



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

LIMESTONE DISTRICT SCHOOL BOARD

Agenda

Committee of the Whole Board

(EDUCATION, POLICY & OPERATIONS)

MEETING

Wednesday, March 4, 2020

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) Budget Planning Cycle – Superintendent Young
- b) Trustee Professional Development – Superintendent Young

2. Reports Requiring Decision

- a) LDSB Brand Logo (Strat Plan Ref. C1.2) – Director Rantz
- b) Board Self-Evaluation (Discussion)

Section B –Information Items

1. Internal Reports and Other Communication

2. External Reports and Other Communication

Other Business

Next Meeting Date

April 15, 2020 at 5:00 p.m.

Adjournment



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Education, Policy and Operations Committee ADMINISTRATIVE

REPORT: 2020–2021 BUDGET DEVELOPMENT SCHEDULE MARCH 4, 2020

Purpose:

To provide information on the 2020-2021 budget development schedule.

Background:

The Ministry has yet to announce details of the 2020-2021 Grants for Student Needs (GSN); however, from past experience and current discussions with the Ministry, we understand that they are working towards an announcement by early April 2020.

Last year, the GSN was announced on April 26, 2019 with specific details and grant calculation forms being made available to school boards a few weeks later. The Priority Partnership funding announcements were released sporadically over the next number of months.

It is expected, based upon prior year reporting timelines, that school boards will be required to submit their 2020-2021 Estimates by June 26, 2020.

Observation/Analysis:

Multi-year enrolment projections prepared last year by our consultant (Baragar Systems) are now predicting a slight increase in enrolment for 2020-2021. It is our practice to have our consultant review current enrolment and demographic data each year and update enrolment projections by February, such that school principals and Board staff can review in early March to begin the school staffing process for the upcoming school year.

The following budget development schedule has been established to ensure that the Board will be able to submit the 2020-2021 Estimates to the Ministry by the end of June 2020.

Committee of the Whole - Budget Meetings
 All meetings to be held in the Barry C. O'Connor Boardroom at
 220 Portsmouth Ave, Kingston, Ontario

Wednesday April 22, 2020 (4:30 pm) <i>Prior to SEAC</i>	Review of 2020-2021 GSN Overview and Enrolment Projections
Wednesday May 13, 2020 (4:30 pm) <i>Prior to EPOC</i>	Budget Request Submission Review Preliminary Operating Revenue
Wednesday June 10, 2020 (4:30 pm)	Preliminary Operating Expenditures/Preliminary Capital Revenue/Expenditures/Consolidated Budget Draft Budget Review
Monday June 15, 2020	<i>Date held if meeting required</i>

As per previous years, the budget development schedule will be provided to all committees of the Board, such that budget issues can be identified and discussed (where applicable).

In addition, the Superintendent of Business Services and/or the Manager of Financial Services will make themselves available to attend the April 22, 2020 Special Education Advisory Committee (SEAC) meeting to share details of the GSN.

Recommendation(s):

That this report be received for information.

Report By: Myra Baumann, Manager of Financial Services
 Craig Young, Superintendent of Business Services

Reviewed and Approved By: Debra Rantz, Director of Education



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Education Policy & Operations Committee

ADMINISTRATIVE REPORT: TRUSTEE PROFESSIONAL DEVELOPMENT

MARCH 4, 2020

Purpose:

To provide an information report to trustees of the Limestone District School Board on the professional development expenses of trustees.

Background:

Under the School Board Administration and Governance Grant, the Ministry of Education provides funding for a trustee allocation. The trustee allocation funding supports the trustee honorarium, expenses, meeting costs and professional development. The funding formula includes a base amount per trustee as well as an enrolment, distance and student trustee component. The formula also provides for trustee travel and expense allowance, professional development and other costs.

Observation/Analysis:

As shown in Table 1:

The 2019-2020 budget for the Professional Development component is derived using multi-year trending averages of previous years' expenditures and was set at \$20,566.

There is a remaining balance of \$11,933 left in the 2019-2020 Professional Development budget.

