwe speaker and the rest of the week it was done by staff and students. A similar approach was taken at A.A. Wright Public School using audio announcements. The approach taken was “Nothing about us without us.”

The word of the week was imbedded in the classroom instruction. At first the words chosen were common phrases and evolved from there.

The presenters shared examples of positive feedback received from students and staff about what they learned and their experiences.

Consultant Sands-Gamble clarified that the original language was oral and that the Elders and Minogizhghad helped with spelling.

Chair Bryce and Director Costello thanked the group for their presentation. Their leadership and demonstration of instruction and learning was noted as well as the connection to curriculum every day. They were thanked for their ongoing work and sustained instruction for students and staff.

Questions from the Public
Special Education
Advisory Committee
(SEAC) Report

None

Trustee Barnes reported on the Special Education Advisory Committee Meeting held on May 16, 2019 at Wallaceburg District Secondary School. SEAC members heard presentations on the 2019/2020 Grants for Student Needs and the LKDSB Student Attendance Support Process. SEAC members continued to review sections of the Special Education Plan. She invited Trustees to attend the June 6 SEAC Meeting to hear presentations by students about their positive experiences throughout the year.

Ontario Student Trustees’
Association (OSTA)

Student Trustee Bressette and incoming Student Trustee Harris reported on the Ontario Student Trustees’ Association (OSTA) Annual General Meeting held in Toronto from May 23 to May 26, 2019. Incoming Student Trustee Newcombe attended as well. Student Trustee Bressette advised that student trustees from across Ontario, from public and catholic school boards, attend. OSTA represents approximately two million students and is focused on improving the public education system. She shared highlights from the conference including a session with Minister of Education Lisa Thompson.

Student Trustee Harris commented on the *Students’ Vision for Education OSTA-AECO Vision*. He shared information about the structure and working groups of OSTA and information about the conference sessions. He shared that as of August 1, 2019 he would be the Policy Coordinator for OSTA. Chair Bryce thanked Student Trustee Bressette and incoming Student Trustee Harris for their presentation.

Multi-Disciplinary Team
(MDT)

Superintendent Barrese referred to the workshop offered to Trustees on Multi-Disciplinary Teams. She explained that in the spring of 2018, the Ministry of Education provided funding for a multi-disciplinary team for all school boards (up

to four additional full-time equivalent staff per school board) to build capacity and help teachers, Educational Assistants (EAs), and other staff better understand and adapt to the unique needs of their students. She explained that a Multi-Disciplinary Team (MDT) is a group bound together by a common purpose, who meet regularly to communicate, collaborate and consolidate knowledge from which plans are made, actions determined, and future decisions influenced. Superintendent Barrese stated that the data from the LKDSB School Climate Survey drives the direction of the assistance provided to students.

The purpose of the MDT is to consider the four components of the Ministry of Education's and LKDSB's Well-Being Strategy and work to support the whole child within the school community.

- Equity and Inclusive Education;
- Safe and Accepting Schools;
- Positive Mental Health; and
- Healthy Schools

She explained that there is also a LKDSB System Multi-disciplinary Team composed of a System Co-Ordinator (Principal), an Elementary Teacher and a Secondary Teacher.

Examples of work done at the school level by the MDT include:

- Examine School Survey results and build a plan of action to improve our work with students, staff, parents and our community
- Engage in problem-solving to support full school success
- Investigate contributing factors for successes and difficulties
- Promoting meaningful connections with students and staff
- Identify action items for school improvement and increase student success
- Realize the goals of the Equity Strategy
- Engage community partners in school success
- Work in partnership with our Mental Health Leader

Examples of how the System Multi-Disciplinary Team supports schools:

- Facilitate problem-solving with staff at a school level or a classroom level to determine clear goals and outcomes
- Support school teams in the following areas:
 - › Special education;
 - › Wellness and well-being;
 - › Equity and inclusion;
 - › Safe schools;
 - › School climate and culture;
 - › Gr. 7/8-Gr. 9 transition planning
- Support a culture of collaboration within the school
- Facilitate the secondary school and elementary feeder school collaborative partnership

Chair Bryce commented on this approach being one method of changing the culture in the schools and congratulated everyone involved including Director Costello and the Board for the positive change.

