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LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Committee of the Whole Board

(EDUCATION, POLICY & OPERATIONS)

MEETING

Wednesday, August 28, 2019

Limestone District School Board Education Centre

Barry C. O'Connor Boardroom

5:00 p.m.

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

Declaration of Conflict of Interest

Section A –Matters Requiring Action at the Meeting

1. Reports for Information

- a) 1) Q3 Interim Financial to May 31, 2019 - Superintendent Young (Pages 3-4)

2. Reports Requiring Decision

- a) Indigenous Representation on School Boards (Strat. Plan Ref. C2.1) - Superintendent Burra (Pages 5-9)
- b) Limestone District School Board Brand Logo (Strat. Plan Ref. C1.2) - Director Rantz (Pages 10-11)

Section B –Information Items

1. Internal Reports and Other Communication

2. External Reports and Other Communication

Other Business

Next Meeting Date

September 25, 2019 at 5:00 p.m.

Adjournment



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT – INTERIM REPORTING QTR 3

2018-2019 AUGUST 28, 2019

Purpose:

To report on the interim financial operating expenditures for the period ending May 31, 2019 (Quarter 3).

Background:

A 2018-2019 Interim Financial Report was presented to the Board on April 24, 2019 and provided updated revenue and expenditure information from the budget to the revised estimates, as well as operating expenditures for the period ending February 28, 2019 (Quarter 2).

Attached is the 2018-2019 Interim Financial Report for the period ending May 31, 2019 (Quarter 3), which is being presented in a similar format as the 2018-2019 operating budget, indicating the amount spent by expenditure category and the associated percentage.

As at Quarter 3, \$187,026,232 of the \$252,605,592 operating budget or 74% has been spent. The expenditures are based upon items paid within the stated period. Certain expenditures may be non-cyclical in nature, which may lead to higher or lower expenditures within a given period. An example would be continuing education in which 51% of the operating budget was spent in Quarter 3. (See Appendix 1 for more information.)

The 2018-2019 interim financial report for Quarter 3 indicating a spending level of 74% aligns with the 74% spending level reported for the same period last year.

The Board is still on target to end the 2018-2019 fiscal year in a balanced-budget position.

Recommendation(s):

That this report be received for information.

Report By:

Myra Baumann, Manager of Financial Services

Reviewed and Approved By:

Craig Young, Superintendent of Business Services

Debra Rantz, Director of Education

Attachments: Appendix 1 Interim Financial Reporting – Operating Expenditures Q3

**Limestone District School Board
Interim Financial Report-Operating Expenditures
For the Period Ending May 31, 2019 (Quarter 3)
Appendix 1**

Expenditure Categories	2018-2019 Revised Estimates	2018-2019 Expenditures at (Q3)	2018-2019 % Spent at (Q3)	2017-2018 % Spent at (Q3)
Instruction				
Classroom Teachers	\$ 127,090,287	\$ 92,325,015	73%	73%
Supply Staff	7,103,015	5,070,867	71%	70%
Teacher Assistants	14,734,990	12,107,876	82%	79%
Early Childhood Educator	4,439,422	3,647,460	82%	82%
Textbooks and Supplies	6,099,067	4,001,194	66%	79%
Computers	2,438,633	1,618,584	66%	63%
Professionals/Paraprofessionals	8,502,552	5,949,799	70%	72%
Library and Guidance	4,149,489	3,155,882	76%	78%
Staff Development	2,157,453	1,130,635	52%	89%
Department Heads	291,878	222,586	76%	73%
Principals and VPs	11,113,754	8,127,321	73%	73%
School Office	6,314,812	4,863,387	77%	77%
Coordinators and Consultants	3,899,304	2,820,323	72%	73%
Continuing Education	2,037,525	1,038,075	51%	49%
Instruction Total	200,372,181	146,079,004	73%	73%
Administration and Governance				
Trustees	149,148	128,116	86%	64%
Directors and Supervisory Officers	867,413	708,766	82%	92%
Board Administration	6,352,290	4,529,809	71%	70%
Administration and Governance Total	7,368,851	5,366,691	73%	73%
Transportation				
Transportation	16,467,779	14,724,082	89%	89%
Transportation Total	16,467,779	14,724,082	89%	89%
Pupil Accommodation				
School Operations and Maintenance	26,670,954	19,499,931	73%	74%
Pupil Accommodation Total	26,670,954	19,499,931	73%	74%
Other				
Other Non-Operating Expenses	1,725,827	1,356,524	79%	75%
Other Total	1,725,827	1,356,524	79%	75%
Operating Expenditures Total	\$ 252,605,592	\$ 187,026,232	74%	74%

Some expenditure mapping adjustments have been made to comply with Ministry reporting guidelines, as a result some prior year amounts may have been restated for comparison purposes.



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Education Policy & Operations Committee

ADMINISTRATIVE REPORT: INDIGENOUS REPRESENTATION FOR SCHOOL BOARDS

AUGUST 28, 2019

Purpose:

To provide the Board of Trustees with regulatory information on the appointment of Indigenous representatives to Boards of Education, and contextual information and data related to Limestone District School Board.