The previous years' Professional Development expenditures have trended consistently at approximately \$20,000 until 2018-2019 when the Professional Development actual expenditure was \$44,203.

Table 1

	2019-2020 Budget	2019-2020 Expenditures	2019-2020 Remaining Balance	2018-19 Expenditures	2017-18 Expenditures	2016-17 Expenditures
Professional Development	\$ 20,566	\$ 8,633	\$ 11,933	\$ 44,203	\$ 19,737	\$ 19,572

Recommendations:

That this report be received for information.

Report By:

Craig Young, Superintendent of Business Services

Reviewed and Approved By:

Debra Rantz, Director of Education



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration

Education, Policy & Operations Committee Meeting

ADMINISTRATIVE REPORT: LIMESTONE DISTRICT SCHOOL BOARD BRAND LOGO

MARCH 4, 2020

Purpose:

To provide Trustees with an update on the process to develop a new brand/logo for the Limestone District School Board.

Background:

In August 2019, Trustees approved a staff recommendation to proceed with exploring various options to modernize and align the branding of the Limestone District School Board. The current LDSB logo was created in 1998 when the former Frontenac County Board of Education and the Lennox & Addington Board of Education amalgamated into the Limestone District School Board.

The logo rebrand would complement the work previously completed on the Limestone Strategic Plan and Pillars of Wellness, Innovation & Collaboration. When the new strategic plan brand was created in 2017, the intent was to complement this work with a full rebranding of the existing LDSB logo.

A Request for Proposals following LDSB purchasing standards was developed to seek the services of an individual or firm for the design and production of a new logo and the visual identity style guide. The successful vendor was 1Dea Design, the same firm which helped the Board develop its Strategic Plan and Pillars branding.

1Dea Design facilitated a series of discovery sessions with representative students, parents, staff, community partners and trustees (session held December 11, 2019) to help to obtain additional input as to how the new logo/identity and brand should reflect the strategic plan and overall philosophy and vision of the board. This was an extra step recommended by the Logo Rebrand Advisory Committee, made up of Senior Staff and Communications staff, to add additional voices to the discovery phase. A synopsis of this input is available for review in the appended Rebranding Creative Brief.

Following the development of the Rebranding Creative Brief, 1Dea Design proceeded with the development of a creative direction to assist in their development of a new brand based on primary audience, best practices and touchpoints to support the brand.

Current Status:

Logo concepts were presented to the Logo Rebrand Advisory Committee for review. The final workable concept with variations will be presented to Trustees for their review at the March 4, 2020 EPOC Meeting.

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

SEE YOURSELF IN LIMESTONE

Next Steps:

Following the selection of the final concept, 1dea Design will work with Communications staff to establish all of the necessary brand collateral to allow the board to achieve brand consistency across the board, as well as develop the Visual Identity Standards & Brand Guidelines that will provide the rules for use and protect the new brand.

Once the new brand is finalized and ready to be embraced, 1dea will work Communications staff to establish an action plan for rolling out the new brand to the board and all schools. There will be a period where the old brand will be phased out and the new brand introduced. 1dea will continue to support LDSB in managing the transition to the new brand.

Recommendation(s):

That this report be received for information purposes, and that Trustees approve the final concept variation (from two options) to ensure we are compliant with our established work plan and vendor agreements.

Report Prepared By: Karen Smith, Communications Officer
Reviewed By: Debra Rantz, Director of Education

Attachments: Rebranding Creative Brief – 1Dea Design



1idea

Submission By:

1idea Design + Media Inc.

Trevor Trewartha, Strategic Director

348 Bagot St Unit 203

Kingston, ON K7K 3B7

REBRANDING
CREATIVE
BRIEF

This document is a blueprint that will guide the creative direction of the new LDSB logo and visual identity. The insight collected is the shared vision of various LDSB stakeholder groups, LDSB and the 1idea creative team.