2019/2020 Budget Update

Superintendent McKay advised that the Ministry finally released the technical papers to school boards on May 17. This year, the Ministry had released EFIS prior to the release of the technical papers. Administration had been developing the budget while waiting for the details in the technical papers. He confirmed that the information in the technical papers was consistent with the information expected. Administration is preparing to present a balanced budget to Trustees for approval on June 11, 2019. The Ministry is focused on ensuring that school

boards do not run deficits. Superintendent McKay explained that there are two types of deficits. The Ministry does permit school boards to use reserve funding for one-time items, like capital expenditures. The Ministry does not permit structural deficits, the use of reserves to fund operating deficits, to cover salaries or benefits because this is not sustainable. He commented on the new attrition funding provided by the Ministry to allow the Board to bring back secondary teachers off the redundant list. Attrition funding was not provided for elementary teachers because the Board had more elementary teachers retire than was required to meet the increase in elementary class size reduction. He explained that CUPE positions do not qualify for attrition funding. He advised that Executive Council had found savings in other budget areas to afford the Board to bring back some of the Educational Assistant (EA) positions and provide supports to students in the classrooms.

Superintendent Girardi explained the process Administration is following to ensure that the Board could place staff in classrooms to support students. He reminded Trustees that on April 16, 2019, the Board announced 111 FTE teachers were redundant due to Ministry class size changes and declining enrolment. Contractually, the LKDSB was required to inform teaching staff at that time. The 111 FTE was comprised of 52 ETFO members and 59 OSSTF members. He advised that this week, Administration will begin the process of recalling 41 elementary and 41 secondary teachers. The process could take up to a month. Superintendent Girardi shared that the technical papers provided significant clarification about the grant allocations and attrition funding. He noted that the total teaching complement will be reduced from last year due to the continued declining enrolment and elimination of the Local Priorities Funding. He advised that Administration is pleased to be able to recall staff and is working with the union partners on the process.

Chair Bryce commented on the good news.

Superintendent McKay confirmed that central bargaining will occur over the summer. Decisions could possibly impact the 2019/2020 school year budget. If further funding were to be announced through negotiations, discussions could occur at that time to determine how to incorporate the funds into the budget. OSSTF and ETFO have accepted the call to bargain from the government at the central table.

Director Costello thanked Superintendents McKay and Girardi for their work to develop the budget on a limited time frame, as well as the other members of Executive Council. The team is very aware of the human side of the staffing reductions and the impact on the culture in the schools. He noted that placing of staff in schools remains the priority.

Trustee Questions

In response to Trustee Robertson's question, Director Costello explained the LKDSB's legacy recognition process. He advised that the LKDSB has a policy, regulation and administrative procedure on *Tragic Events Response*. The documents outline the process followed when a staff or student passes or is seriously injured. The LKDSB also has a policy and regulation on *Display of Flags* that outline when flags are lowered. The LKDSB *Naming and Renaming of Board Facilities* policy and regulations outlines the process to be followed to name something after an individual. The school principal must enact the regulation and receive consensus from staff and students, and the community when appropriate, to formulate a recommendation. The recommendation is brought to Executive Council who in turn would bring it to the Board for approval. Chair Bryce expressed appreciation for the supports and processes in place to support staff and students.

Announcements

The next Regular Board Meeting will be held on Tuesday, June 11, 2019, 7:00 p.m. at the Chatham Education Centre.

Adjournment:
8:00 p.m.

There being no further business of the Board, Chair Bryce declared the Meeting adjourned at 8:00 p.m.

Chair of the Board

Director of Education and
Secretary of the Board