



**Office of The Superintendent of Business**

Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5100 Fax (807) 623-5833

**BUDGET COMMITTEE MEETING**

**Tuesday, April 7, 2015**

**Jim McCuaig Education Centre**

Marg Arnone  
Chair

Karen Wilson  
Vice Chair

**AGENDA**

**PUBLIC SESSION**

**6:30 P.M. – in the Board Room**

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Delegations		
4.1	Special Education Advisory Committee (SEAC)	L. Sylvestre & T. Graham	1-2
4.2	Aboriginal Education Advisory Committee (AEAC)	S. Tardiff	3-4
4.3	Parent Involvement Committee (PIC)	S. Splett	5-6
4.4	Ontario Secondary School Teachers' Federation Student Support Professionals' (OSSTF – SSP's)	P. Gibbs & C. Santander-Maturana	7-9
4.5	Lakehead Elementary Teachers' of Ontario (LETO)	M. Judge D. Paddington & B. Pennycook	10
4.6	Lakehead Ontario Principals' Council (LOPC)	V. Bodak & D. DiBlasio	11-15
4.7	Ontario Secondary School Teachers' Federation District 6A – Teachers' Bargaining Unit (OSSTF)	P. Caccamo	16-20

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Meeting.
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		<u>Resource Person</u>	<u>Pages</u>
5.	Confirmation of Minutes		
	5.1 Budget Committee Meeting - February 10, 2015	M. Arnone	21-23

6. Business Arising from the Minutes

**MATTERS NOT REQUIRING A DECISION:**

7. Information Reports

8. First Reports

**MATTERS FOR DECISION:**

9. Postponed Reports

10. New Reports

11. New Business

12. Notices of Motion

13. Information and Inquiries

14. Adjournment

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Meeting.</p>
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Lakehead District School Board  
2135 Sills Street  
Thunder Bay, ON  
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**SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)  
DEPUTATION**

**BUDGET COMMITTEE  
LAKEHEAD DISTRICT SCHOOL BOARD  
April 7, 2015**

1. Background

1.1 Regulation 464/97 provides the framework for the Special Education Advisory Committee (SEAC) to offer input to the annual budget process.

1.2 SEAC

- values the opportunity to have input to the budget process;
- recognizes the obligation and the commitment of Lakehead Public Schools to provide special education services;
- values the commitment of Lakehead Public Schools to provide a wide range of services where every child is important; and
- values and shares the commitment of Lakehead Public Schools to work as educational partners to provide an education that benefits all of our students.

2. Situation

2.1 SEAC has received information regarding the Special Education Budget and how it is allocated.

2.2 Kirsti Alaksa, Manager of Financial Services attended the February 18, 2015 SEAC meeting to outline the 2015-2016 budget development process for Lakehead Public Schools.

2.3 SEAC wishes to acknowledge the continued leadership provided by Lakehead Public Schools in implementing initiatives that promote success for all students.

### 3. SEAC Budget Recommendations 2015-2016

As requested in correspondence received from Trustee Marg Arnone, Chair of the Budget Committee, SEAC's top priorities, in terms of budget allocation that would enhance student success are:

#### 3.1 Early Learning Supports and Resources

SEAC continues to recognize that added cost pressures for resources, training, and supports in FDK classrooms are a reality. SEAC recommends the Board continue to ensure the funding allocated is realistic of need and includes:

- Professional Development for Administrators, Teachers and Early Childhood Educators and Student Support Professionals;
- Early Identification and Assessment of student needs; and
- Additional resources for students and an implementation of intervention strategies within the classroom.

#### 3.2 Learning For All

SEAC requests that the Board ensure adequate funding for training of staff and implementation of:

- Additional supports for children with Mild Intellectual Disabilities and Fetal Alcohol Spectrum Disorder; and
- Enhancement of Student Transition Plans.

#### 3.3 Student and Staff Well-being

- Provide resources to promote student well-being that enhances mental and physical health and a positive sense of self and belonging; and
- Funding to provide on-going training and resources to enhance staff well-being and ability to support students with the assistance of the Ministry of Education documents.

#### 3.4 Assistive Technology

Continue training for students and staff with current technologies.

### 4. Conclusion

SEAC recognizes and trusts the expertise of Administration to identify and reallocate resources to fund these recommendations.

