

**Committee of the Whole Board (Budget)
Meeting Minutes
Limestone District School Board**

May 15, 2018

Members/:

Trustees E. Crawford
 W. Garrod
 L. French
 T. Mahoney
 K. McGregor
 P. Murray
 A. Ross
 S. Ruttan (Chair)
 M. Kanellos (Student Trustee) - regrets
 A. Haynes (Student Trustee)

Officials: M. Babcock, Superintendent of Education
 P. Babin, Superintendent of Business Services
 M. Baumann, Manager of Business Services
 K. Burra, Superintendent of Education, Program and IT
 D. Fowler, Manager of Facility Services
 S. Gillam, Associate Superintendent, Safe and Caring Schools
 A. Labrie, Superintendent of Education and Human Resources
 A. McDonnell, Associate Superintendent, Special Education
 D. Rantz, Director of Education
 S. Sartor, Associate Superintendent, School Effectiveness and Assessment
 J. Silver, Superintendent of Education - regrets

Guests: S. Hedderson, Principal – Calvin Park P.S.
 R. Hutcheon, Parent

Recorder: L. Strange, Records Management Coordinator

Trustee Ruttan, as Chair of the Committee, called the meeting to order at 4:30 p.m., and welcomed all those present.

She read the 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

The following item was added to the agenda under Budget Consultations/Deputations:

PIC Committee – Associate Superintendent Gillam

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MOVED BY: Trustee Murray, that the agenda of May 15, 2018, as amended, be approved. Carried.

Declaration of Conflict of Interest

There were no Conflicts of Interest declared.

Budget Consultations/Deputations

Presentations

1. School Closures – R. Hutcheon, Parent

R. Hutcheon stated:

"I would like to present you with this report written by the Ontario Alliance Against School Closures, and highlight a problem. (Limestone Board can be found on page 11.) There has been no indication to date that the Board has any intention of changing the status quo of consolidating students into larger, more centralized buildings in order to maximize efficiency. The efficiency of these consolidations is, unfortunately, negated as they end up costing more than they're saving – this is a problem. Tonight, I am asking that you consider becoming part of a solution."

In the fall of 2017 Limestone Board was granted \$538, 885 from the Rural and Northern Education Fund (RNEF) and the board passed a motion at its September 27 Committee of the Whole meeting to utilize that funding to hire 11.25 Educational Assistants (EAs) (1). I would never dispute the value of an EA – they are absolutely essential and I believe that "[Limestone's] pressing needs for more EAs" (LDSB Committee of the Whole Minutes; 27 September, 2018) is real. Unfortunately, despite Limestone's new strategic plan commitment to collaboration, this decision appears to have been made without consulting with the rural and northern schools and communities this money will impact.

I ask that you think about 2 things: the responsible use of resources, and equity. Is it fair to allocate EA time using a formula rather than examining actual need? Without examining actual need how can EAs be allocated appropriately, ie; responsibly, to ensure equity across all schools? Are you sending students into a precarious situation as there is rarely any guarantee that an EA will stay in one spot for more than a year? Will the number of EAs that can be employed decline in the future as salaries increase? I believe it would be possible for this money to have a more sustainable impact on the well-being of students if a portion could be used to provide programming available to all students in the board.

Long term, I am suggesting using Yarker Family School (YFS) as a space to provide a Core Indigenous Program with an outdoor education focus as a regular part of the curriculum. A space urban schools could use to provide their students with a rural experience. Believe it or not, I agree with those who cited equity as a reason to close Yarker Family School. Not for the same reasons, however. Equity is not just about money spent and resource allocation. Our perception of what's fair becomes embodied in how we view

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the world. This could be an opportunity to enrich the understanding of students who may otherwise not have a chance to experience an area like Yarker. Rural students are often bused in to the city to experience what it has to offer, yet they rarely have the chance to reciprocate and showcase their own offerings. Short term, perhaps a portion of the RNEF could be used in 2018/19 to develop and pilot a Core Indigenous Program focusing on outdoor education in a rural setting.