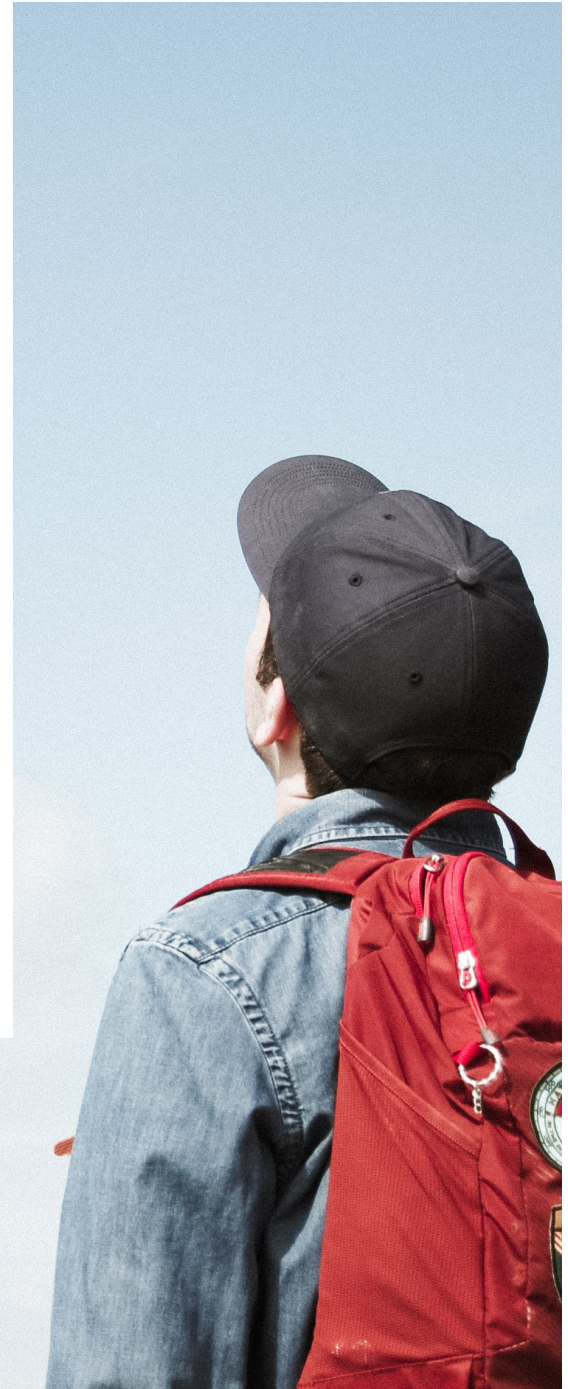


TABLE OF CONTENTS

1

Executive Summary

2

Summary of Findings

3

Recommended Creative Direction

EXECUTIVE SUMMARY

Rebranding an organization is not an easy undertaking. It requires a commitment from both the company and agency to truly dig deep, pare down and simplify the understanding of what the organization stands for. When building a new logo or overall visual brand identity, the rendering of that logo (colour, typography and illustration) should visually align with the personality you seek to showcase for that organization. Because brands are built with the intention of offering a first impression, and setting an expectation of what it will be like to work with that organization.

The exercise of paring down the true brand essence, personality or understanding of an organization is not always easy. With an organization like the LDSB, that's even tougher.

To truly understand the brand essence of LDSB, we must first understand the role it plays in supporting its respective schools and students.

This feedback must then be synthesized down into several core personality roles (or brand attributes) that drive the visual decision-making of what the new logo will look like. By doing that, LDSB will create a more meaningful logo that helps identify what you can expect to experience when working with them. While creating a new logo, we must also identify how the strategic brand pillars of Wellness, Innovation and Collaboration complement, align and support.

In order to uncover the brand essence of LDSB, we decided to collect feedback from stakeholder groups. Facilitated sessions were held with each stakeholder group including the Rebrand Advisory Committee (i.e. LDSB leadership), InterSchool Council, Community Partners, Parent Involvement Committee, Unions/Federations/Associations and the Trustees. Each session was 1 - 2 hours in length. The process began by asking some overarching questions surrounding how each group connected the Board's work to their respective schools that they may be familiar with. How do they see the LDSB supporting schools? What kind of supporting role does each stakeholder group desire of the LDSB. As was evident throughout the stakeholder sessions, a lot of people generally don't understand how LDSB supports its schools and students. So clarity in that role is important.