Respectfully submitted,

THERESA GRAHAM  
Vice Chair, Special Education Advisory Committee

LAURA SYLVESTRE  
Chair, Special Education Advisory Committee



## **CONNECTING FOR SUCCESS**

2015-2016 Budget Input Session

### **Aboriginal Education Advisory Committee**

On behalf of the Aboriginal Education Advisory Committee, we are pleased to provide input to Lakehead District School Board's 2015-2016 budget.

The Aboriginal Education Advisory Committee was established in 2004 and continues to play an important role in advising the Board on education matters for Aboriginal students. The committee's mission statement is "Connecting for Success" and reflects the priorities and commitments of the members to ensure success for Aboriginal students.

The Aboriginal Education Advisory Committee believes in and supports the Board's commitment to equity and inclusive education for all learners.

The Aboriginal Education Advisory Committee believes in and supports the Board's equity in hiring practices to ensure a staff that reflects, understands and responds to Lakehead Public Schools' diverse population.

The Aboriginal Education Advisory Committee recommends the continuation of the following three funding priorities in Aboriginal Education to the Board for 2015-2016:

#### **1) Staff Roles**

- Aboriginal Community Liaison Officer position;
- Aboriginal Education Resource Teacher position;
- Aboriginal Achievement Tutors positions (4);
- Native Language and Native Studies teachers.

#### **2) Training**

- To provide ongoing culturally appropriate and relevant professional development / training opportunities for teachers (with accompanying resources e.g. books, videos, supplies);
- To continue supports for secondary Native Studies courses;
- To continue supports for Native Language programs at elementary and secondary levels;
- To continue supports for Aboriginal Achievement Facilitators.

Aboriginal Education Advisory Committee  
2015-2016 Budget Input Session

### 3) Outreach

- Financial supports for community development, student programming, supplies, honorariums and printing that will enhance and nurture Board/community partnerships through the work of the Aboriginal Community Liaison Officer;
- Financial supports for outreach and travel to communities;
- To develop resources that will support parent engagement in education through partnerships with internal and external groups such as the Board's Parent Involvement Committee;
- To support the work of the Aboriginal Education Advisory Committee.

The Board's support of these priorities will allow the Aboriginal Education Advisory Committee to implement our work-plan in order to achieve our goals. These priorities are also aligned to the vision and funding priorities of the Ontario Ministry of Education's First Nation, Métis and Inuit (FNMI) Education Policy Framework, the Ontario Ministry of Education's First Nation, Métis and Inuit (FNMI) Implementation Plan, and aligns with Lakehead Public School's Strategic and Operational Plans.

These priorities will contribute to increase levels of student achievement for Aboriginal students, continue to close the gap in student achievement between Aboriginal and non-Aboriginal students, and build public confidence through community partnerships and Aboriginal parent/guardian engagement.

The committee recommends that these priorities be funded from the FNMI grant allocation within the Grants for Student Needs.

We thank the Board for their continued support of Aboriginal Education and for recognizing the needs of all students in Lakehead Public Schools. We also thank you for the opportunity to bring our input to the budget process.

Miigwech!  
Aboriginal Education Advisory Committee

March 27, 2015

Marg Arnone, Chair  
Budget Committee  
Lakehead District School Board  
2135 Sills Street  
THUNDER BAY, ON P7E 5T2

Dear Chair Arnone:

**Re: Input to the Budget Committee**

Thank you for your invitation to the Parent Involvement Committee (PIC) to provide input into the school board budget process. PIC would like to take this opportunity to thank the Trustees of Lakehead District School Board for their continued support of PIC.

PIC recognizes and encourages a wide range of opportunities for parent, guardian and caregiver engagement and involvement in their child's learning. We know that good schools become great schools when parents are engaged in their child's learning.

As an advisory body to the Board, PIC supports student achievement and well-being by encouraging parents to be more involved in their child's learning. PIC believes parent involvement is vital to the success of students and continues to fulfill the vision and goals of Ontario's parent engagement policy. Within the budget allocation, PIC continues to support SEAC and AEAC in their goals of parent involvement and education. The Parent Involvement Committee continues to provide a wide range of opportunities for parent, guardian and caregiver engagement and involvement in their child's learning.

Focus on communication remains an important goal for PIC. PIC will facilitate this through training and support to parents on technology available to our school community. Our committee will continue to expand ways in which the Board can support parents in their child's learning at home and at school. PIC will promote the current systems in place such as the new board website, weekly newsletter, Parent Portal, Facebook and Twitter. Furthermore, we continue to support the use of all communication means available so all caregivers have access to the type of communication they choose.