If the decision to spend this money on EAs is considered irreversible at this time, perhaps funding could be accessed through the resources that are being freed up from other areas ("...and these additions will free up other resources to be used in other areas." LDSB Committee of the Whole Minutes; 27 September, 2017).

This could incorporate all 3 pillars of the strategic plan: Innovation, Collaboration and Well-being. It seems that busing students to a rural area for their education is unheard of, yet it seems perfectly doable as buses can drive in any direction we choose. Limestone currently buses kids all over the place for programming like Challenge, LEAP and ATLAS as these programs are only available at a select few schools to a select few students who make it through the application process. Busing students to Yarker would be in keeping with this model, tweaked slightly to eliminate the application process in order to be as widely accessible as possible. I believe the potential opportunities to expand one's perspective and education through the use of the diverse teachings that could be accessed through this type of programming should be available to all students.

During the recent Yarker/Odessa Pupil Accommodation Review Limestone staff indicated that there were no models to emulate when considering outdoor education at the YFS space. There's no reason for this to be a barrier, rather it should be considered an opportunity for innovation and a chance to be at the forefront of a growing trend towards outdoor education and perhaps a meaningful part of reconciliation. This is a perfect opportunity to get creative, work with a community and focus on student well-being.

I am not asking you to reconsider your decision to close YFS. I'm suggesting you use a resource you already have to continue to be engaged in a valuable and viable community. I believe there are always ways to move forward and to enrich the education of our children. This could be one of those ways."

Trustee Ross asked if the presentation was proposing a compliment to the Gould Lake Outdoor Educational Centre and the Katarokwi Aboriginal School. R. Hutcheon replied that she has not had time to review what programs run at each of those sites, only proposing this be a new outdoor education/Indigenous education centre. She suggested that staff could research the programming side of it.

Trustee Garrod asked if the presentation was asking the Board to reduce the number of EAs and use funds for outdoor education instead. R. Hutcheon stated that she believes in diversity, and not putting all ones eggs in one basket. She further stated that she did not feel that the schools were asked what they needed in regards to the Rural and Northern Education Fund.

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Trustee Mahoney asked if R. Hutcheon had done any costing on the matter. She replied that she had not.

Trustee Mahoney asked if Superintendent Babin could provide further information about the costing to run a new outdoor education centre at the proposed site. Trustee Ruttan replied that this was not the time to discuss that side of the issue, that Trustees were to ask clarifying questions of the presentation only.

Trustee Mahoney replied that he would seek out the information in a different avenue.

Trustee Garrod stated he felt that Trustee Mahoney's conduct of raising his voice and slamming his glasses to the table (in response to being told to ask clarifying questions only) is not appropriate or acceptable behaviour by a Trustee.

Trustee Mahoney stated that he did not feel his behaviour was inappropriate and asked for a retraction.

Trustee Garrod stated he would not be making a retraction. He stated he feels very uncomfortable with Trustee Mahoney's behaviour and he has the right to express how he feels.

Trustee Ruttan reminded the Trustees of proper meeting conduct, including using their voice at an acceptable level and not slamming items on the table.

Trustee Ruttan thanked R. Hutcheon for her deputation.

2. LDSB Principals and Vice Principals – S. Hedderson, OPC

S. Hedderson read the deputation from the LDSB Principals and Vice-Principals group:

"We would like to acknowledge and thank you for your continued support through what we're sure has been a difficult budget process given the Board's declining enrolment.

Your support of a variety of initiatives in our schools continue to help us to work with our staffs to prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed responsible citizens.

We know the challenging and rewarding work of seeking success for every student does not rest solely on financial resources, and we want to reaffirm our commitment to fostering cultures of learning across all of our elementary and secondary schools. We are fortunate in Limestone to work with some of the most skilled teachers and support staff. We recognize that to address well-being and equity of outcomes for all, we need to continually build our own capacity and support the continual growth of our staff in the areas of Special Education, mental health and wellness, and Mathematics. We are grateful for your continued commitment to providing release time for professional learning.