Background:

At the January Board of Trustees Meeting, a constituent provided a formal request to the Board seeking to be appointed as an Indigenous Trustee. The request was accompanied by two letters of reference supporting the request.

Ontario Regulation 462/97 (May 13, 2009, attached) outlines the requirements for First Nations Representation on Boards. One of the requirements is the existence of an Education Agreement with a First Nation, or First Nations, where students from that territory attend a board school:

1. (1) Where a board has entered into one or more agreements under section 188 of the Act, the council of the band, or the councils of the bands, to which the Indian pupils who are, under the agreement or agreements, enrolled in the schools operated by the board or in the schools in which the board provides all the instruction, belong, may, subject to subsection (4), name one person to represent on the board the interests of the Indian pupils.

As of September 2018, LDSB entered into an Education Agreement with the Mohawks of the Bay of Quinte (MBQ). Regulation 462/97 provides further details regarding circumstances requiring the naming of a person to represent Indigenous pupils on the board:

(4) Where the number of Indian pupils enrolled in the schools under the jurisdiction of a board under one or more agreements made under this section exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1), and subsections (1) to (3) apply with necessary modifications in respect of the two persons. O. Reg. 462/97, s. 1 (4).

(5) Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100, the appointment under subsection (2) may be made at the discretion of the board. O. Reg. 462/97, s. 1 (5).

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

Currently Limestone DSB has five (5) students from MBQ attending Napanee District S.S. In the past few years this number has been as high as 15-20 students. Based on the regulations outlined in paragraphs (4) and (5) above, Limestone is not required to appoint an Indigenous Trustee. Based on overall enrolment in Limestone, students from MBQ represent about 0.03% of students.

Based on the Education Agreement between the Limestone District School Board and the Ministry of Indian Affairs and Northern Development, the Board would also have to consider section 5.12 of the agreement that states the following:

“The Board agrees that section 188 of the Education Act (and Regulation 462/97) indicates a minimum requirement regarding MOHAWKS OF THE BAY OF QUINTE representation on the BOARD where a student population has at least 100 students represented in a tuition agreement, that the board consider adding a trustee representing this student body.”

According to regulation 462/97, and the current number of students from MBQ, an appointment to the Board would be at the discretion of the Board. Based on our Education Agreement, the Board would need to consider adding a Trustee if we had at least 100 students from MBQ. Given the Education Agreement with MBQ provides the only regulatory mechanism for the appointment of an Indigenous Trustee, MBQ would have to be engaged in the process. It should be noted that Hastings Prince Edward has over 100 students from MBQ and has an Indigenous Trustee that is appointed by the MBQ Band Council. Outside of the Education Agreement with MBQ, there is no regulatory provision for the addition of an Indigenous Trustee.

Current Status:

Limestone currently has about 760 students that formally self-identify as First Nations, Metis, or Inuit. This represents about 3.6% of the board's overall enrolment. The breakdown of these numbers are as follows: First Nations: 578; Metis: 165; and Inuit: 15.

In addition, every year approximately 2300 students, or 11%-12% of students, anonymously self-identify based on responses to the Our School Survey (formally Tell-Them-From-Me Survey).

Based on research of other school boards in Ontario, no board has appointed an Indigenous Trustee that was not mandated based on Regulation 462/97 Paragraphs (4) and (5). In all cases, the Indigenous Trustee represents the Band(s) that are party to the Education Agreement(s) with the School Board, and is selected by the Band that is part of the agreement.

The cost of adding an additional Trustee to the Board would cost just over \$15,000 per year.

Three school boards have appointed Indigenous Student Trustees to the Board. Several other boards are looking at adopting a process for the appointment of an Indigenous Student Trustee. Government regulations do not outline a process, or requirement, for Indigenous Student Trustees. There is latitude for school boards to appoint Indigenous student trustees.

Next Steps:

Given Limestone has an Education Agreement with the Mohawks of the Bay of Quinte, a representative from MBQ would need to be considered. As noted, we currently have 5 students from MBQ.

If Trustees choose to pursue a Trustee from MBQ, they would also have to complete a review of Board Policies to incorporate a process of working with MBQ to name an Indigenous Trustee and ensure that voting processes

for decision-making take into consideration a ten-Trustee Board, as opposed to a nine-Trustee Board. In addition, given we currently only have 5 students from MBQ, policy would also have to consider the possibility of this number falling to zero and how this would impact a Board at some point during a term.

Alternatively, should Trustees not wish to pursue an MBQ appointment, Trustees could direct staff to research options for a strategy for strengthening Indigenous voice at Limestone District School Board, including the possibility of adding an Indigenous Student Trustee to the Board.

Recommendation(s):

1. Trustees make a determination about whether they would like staff to pursue a potential appointment to the Board from the Mohawks of the Bay of Quinte.

Report Prepared By: Krishna Burra, Superintendent of Education
Reviewed By: Debra Rantz, Director of Education

Attachments: Regulation 462/97 (May 13, 2009)

Education Act

ONTARIO REGULATION 462/97

FIRST NATIONS REPRESENTATION ON BOARDS

Consolidation Period: From May 13, 2009 to the e-Laws currency date.