PIC works together with schools and community partnerships to engage parents, extended family and community groups in a mutually beneficial way to support, enhance and promote opportunities for learning and healthy schools policies, programs, and initiatives. PIC will continue to focus on promoting well-being with these partnerships. PIC draws on services, expertise and resources that are available beyond the local community to further support our initiatives.

PIC will continue to actively support school councils by sharing information and by supporting their role in fostering parent engagement in individual schools. PIC will communicate parent opinions and perspectives from school councils to the Lakehead School Board on parent engagement and achieve new ways to communicate with parents.

The PIC three top priorities are:

- 1) Enhanced communication;
- 2) Promoting well being; and
- 3) Continued support to School Councils.

Thank you for the opportunity to provide input into the budget process.

Sincerely,

Susie Splett, Chair  
Parent Involvement Committee





# Student Support Professionals

## Budget Input Session

April 7, 2015

## **Student Support Professionals**

### **2015 Budget Submission**

Ms. M Arnone  
Chair, Budget Committee  
Lakehead District School Board  
2135 Sills Street  
Thunder Bay, ON P7E 5T2

On behalf of the Student Support Professionals we welcome the opportunity to provide input to the budget process.

Student Support Professionals are front line workers who are placed into classrooms because of a need. Our main focus is the child or group of children in need of extra support and to ensure equitable and inclusive learning situations are available for those students while providing a safe learning environment for all. Often it is because of our presence that students are able to experience and be part of learning that might otherwise be difficult. There is a direct co-relation between the work provided by Student Support Professionals and the success of the students whom we support.

The well being of everyone in our buildings is most important. The reality is that we have students who exhibit aggressive behaviour whether physical or verbal in our buildings. There are times where additional support for both the student and staff will be needed. Having resources for the student and the frontline workers in order to provide a physical and mental break is crucial when working in these situations. Being able to place appropriate supports immediately upon the onset of these behaviours is important.

We welcome continued opportunities for professional development. The mental, physical and social well being of students is our number one priority. Any occasion that arises for professional development in any of these areas is beneficial to ourselves as frontline workers and in turn to the students we support.

The Professional Development Committee presently has two Student Support Professionals from the elementary level and one Student Support Professional from the high school level that provides feedback and suggestions to the Special Education Officer and the Special Education Resource Teacher. Because of the diversity of our student's needs and the wide span of ages in which we work with, we require both elementary and secondary level professional development.

OSSTF provides opportunities for professional growth for members through a variety of venues and we have often used their expertise to provide professional development to our members. Later this month a group of presenters from our OSSTF Provincial office will be presenting workshops to our members on Mental Health, Conflict Resolution and the 3R's of Workplace Violence. These workshops align with the Mental Health Strategies our board is currently undertaking.

On behalf of the Student Support Professionals we would like to thank you for creating opportunities in which we are able to have these discussions.

Respectfully submitted,

Pat Gibbs,  
Student Support Professional

**Lakehead Elementary Teachers of Ontario  
2015 Budget Submission to the  
Lakehead District School Board**

Marg Arnone  
Chair, Budget Committee  
Lakehead District School Board  
2135 Sills Street  
Thunder Bay, Ontario  
P7E 5T2

Dear Mrs. Arnone,

We would like to sincerely thank the budget committee for the opportunity to present the Lakehead Elementary Teachers' budget submission. As always, the success and well-being of both students and staff are our key priority.

Fostering a safe and friendly atmosphere that is conducive to learning has always been an important goal for all educators. We must also strive for that same atmosphere throughout the workplace. In spite of the best efforts of custodial staff, cuts have led to alternate day cleaning of classrooms, producing environments that are less than ideal for fostering good health. This certainly has an impact on lost time due to illness.

Workplace violence continues to be a significant issue. One lost day due to violence is too many. Investing in staff training to both prevent and to deal with violence has become increasingly necessary. A dramatic increase mental wellness issues is something the front-line employees face daily.

Mental health issues related to stress continue to be one of the leading reasons for new LTD claims. A renewed focus on a collaborative approach to operating our schools is vital in improving staff moral and increasing job satisfaction. Top down initiatives have become too heavy a burden for most to bear. It is vital to remember that when people feel their opinions are valued they become infinitely more productive.