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As K-12 Principals and Vice Principals, we know that continued investment in technology and professional learning will continue to assist us in providing support for the most important part of our work – student learning.

Some of the investments in technology that have helped to make a difference are the addition of more Chromebooks in schools. We are also hoping to have the ability in the future to purchase more electronic resources such as e-books and research licenses to provide rich content to our students. The current investment in licensing for Google Read & Write which provides access to assistive technology for all students has helped to increase access to curriculum and provided additional ways to help students organize information and create original content. We are hopeful students may continue to benefit from this software moving forward.

We are proud of the continued growth we see in teaching and learning across classrooms in Mathematics from the collective work of teachers and administrators in our schools, with support from our Program Team. We're hopeful we can build on our collective work next year in the third year of the Renewed Math Strategy and continue to use the three pillars of collaboration, innovation and wellness to guide our work."

Trustee Ross stated he thinks it is up to the staff to make the decisions regarding software, PD, etc. he stated he was not sure what the Administrator group is asking for.

Principal Hedderson sated that he was not at the meeting with an ask, but stating that the group hopes the Board will continue to allow time for staff to engage in PD and technology learning time.

Trustee French asked if the group is seeing that there was been progress in getting more technology to students. Principal Hedderson stated that there is definitely more tech in the hands of students more often. Though he could not comment on all school situations, it appears that the Board is making a difference.

Trustee Ross asked S. Hedderson, if in his view, is the assistance in helping staff bring technology to students for better learning opportunities adequate. S. Hedderson replied that he feels that that Board is making positive changes in that area.

Superintendent Burra stated that the Board now has over 5000 Chromebooks in use in schools, up from 1000 a year ago. There are approximately 12,000 devices in use across the Board for 19,000 students.

Parent Involvement Committee – Associate Superintendent Gillam

S. Gillam reported that the PIC meeting on May 10, 2018 the committee discussed the following priorities:

- eliminate 3 and 4 grade split classes wherever possible
- provide internet access to all students
- continue to support Special Education wherever possible.

Trustee Ross stated that he understands that access to internet is not always a Board issue. Associate Superintendent Gillam reported that he felt the committee was

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referring to looking at ways to ensure that students have access to devices and internet outside of regular school hours, possibly through partnerships with libraries, etc.

Superintendent Burra stated that secondary schools do have devices to sign out for daily and overnight use.

Trustee Murray stated she was glad to see PIC make a submission.

Submissions

1. Molly Brant Elementary School Fencing – S. McNamara, Parent
2. Priority Funding – D. Jackson, CUPE 1480

The letters were circulated for information.

Trustee Ross asked about the fencing issue at Molly Brant P.S. Director Rantz replied that the principal has met with the family about the issue. It is more of a school concern, not a broader budget issue, and will be dealt with through the appropriate channels.

Trustee French asked if the issue was determined a safety issue would there be money in the budget to install a fence. Director Rantz stated that there would be money for a fence if it was determined to be a safety issue.

Information Items

1. 2018-2019 Preliminary Operating Budget Revenues – M. Baumann

Manager Baumann stated that the preliminary operating revenue is not yet presented on a full PSAB basis. It excludes School Generated Funds at an estimated amount of \$6,200,000 and Charitable Trust donations at an estimated amount of \$150,000. These components as well as the capital revenue estimates will be incorporated later.

The 2018-2019 preliminary operating revenue is presented alongside the 2017-2018 revised estimates and 2017-2018 estimates for comparison purposes.

The projected enrolment of 19,018 ADE that the 2018-2019 preliminary operating revenue estimates is calculated on is summarized below:

- Elementary enrolment is projected at 13,003 ADE.
- Secondary enrolment is projected at 5,980 ADE.
- Secondary-high credit enrolment is projected at 35 ADE.

Adult Education, Continuing Education and Summer School enrolment is projected at 396 ADE.

Over-all the operating GSN allocations has increased \$5,629,116 or 2.40%.