Once questions surrounding role were addressed, we then transitioned into exercises that helped to connect to LDSB brand attributes (i.e. An impression, feeling, reaction or judgment when a person first encounters your identity and marketing materials). As previously noted, brand attributes inspire logo creative and the brand look and feel.

For example, if the brand attribute of "Nurturing" came up often during the stakeholder sessions (which it did), then we would be striving to build a logo and visual brand identity that may illustrate things that carry a similar representation to helping hands, trees, overlapping circles, people working together, etc.. The colours of that logo would be warm and the composition of the logo would not be too boxed in. The typography

Executive Summary (continued)

will be friendly. And for those who view that logo and brand identity for the first time will immediately be given the impression that LDSB is a caring and supportive organization. Therefore, to understand clearly how the brand attributes work, they provide us with a guiding light that empowers our creative team to build a meaningful brand that helps to immediately set the tone with how LDSB acts, behaves and works to influence its respective schools, students and community.

The Findings

There were some clear findings that came across in respect to the role and attributes that best represented the ideal of what everyone wants LDSB to be.

Of most predominance, stakeholders desire LDSB to be nurturing and collaborative with their schools, students and interactions with the community.

They desire a pro-active leader that will help to initiate and facilitate, but at the same time, has a very flat-lined hierarchical view of the leadership role they play in schools. LDSB is a collaborative side-line partner who is there to help schools be the best they can be. They are flexible to jump in and provide guidance, insight and support, and the first to celebrate successes obtained by our students, teachers, administrators and schools. There has been a very positive embrace of the strategic pillars of Wellness, Innovation and Collaboration and we believe any role (or attributes) noted here can help entertain further focus on the role schools desire from their Board.

One thing that cannot be ignored is that many of the stakeholder groups have expressed their genuine concern for the future success of their students and schools. Funding cuts and the impact upon the quality of our education was most certainly on the mind of many, which left a number of participants in the stakeholder sessions questioning why a rebrand may be undertaken now.

In our professional opinion, now is a very opportune time to rebrand, keeping in mind that a logo only represents 2% of a brand. The rest (the other 98%) comes from day-to-day interactions, communications, decisions and a presence that LDSB offers to its schools and students. Since funds have previously been earmarked by the Board for a logo redevelopment (which was completed during budget planning at the time of the strategic plan development), LDSB can leverage this process to further clarify and define its role as a support to schools. We must harvest a culture of understanding as to the leadership role LDSB plays in helping to make students, teachers, administrators and community as successful as they can possibly be, given governmental pressures.

In the pages that follow, you will find more detail about the findings we obtained from the stakeholder process.



Trevor Trewartha
Strategic Director/CEO

Office: 613.384.7693 ext. 202
trevor@1dea.ca | 1dea.ca

SUMMARY OF FINDINGS

With the aid of LDSB, 1dea conducted a series of 6 facilitated stakeholder sessions to help to harness representative feedback pertaining to the value, personality and role LDSB offers to students and schools. This helps to paint a picture of the brand essence of LDSB, which in turn equips 1dea with a personality that LDSB's new logo should emulate after.