**Budget Proposals:**

1. Reduction of class size for Kindergarten, Junior and Intermediate classes.
2. Increase the allocation of SSP support for students with academic needs.
3. Reinstate the everyday cleaning of all learning spaces in our schools.
4. Increase the allocation of Facilitators for our most needy schools.
5. Eliminate Attendance Management meetings. (significant drain on administrative time)
6. Eliminate Both DLF and PLC meetings, at least in their current format, as they are an enormous expense with little to no positive trickle down to student learning.
7. Provide BMST training to all teaching staff.
8. Provide enrichment opportunities for high achieving students who needs are not being met in our regular classroom settings.

The Lakehead Elementary Teachers of Ontario thanks the Budget Committee for the opportunity to share our submission. We look forward to continuing to collaborate with all stakeholders in our efforts to offer our students the best educational opportunities possible.

# ***Lakehead Ontario Principals' Council Presentation to***

## **BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 7/2015**

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### **1. Background**

- 1.1** Lakehead District School Board Elementary and Secondary Principals and Vice-Principals appreciate having input to the budget process to ensure the best possible education for our students.
- 1.2** The Ontario Principals' Council (OPC) is the professional association representing more than 5,000 principals and vice-principals in Ontario's public elementary and secondary schools.
- 1.3** Lakehead OPC is the local professional association representing approximately 40 principals and vice-principals in Lakehead's public elementary and secondary schools.
- 1.4** Lakehead OPC acknowledges and thanks the Board for the direct support to schools provided in previous budgets in order that our students are supported in their journey towards success.
- 1.5** The Lakehead OPC Budget Submission is aligned with the initiatives of the Lakehead District School Board's Strategic Plan, Board Improvement Plan for Student Achievement, and with the initiatives of individual School Improvement Plans.
- 1.6** Lakehead OPC is aware of the current Ontario fiscal realities, and that budget discussions this year continue to be challenging.
- 1.7** Lakehead OPC will continue to focus our input upon the improvement of student learning and student success, aligned with the Guiding Principles as outlined by the LDSB Budget Committee.

## 2.0 **Focus Upon Student Success**

Lakehead OPC has focused our input during the past Budget Processes on the theme of student success. Our suggestions to the LDSB Budget Committee have covered a wide range of topics and issues, all of which we believe impact student learning and student success in many various positive ways.

In our previous budget submissions, LOPC has provided details and rationale for these topics and issues, and we continue to be readily available to meet and discuss any of these items. LOPC understands that the process being adhered to today for input is focused, but, LOPC believes that we do not want to lose sight of all these topics and issues and therefore will identify these items to the Budget Committee below and as always extend an invitation to meet and discuss any of these particular items in detail at a future time:

- (a) *Support for Student Success*: includes support for elementary and secondary students at-risk; support for addressing social emotional mental health needs; advocating for full-time facilitators in elementary and secondary schools; advocating for special education needs; advocating for support for alternative education and student success models;
- (b) *Support for Elementary and Secondary Technology*: includes computer technology supports and training; hard shop technology; budget infusion for secondary schools; improve wireless technologies; science and technology supports; safe schools technology; health and safety technology equipment and training; communication technology; e-learning technology;
- (c) *Support for Literacy & Numeracy*: includes support for early intervention; support for later literacy; support for secondary school literacy; support for numeracy in elementary mathematics; numeracy transitions; cross panel PLG's; secondary school math coach;
- (d) *Program Enhancements*: includes character education; environmental education; music programs; visual arts programs, drama programs; co-curricular education; physical education; secondary specialist high skills majors and other system programs of excellence;
- (e) *Enhancement of School Facilities*: includes exteriors & interiors of buildings; custodial, maintenance and trades personnel;
- (f) *Administrator Supports*: includes support of administrators' workloads; support for professional learning communities; school leadership and ongoing training supports; school budgets.

### **3.0 Views on the 2015 - 2016 Budget**

As per the requested outline by the LDSB Budget Committee with regard to the identification of specific suggestions pertaining to student learning and achievement please find below input as provided by LOPC. Please note that some of the language is very similar to previous years, as we believe that the priorities we identified in the past continue to be important for the success of our students. We have specifically targeted one theme in each of the three areas of the Board's Strategic Plan.