Pupil Foundation allocation has increased \$1,374,775 or 1.32%.

- Allocation is intended to cover classroom related costs including teachers, ECE's, supply teachers, library and guidance, consultants and professional supports, textbooks, supplies, and computers.
- The elementary Pupil Foundation allocation has three groupings: Kindergarten (JK/SK), Primary (Grades 1 to 3), and Junior and Intermediate (Grades 4 to 8).
- The Ministry of Education sets funding consistent with the current labour framework meaning a 1.50% salary increase, no unpaid days, funding for sick days at 11 days, minimum benefit period for maternity leave for eligible employees at 8 weeks and eligibility for short-term sick leave and disability plan benefits. This labour framework applies to all employee groups, except where noted.
- In 2018-2019, as part of a three-year investment, the Ministry is providing additional teachers to support Grades 7 and 8 students. This additional support brings the funded student to guidance teacher ratio in Grade 7 and 8 to the same level as the secondary benchmark.
- Over all the allocation has increased as a result of the labour framework salary increase, improved funded average class sizes and the increase in Grade 7 and 8 guidance teacher support offset by declining enrolment and a reduction in the benefit benchmark.

School Foundation allocation has increased \$79,917 or .50%.

- This is the second year of a four-year phase in of the change in the definition of a school based on recommendations from the Technical Advisory Committee. The change will provide funding based on a campus definition of a school. A campus is being defined as property or properties owned, leased or rented by the school board that are linked by a contiguous property line.
- This allocation is intended to cover costs of in-school administration and leadership – principals, VP's and secretaries as well as supplies for school administration purposes.

Special Education allocation has increased \$1,059,948 or 3.74%.

- In 2018-2019, the Ministry introduced the new Multi-Disciplinary Supports Amount (MDT), a new component of the Differentiated Special Education Needs Amount (DSENA), which will support increased special education programs and services. This includes funding for:
 - A multi-disciplinary team (up to four additional FTEs) which will help to build board capacity and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their students.

- Other staffing resources to support students with special education needs.
- In 2018-2019, the maximum Special Incidence Portion (SIP) funding amount per eligible claim increased from \$27,000 to \$38,016. This increase in the SIP allocation supports the staffing costs associated with addressing the health and safety needs of these students and others in their school.
- Starting in 2018-19, the Applied Behaviour Analysis (ABA) Training allocation, which was previously provided through EPO funding, will be allocated through the Behaviour Expertise Amount (BEA) allocation. As such, the BEA allocation will have two components, ABA Expertise Professionals Amount; and the ABA Training Amount.
- Beginning in 2018-2019, the Facilities amount will be renamed the Care, Treatment, Custody and Correctional Amount (CTCC). Renaming this funding amount will more accurately reflect the intention of the funds, and make the naming consistent with Ministry program documentation as well as district school board language.
- Over all the allocation has increased as a result of the labour framework salary increase, new MDT Amount, increase in SIP funding and the transfer of ABA Training EPO to the allocation offset by declining enrolment and the reduction in the benefit benchmark.

Language allocation decreased by \$189,925 or 4.73%.

- In 2018-2019, the Ministry invested in the Diversity in English-language Learners (DELL) component, formerly known as PIC component of the English as a Second Language/English Literacy Development (ESL/ELD) allocation.

Supported School allocation has decreased \$34,387 or 1.70%.

- Over all the allocation has decreased as a result of declining enrolment and the reduction in the benefit benchmark offset by the labour framework salary increase.

Remote and Rural allocation has increased \$39 or .02%.

- Over all the allocation has increased as a result of the labour framework salary increase offset by declining enrolment and the reduction in the benefit benchmark.

Learning Opportunities allocation has decreased by \$203,407 or 2.89%.

- Components include Literacy/Numeracy, Student Success, OFIP, Specialist High Skills Major, Outdoor Education, supplemental library funding and local priorities.