	REBRAND ADVISORY COMMITTEE	INTERSCHOOL COUNCIL (STUDENTS)	COMMUNITY PARTNERS	PARENT INVOLVEMENT COMMITTEE	UNION, FEDERATIONS & ASSOCIATIONS	TRUSTEES
Summary of Findings	<ul style="list-style-type: none"> LDSB leadership see their role as being facilitating, supportive and welcoming to staff at all schools (flat organizational hierarchy). All students belong at LDSB They embrace diversity, a commitment to safety, and have ambitious goals towards student success and preparing them for life. Wellness, Innovation & Collaboration have been embraced and they hope to build upon the success of this. 	<ul style="list-style-type: none"> Limited awareness exists for students in what LDSB does or what benefit the Board provides schools. The students believe there could be more engagement between the school and board level to help build awareness of the LDSB values. Students directly connect to their home school and therefore the successes of the Board should be celebrated at the school and student level. The Board should be there to support the school and students efforts. 	<ul style="list-style-type: none"> The consistent points made center around the importance of collaboration. This is for the activities at the school level, but also the need for LDSB to work with the community. LDSB is the leader and should be setting the stage to bring all the relationship, opportunities, and initiatives together. 	<ul style="list-style-type: none"> Feedback expressed concerns about LDSB undertaking a rebrand given the current funding shortfalls. This group cares deeply about student success and the welfare of its teachers. It is about fostering the best learning experience that meets individual student needs. 	<ul style="list-style-type: none"> The group wishes to see the LDSB as the voice for public education in the community. Sentiment amongst the group that they expect that LDSB will act as a pro-active leader and facilitator to the schools Passionate (and worried) about ensuring the student learning experience is the best it can be. They also take pride in ensuring every student belongs at LDSB schools. 	<ul style="list-style-type: none"> Session began with highlighting stakeholder group findings and how the new brand should be meaningful to the role that LDSB plays in supporting schools and students. The group showcased aspiration for the future and being a bit more bold about the visual direction of this new logo (supportive of the views to tie it to specific brand attributes or meaning). They supported and appreciated the stakeholder insight.
Visual Themes to Inspire From (Based on Questions Asked During Sessions)	<ul style="list-style-type: none"> Flat-lined hierarchy and leadership structure Elements representing interweaving or open-ended support Collaborative and nurturing Inclusivity 	<ul style="list-style-type: none"> Working together, sharing, collaborating Supportive, nurturing, celebratory Inclusivity 	<ul style="list-style-type: none"> Take action, benchmark Support and relationship-building Collaborative and supportive Flexibility and empowering Inclusivity 	<ul style="list-style-type: none"> Relationship-building Supportive Collaborative Flexibility Empowering Inclusivity 	<ul style="list-style-type: none"> Be a voice Pro-active and facilitating Belonging Collaborative Success Inclusivity 	<ul style="list-style-type: none"> Flexible (not too structured) Circles and/or representations of linking Representation of the "road ahead" Simple, modern Supportive
Brand Attributes Exercise #1 (Word Groupings)	<ul style="list-style-type: none"> Collaborative Innovative Wellness Trustworthy Inclusive Nurturing (via Compassionate, Empathetic) Engaging Progressive 	N/A	<ul style="list-style-type: none"> Dynamic Collaborative Flexible Innovative Champion Nurturing 	<ul style="list-style-type: none"> Dynamic Cooperative Flexible/Confident Innovative/Motivated Champion Nurturing 	<ul style="list-style-type: none"> Dynamic Collaborative Flexible/Confident Innovative/Reliable Balanced/Champion Nurturing 	<ul style="list-style-type: none"> Dynamic Collaborative Confident Innovative Balanced/Champion Nurturing
Brand Attributes Exercise #2 (Animal Association)	N/A	<p>Preceptions of what LDSB should be:</p> <ul style="list-style-type: none"> 1st - Wolf 2nd - Eagle 3rd - Dog <p>Preceptions of what their specific school is:</p> <ul style="list-style-type: none"> 1st - Wolf 2nd - Dog 	<ul style="list-style-type: none"> 1st - Lion 2nd - Eagle 3rd - Wolf 	<ul style="list-style-type: none"> 1st - Eagle 2nd - Wolf 3rd - Lion 	<ul style="list-style-type: none"> 1st - Eagle 2nd - Wolf 	N/A

Summary of Findings (continued)

<p>Preferred Logo Selections</p>	<ul style="list-style-type: none"> Logos that suggest the softer traits (nurturing, inclusion) are more positive than the highly technical or sterile logos. Logos that focus on the value LSDB brings are better than those that focus on the literal deliverables of education. Therefore, ideas like growth, collaboration, success are better suited to this solution. Feedback indicates the preference is to have a combination mark logo which include a small icon graphic paired with the wording beside or belong. Including colour is positive but should be done so in a way that is not too primary or too aggressive. 	
<p>Logo Treatments to Avoid</p>	<ul style="list-style-type: none"> No standardized symbols that are too generic such as apples, books, crosses. Avoid elements that are too technical, detailed, corporate, or structural. Avoid element that are over embellished with too many ideas. Goal is to keep the solution simple. 	