#### **a) Environment: Student Mental Health**

LOPC continues to strongly support the allocation of dollars towards the support of student mental health initiatives directly in our school communities. Past submissions by both our group and many other constituent groups included reference to the importance of students' mental well-being.

We believe we need to support students directly in their learning environments as much as possible. Human resources, such as social workers, mental health nurses, student support professionals, and child and youth workers, are key to supporting teachers and administrators to make critical connections with struggling students, and providing both emergency and continuing support to students. Program resources, such as Second Step and STEP, as well as the Calming Classrooms initiative through our recent TLLP (Teacher Learning and Leadership Program) provide support and instructional opportunities both in and out of the classroom, and often benefit not only those with mental health concerns, but all students.

LOPC strongly advocates for any increased allocation of dollars possible to supporting both these human and program resources. In the past we have advocated for an increase in the number of social workers and continue to do so, particularly in light of contractions in this area last year, as well as appealing for at least maintaining the board-wide level of SSP support.

#### **b) Learning: Student Success Initiatives Targeting Intermediate (7 – 10) Students**

LOPC believes that 'students come first' and, as such, we believe and advocate for an increase in funding to the many and various student success programs and initiatives across our system to meet the individual needs of students. Disengaged students, "non-attenders", and those with non-mental health behaviour issues are a preoccupation for principals and vice-principals. We believe the most vulnerable age group in this domain is our intermediate students, those in Gr. 7 to 10.

LOPC specifically advocates for the allocation of funds for alternative programming to support Gr 7 to 10 students, those roughly in the 12 to 15 year-old range. We need more flexible solutions, often varying from school to school, to help to engage these students and provide them with the motivation to view education as an endeavor worthy of their efforts. A combination of student success initiatives along with social/emotional/mental health supports may engage these students to reconnect with the school environment.

And in order to ensure success in this area, we need to know from the students what their needs are to engage and be successful. The work of the 7 – 12 Expanding Opportunities initiative was critical and we applaud the efforts of the many individuals, including members of LOPC, who were part of this group and we continue to look forward to the implementation of their recommendations to better engage our at-risk students.

**(c) Engagement: Effective Home/School Communication**

As the research indicates, we believe that strong relationships between home and school, with a mutual agreement about the importance of education, are a key to helping our students succeed. We need to continue to look for efficient and effective ways in our school communities to share information with our families and continue to learn more about the needs of our students through both their voices and those of their parents and caregivers.

LOPC is grateful for the input and support the schools in particular and the Board in general receives from School Councils, PIC, and advocacy committees such as AEAC and SEAC. Other initiatives such as surveys directed to parents and guardians and the Your Voice Counts thoughtstream program from last year are vital to help us better understand the thoughts and needs of our diverse school communities. We need to continue and expand these efforts to reach out to all the families, especially those of disengaged students, who often do not participate in these kinds of initiatives.

LOPC furthermore supports the new Social Media strategy that the Board is undertaking. We need more efficient and effective ways to reach more of our students' parents and caregivers. We want to share our success stories, keep families informed about their children's education, and provide information in a timely fashion. Yet we need to do this in an effective and time-saving fashion, using the best technology we can, so that principals and vice-principals do not become overwhelmed to become all things to all people: newsletters, blogs, tweets, posts, texts, synervoice messages, and notes home...and that doesn't take into account the communication coming in. LOPC supports the allocation of funds to implement a comprehensive communication strategy that helps us to reach out to *all* families without overextending our human resources.



#### **4.0     *What would you remove or reallocate within the budget to fund those priorities?***

LOPC would like to acknowledge that senior administration has reduced the amount of time that principals and vice-principals are out of their schools for meetings, committee obligations, training, and other board-directed commitments. A continuation of this approach would have two potential benefits: principals and vice-principals have a more regular presence in the schools we lead, and costs to bring in supply administrators or take teachers out of the classroom would be reduced. LOPC strongly believes that the place for our principals and vice-principals is in our schools.

As principals and vice-principals arguably have the greatest comprehensive knowledge of the needs and requirements of our buildings, we believe that- school administrators should be a part of discussions around the determination of school budgets, especially in the area of finding efficiencies to help reduce expenditures that could be redirected to the various proposals we have outlined.

#### **Conclusion**

On behalf of our elementary and secondary principals and vice-principals, but most importantly our students, we thank you for your consideration of the above recommendations, based on information gathered from our colleagues and reviewed by the LOPC Executive.