- Six components within the Learning Opportunities allocation (Literacy & Math outside the school day; Student Success Grades 7 to 12; Grades 7 & 8 Literacy & Numeracy and Student Success Teachers; OFIP Tutoring; Specialist High Skills Major; Outdoor Education) are enveloped in a student achievement envelope.
- Starting in 2018-2019, students enrolled in Continuing Education classes/courses will now be eligible for funding in remedial literacy and/or math courses/classes through the Continuing Education and Other Program allocation. Adult day school and fully high-credit pupils enrolled in day school will continue to be eligible to enrol in these courses, but will now be funded through the Continuing Education and Other Programs allocation.
- In 2018-2019, the following components of the Learning Opportunities allocation have been consolidated into the new Program Leadership Allocation (PLA): Mental Health Leaders; co-ordinator component of Student Success Grades 7 to 12 and the School Effectiveness Framework.
- Over all the allocation has decreased as a result of declining enrolment, reduction in the benefit benchmark and the transfer to PLA offset by the labour framework salary increase and the additional remedial literacy and math funding.

Continuing Education allocation and Other Programs has decreased \$232,902 or 12.36%.

- The continuing education allocation is driven primarily by enrolment. Enrolment is projected to decline in 2018-2019 in the Adult Day School and High Credit, from 349 ADE to 275 ADE.

Teacher Qualification and Experience allocation has increased \$1,321,763 or 5.85%.

- Intended to offset teacher compensation costs increases that are beyond the pupil foundation benchmark.
- The allocation is determined by considering the board projected teacher staffing complement (FTE) as scattered across the collective agreement salary grids.

New Teacher Induction Program allocation has decreased \$9,001 or 9.40%.

- Allocation is based on the board's new teacher complement from the year before.

ECE Qualification and Experience allocation has increased \$57,290 or 4.19%.

- Intended to offset ECE compensation costs that are beyond the pupil foundation benchmark.

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Transportation allocation has increased \$556,801 or 3.64%.

- The province is providing a 4% transportation cost increase to recognize higher operating costs.
- The fuel costs escalator / de-escalator allocation is set using a benchmark pump price of \$1.058 per litre including HST (\$0.936 without HST) which is consistent with last year. This will be revisited throughout the year and resulting grant adjustments (increases or decreases) are made twice per year.
- New in 2018-2019, the Ministry is providing funding to support standardized on-site school bus rider safety training.

Administration and Governance allocation has increased \$888,482 or 13.94%.

- The Ministry will be engaging with the Trustees' Associations to develop more detailed proposals for revising the trustee honorarium formula. In the interim, for 2018-2019, the Ministry increased the base amount for trustees' honorarium with an additional \$400 in funding.
- New for 2018-19, the PLA is being introduced under the Administration and Governance allocation. The PLA comprises six lead positions, three which were previously funded through the Learning Opportunities allocation (Mental Health Leaders, Student Success Leads, School Effectiveness Leads), one through the Indigenous Education allocation (Indigenous Education Leads) and one through the Early Years Leadership Strategy EPO (Early Years Leads).
- The Technology Enable Learning and Teaching Contacts (TELT) allocations already included in the Administration and Governance allocation is also being consolidated into the PLA.

School Operations allocation decreased \$3,897 or .02%.

- The Ministry is providing a 2% cost benchmark update to assist boards in managing the increase in commodity prices.
- Community Use of Schools allocation decreased \$5,408 or 1.77%.
- The Ministry is providing a 3% increase to this funding which has been offset by declining enrolment.

Declining Enrolment Adjustment allocation increased \$114,932 or 32.10%.

- GSN grants are linked to enrolment, so as enrolment declines so does funding. Some costs are easy to adjust in reaction to this – i.e. teaching costs can be adjusted through the overall staffing process. However, other costs take time to adjust and restructure. The declining enrolment grant helps to offset lost grant revenue during this transition period.

Indigenous Education allocation increased \$898,642 or 79.36%.

- In 2018-2019, the Indigenous Education Lead has been consolidated in the new PLA.

- Also in 2018-19, the Board Action Plan (BAP) funding is being enveloped within the Indigenous education envelope.