Last amendment: 190/09.

This is the English version of a bilingual regulation.

1. (1) Where a board has entered into one or more agreements under section 188 of the Act, the council of the band, or the councils of the bands, to which the Indian pupils who are, under the agreement or agreements, enrolled in the schools operated by the board or in the schools in which the board provides all the instruction, belong, may, subject to subsection (4), name one person to represent on the board the interests of the Indian pupils. O. Reg. 462/97, s. 1 (1).
- (2) Where a person is named under subsection (1), the board shall, subject to subsection (5), appoint the person a member of the board. O. Reg. 462/97, s. 1 (2).
- (3) The member appointed under subsection (2) shall be deemed to be an elected member of the board. O. Reg. 190/09, s. 2.
- (4) Where the number of Indian pupils enrolled in the schools under the jurisdiction of a board under one or more agreements made under this section exceeds 25 per cent of the average daily enrolment in the schools of the board, two persons may be named under subsection (1), and subsections (1) to (3) apply with necessary modifications in respect of the two persons. O. Reg. 462/97, s. 1 (4).
- (5) Where the number of Indian pupils enrolled in the schools under the jurisdiction of the board under one or more agreements made under this section is fewer than the lesser of 10 per cent of the average daily enrolment in the schools of the board and 100, the appointment under subsection (2) may be made at the discretion of the board. O. Reg. 462/97, s. 1 (5).
- (6) For the purpose of determining the number of Indian pupils enrolled in the schools under the jurisdiction of a board referred to in subsection (4) or (5), the number of Indian pupils in Indian schools in which the board provides all the instruction shall be included. O. Reg. 462/97, s. 1 (6).
- (7) Where the agreement is, or the agreements are, in respect of elementary school pupils only or secondary school pupils only, the enrolment referred to in subsections (4) and (5) shall be that of elementary school pupils only or secondary school pupils only, as the case may be. O. Reg. 462/97, s. 1 (7).

(8) The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members. O. Reg. 462/97, s. 1 (8).

(9) Where a regulation made under clause 67 (2) (a) of the Act provides for the appointment of one or more members to represent on the board the interests of Indian pupils, this section does not apply. O. Reg. 462/97, s. 1 (9).

(10) Where the office of a member of a board appointed under this section becomes vacant for any reason, it shall be filled in accordance with this section and the person so appointed shall hold office for the remainder of the term of his or her predecessor. O. Reg. 462/97, s. 1 (10).

2. OMITTED (PROVIDES FOR COMING INTO FORCE OF PROVISIONS OF THIS REGULATION). O. Reg. 462/97, s. 2.



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Education, Policy & Operations Committee Meeting

ADMINISTRATIVE REPORT: LIMESTONE DISTRICT SCHOOL BOARD BRAND LOGO

AUGUST 28, 2019

Purpose:

To provide Trustees with information related to a new brand/logo for the Limestone District School Board.

Background:

In 1998, the former Frontenac County Board of Education and the Lennox & Addington Board of Education amalgamated into the Limestone District School Board. A new logo was created to bring together the two districts into one. Over the years, the logo has become increasingly dated and has always been difficult to reproduce both graphically and thematically. Several stakeholders have commented on its relevance – that it appears to be off-brand – and has often been described as more appropriate as a tourism brand rather than that of a school board.

A logo can be described as the face of an organization. Logos are an important foundation for the branding of an organization. They can make a significant impact on an organization's public perception. It's often the first thing that people will see or notice about us. A well-designed logo is an easy way to convey that your organization is professional, trustworthy, and provides quality goods or services. Logos should be noteworthy and memorable. Symbols are a succinct and efficient way of communicating information about your organization.

A logo should be distinctive enough to be easily recognized and simple enough to work across multiple media. A good logo is memorable and makes a great first impression. It should be effective at any size – whether it's on a billboard or on a pen. A good logo makes an impact both in colour and in black and white. Any visuals should be appropriate for your company to avoid any discrepancies or confusion.

Current Status:

The board worked with a local design firm to come up with a branding strategy to help bring our new strategic plan and our three pillars – Wellness, Innovation & Collaboration – to life, to help tell our story through our brand. Our brand, however, is only partly complete. With two years of the five-year plan now behind us, the final piece to our rebranding involves an updated LDSB logo. By updating the board's visual identity, we will strengthen and enhance the way we communicate our overall brand.

Limestone District School Board is situated on traditional territories of the Anishinaabe & Haudenosaunee.

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Next Steps:

That the Board explore a rebrand of the Limestone District School Board, to complement the work previously completed on the new Strategic Plan and Pillars.

Recommendation(s):

That the Board of Trustees direct staff to explore various options to modernize and align the branding of the Limestone District School Board and bring a report back to the Board for consideration.

Report Prepared By: Karen Smith, Communications Officer

Reviewed By: Debra Rantz, Director of Education

Attachments: N/A