As always, we are pleased to meet at any time to further explain or discuss any of the items in our presentation, and we welcome your questions and comments this evening.

We are proud to be part of the Lakehead District School Board. We are dedicated to our leadership role in our school communities and like everyone with Lakehead Public Schools, are committed to the success of every student.

Respectfully submitted on behalf of Lakehead OPC,

**Val Bodak**

Co-President Lakehead OPC – District 6A  
Principal, Lakehead District School Board

**Derek Di Blasio**

Co-President Lakehead OPC – District 6A  
Vice-Principal, Lakehead District School Board

**Submission to the**

**Lakehead District School Board**

**Budget Committee**

**by**

**Paul Caccamo & Richard Seeley**

**Teachers' Bargaining Unit**  
**OSSTF District 6A – Thunder Bay**

**April 7, 2015**



**Teachers' Bargaining Unit – OSSTF  
Presentation to the Trustees of the  
Lakehead District School Board  
April 7, 2015**



The teachers bargaining unit of OSSTF District 6A welcomes the opportunity to provide input into the budget process and would like to thank the board for the opportunity once again this year. This year we will follow the same framework we have in the past several years for our budget submission by speaking about challenges within a local context but also referencing key principles in our provincial platform "*Public Education – Investing in Ontario.*" I have copies available with me tonight.

"*Public Education – Investing in Ontario*" reaffirms the OSSTF position that public education is the key to Ontario's future and it highlights our plan to protect it. In it, you will see the key principles we believe will help us realize our shared goal of providing students with the ability and confidence to meet the new challenges of the 21st century.

The challenges we all face are compounded by the reality that our government continues to pursue an austerity agenda. This is having a significant effect on stakeholders in our school system. While the working conditions imposed on us remain a challenge, at OSSTF, we are focused on the road ahead and working cooperatively with the Lakehead District School Board in seeking opportunities to address our shared priorities.

"*Public Education – Investing in Ontario*" was designed to encourage continued discussion of the key issues affecting the quality of public education in Ontario. Our goal is to ensure that parents, government, schools, teachers and educational workers continue to work together to make positive changes so that public education works for Ontario.

The four main principles identified in "*Public Education – Investing in Ontario*" are:

- ✓ **Universality:** *access for all*
- ✓ **Comprehensiveness:** *opportunity for all*
- ✓ **Proficiency:** *achievement for all*
- ✓ **Accountability:** *value for all*

These principles align well with the Guiding Principles of the 2015/2016 Budget Development process.

Students do come first. The best way of achieving this is to ensure we have classes that are manageable, resources that are readily available and structures in place to ensure the safety and well-being of students AND staff.

It is important to invest in the future but this investment must acknowledge that a lot of what we are currently doing and have previously done, works fine. With countless theories circulating on how, when and why students learn, we must be practical in our pursuit of desirable data. The human cost of this is taking its toll on my members. In an era of declining enrolment, a practical approach to what is manageable in our schools needs a fresh look. The many programs being handed down by the Ministry seem to have limitless access to capital while requests for basic improvements to support teachers find limited traction due to “financial constraints.” It is time to challenge this notion.

We can no longer afford to be all things, to all people. We need to get back to basics. We need to focus on classrooms and the competent professionals we have leading them. Focusing our limited resources on these basic needs will work.

Engaging with stakeholders is important, but for the process to be valued, evidence of what we are recommending should manifest itself in action. I am here representing over 300 secondary teachers. I am here to tell you that we have reached our limit of what we can handle in terms of workload, expectations, scrutiny and the limitless expectations of the Ministry of Education. We have reached our limit. The Ministry has been told this but has not changed course. We need to lead change at the local level.

We recommend continued support for a strong, financially supported Adult Education Program. The Ministry of Education MUST be pressured to take Adult Education funding off the back burner.

Additionally, we have strong Alternative Programs. Nowhere in our system can you see evidence of our success more vividly. These programs require all the financial support required to remain viable.

As you have heard us state before, OSSTF does not believe that the EQAO scores reflect anything other than a student's ability to pass that test, on that day. The production and tracking of such data is wasteful of diminished resources. As the significant training and resulting expectations being placed on teachers continues to focus on EQAO results, we run the risk of undervaluing the creative approach to teaching and learning - an approach that allowed classrooms to focus on the individual learner and the strategies teachers have always accessed to ensure their success. Professional judgment is being replaced by systematic processes that leaves teachers' limited flexibility.