Safe Schools allocation increased \$2,191 or .59%.

- Over all the allocation has increased as a result of the labour framework salary increase offset by declining enrolment and the reduction in the benefit benchmark.

Demolition allocation decreased \$50,000 or 100%.

- The funding was a one-time allocation in 2017-2018 for preparing the site for the new Kingston Secondary School.

Other Provincial Grants decreased by \$1,355,608 or 24.33%.

- The Ministry released information on Education Program Other (EPO) on March 26, 2018, with many one-time initiatives carrying forward in 2018-2019. Some of the newer, initiatives announced include funding of \$331,079 for Mental Health Workers in Secondary Schools and \$27,900 for training on recreational cannabis legislation.
- Assumptions have been made for some other EPO grants continuing in 2018-2019 despite details not being released by the Ministry, such as Tutors in Classroom funding.

Fees increased by \$44,071 or 2.08%.

- 2018-2019 projections on tuition fee revenues for international students reflect an increase due to higher enrolment.

Other Revenues decreased by \$410,900 or 9.76%.

- Cafeteria and beverage revenue increase reflects a projected increase in sales.
- Interest increase reflects a projected increase in interest rates.
- Administrative cost recoveries reduction reflects a decrease in the projected premium refund from OSBIE.
- Instructional cost recoveries increase reflects an increase in union secondments.
- International students' other fees reduction reflects a decrease in the projection of students requiring homestay.
- Continuing education contracts increase reflects a projected increase in contract fees.

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- Funding from accumulated surplus - technology infrastructure was used in 2017-2018 for one-time planned expenses.

This report was received for information.

Trustee Murray stated that the PLA is a far reach into a lot of funding. She asked how it will be reflected in the budget schedule. Superintendent Babin replied that it is not new money, it is simply moving it to other lines in the budget. Where it is recorded will not change any decision making. It is just new way to report back to the government.

Trustee Mahoney asked how the government is funding excessive use of sick time. Superintendent Babin answered that there is no extra funding. LDSB, like other Boards, is experiencing ~~have~~sick time costs that are higher than the funding received.

Trustee French asked why the Learning Priorities funding is down. Manager Baumann replied that some of the funding has been rolled over to the Admin and Governance line. Declining enrolment is also a factor.

Manager Baumann clarified that the Local Priorities funding was introduced last year, for two years. There are no additional funds.

Trustee French asked where the executive compensation increase will be recorded. Superintendent Babin answered that has been some funding received through the Board Admin and Gouverance Grant and some funding is still to be received through EPO, but that the EPO funding details have yet to be announced.

Trustee French asked where the funds allocated for capital repairs is shown. Superintendent Babin replied that there will be a presentation for capital funding at an upcoming budget meeting.

Trustee Garrod asked if the framework salary increase is 1.5 %. Manager Baumann answered that that is correct. Inside each employee pay band there is a benchmark for salary increases. The only inflationary increases are transportation and utilities/commodities.

Trustee Ross asked what commodities are. Superintendent Babin replied that commodities are utilities, i.e. gas, oil, etc.

Manager Baumann clarified that the demolition funding was for the removal of the library on the Kingston Secondary School site.

Trustee McGregor asked if the Con Ed funding is new money for remedial math and literacy, and if so, where did that programming receive funding from prior to this. Manager Baumann answered that this is new funding, and that remedial literacy and math was not funded previously.

Motion to Private Session

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

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Superintendent Labrie shared a labour update.

Committee to Rise and Report

MOVED BY: Trustee McGregor, that the Board rise and report, and that the resolutions, as noted above, be made public.

Other Business

None at this time.

Next Meeting Dates:

Tuesday, May 29, 2018 4:30 p.m. (Budget Deliberations)

Wednesday, June 13, 2018 4:30 p.m. (Budget recommendation to the Board June 20, 2018)

Adjournment

Trustee Ruttan called for a motion to adjourn the meeting.

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

The meeting adjourned at 5:40 p.m.