RECOMMENDED CREATIVE DIRECTION

Creative Objectives

1. Primary Audience

Above all else, the visual brand identity (logo and brand marketing/communication materials) for the LDSB should focus on student inclusiveness, safety and the quality of their education. When we think about the support that LDSB provides its schools, students and community, everything ties back to the success, safety and engagement of our students. Teachers, school administration, families, unions/federations/associations and community partners all resoundingly care about the student experience and student outcomes. That alone is the driving motivation and agenda of everyone. Therefore, the visual identity and brand direction should emulate that.

2. Base the Design on Best Practices

The end solution should strive to follow best practices for design and be simple, scalable, memorable, impactful, versatile, and relevant. This will result in the logo not trying to incorporate too many things. It will be created to be smart in its themes and simple in its depiction. We will avoid incorporating everything that is LSDB is and try to bring the value of LSDB to life.

3. Use Other Touchpoints to Support the Brand

The logo is only a small part of the brand presence. Therefore, it does not have to tell the whole story. It should set the tone of the value of LDSB but not have everything it stands for incorporated. This means avoiding overly elaborative design themes, illustrations, gradients, colour palettes, etc. and instead opting to incorporate any other embellishments into the brand look and feel of brand collateral (brochures, documents, etc.).

Brand Attributes

Our brand attributes reflect the unique character of the LDSB, and they should be expressed through our communications and behaviour. If each message we convey and each action we take embodies one or more of these strengths, our story feels more authentic and the identity of LDSB will be more recognizable.

During the branding sessions many attributes were suggested by each group as well as brainstormed further by 1dea. This data was reviewed, organized and categorized into groups to determine the root feelings associated.

Brand Attributes

We strive to be
Dynamic



We foster an environment of inclusivity, safety and encouragement that allows students to be all they can be.

We strive to be
Nurturing



We will continue to be proactive leaders who help create a culture of wellness, innovation and collaboration in our schools.

We strive to be
Collaborative



We will continue to foster more ways to work together to cultivate the best learning experiences possible.

We strive to be
Flexible



We will help lead and facilitate our schools through changing circumstances and new directions.

We strive to be
Innovative



We will help cultivate a spirit of creativity, critical-thinking and problem-solving that creates exciting new opportunities for our staff and students.

We strive to act as a
Champion



We will continue to be proactive leaders who help create a culture of wellness, innovation and collaboration in our schools.

Nurturing	25% >	<ul style="list-style-type: none">• Shown visually with themes that promote positive ideas (such as trees, growth, helping, etc.)• Warmth in a least one colour• Graphics that feel like they have motion or are positive shapes such as circles• Logo proportion that are not too boxed in or structurally safe, yet maintains balance
Collaborative	25% >	<ul style="list-style-type: none">• Shown visually in a very similar manner to how Nurturing would be rendered, and adds visual impact that leans more towards the emotional side of a brand look
Dynamic	20% >	<ul style="list-style-type: none">• Shown visually with a small pop of a vivid colour• Playing with the scale and hierarchy of wording• Using sans serif fonts
Innovative	15% >	<ul style="list-style-type: none">• Shown visually in a similar manner as Dynamic• Elements may be more defined and formalized, and would showcase things such as power, action, speed and perception
Champion	10% >	<ul style="list-style-type: none">• Shown visually with elements that are more action-oriented and aggressive, yet positive and supportive
Flexible	5% >	<ul style="list-style-type: none">• Shown visually in a way that displays adaptability and change. This may include shapes, symbols and graphics that are not overly defined or set in stone.