Now, as our focus on Professional Development expands to address Ministry mandated expectations, we have shifted away from the important role that educators themselves can play

in identifying Professional Development needs that are in line with their own subject areas.

Teachers routinely are sent to Toronto to participate in Ministry or Board directed training.

Teachers should be asked the basic question “What are your Professional Development Needs and how can we support you in achieving them?”

We once again recommend that money be provisioned for teachers to access to address the needs they identify as a priority. We need to start trusting the judgements teachers make on their instructional needs.

There is much to do to ensure that schools are safe places for students and staff. The challenges of managing safe classrooms is our top priority. Safe for students, safe for adults. Again, this is our top priority. We are looking forward to meaningful discussions in the coming months about how we can collectively address this serious challenge.

## **Conclusion**

OSSTF remains committed to continue its focus on maintaining strong, effective communication lines with the Lakehead District School Board because we believe that it has served us well in the past and will in the future.

As your budget deliberations progress, we encourage you to not only balance your focus between the realities of the fiscal challenges you are facing, but also on the tremendous challenge of ensuring that we continue to provide the programs and supports for our students and staff that have proven to be the corner stone of what makes us successful as an organization: Quality programs, quality supports and an unconditional focus on what is best for students. An integral part of this will be ensuring the teachers in our schools feel valued by our organization. We remain committed to being an active part of that discussion.

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF BUDGET COMMITTEE**

Jim McCuaig Education Centre  
Board Room  
Thunder Bay, ON

2015 FEB 10

**TRUSTEES PRESENT:**

Marg Arnone (Chair)  
Karen Wilson (Vice Chair)  
Ellen Chambers

Jack Playford  
George Saarinen  
Hannah Smith (Student Trustee)

**TRUSTEES ABSENT, WITH REGRET:**

Deborah Massaro  
Ron Oikonen  
Trudy Tuchenhausen

**SENIOR ADMINISTRATION:**

Ian MacRae, Director of Education  
Colleen Kappel, Superintendent of Education  
Sherri-Lynne Pharand, Superintendent of Education  
David Wright, Superintendent of Business

**OTHERS PRESENT:**

Kirsti Alaksa, Manager of Financial Services

**PUBLIC SESSION:**

1. **Call To Order**

David Wright, Superintendent of Business, called the meeting to order.

2. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

3. **Election of Chair**

David Wright, Superintendent of Business, explained the process of the election for Chair of the Budget Committee and introduced Kirsti Alaksa, Manager of Financial Services, as Scrutineer, and Eileen Haven, Executive Secretary, as her assistant.

Trustee Marg Arnone was pre-nominated for Chair of the Budget Committee by Trustee Karen Wilson. Trustee Arnone accepted the nomination with thanks to her nominator. Superintendent Wright called for nominations from the floor. David

Wright, Superintendent of Business, called for nominations from the floor three times. There were no further nominations.

Motion to Close Nominations

Moved by Trustee Saarinen

Seconded by Trustee Playford

*“THAT nominations for the position of Chair of the 2015-2016 Budget Committee be closed.”*

CARRIED

Trustee Marg Arnone was acclaimed as Chair of the Budget Committee and assumed the Chair.

4. Election of Vice Chair

There were no pre-nominations for the position of Vice Chair of the Budget Committee. Chair Arnone called for nominations from the floor. Trustee George Saarinen nominated Trustee Karen Wilson for the position of Vice Chair. Trustee Karen Wilson accepted the nomination with thanks to her nominator. Chair Marg Arnone called for nominations from the floor three times. There were no further nominations.

Motion to Close Nominations

Moved by Trustee Saarinen

Seconded by Trustee Playford

*“THAT nominations for the position of Vice Chair of the 2015-2016 Budget Committee be closed.”*

CARRIED

Trustee Karen Wilson was acclaimed as Vice Chair of the Budget Committee.

5. Approval of Agenda

Moved by Trustee Wilson

Seconded by Trustee Chambers

*“THAT the Agenda for Budget Committee Meeting February 10, 2015 be approved.”*

CARRIED



6. Approval of Minutes

Moved by Trustee Playford

Seconded by Trustee Saarinen

*“THAT the Budget Committee approve the Minutes of the Budget Committee Meeting January 13, 2015.”*

CARRIED

7. Preliminary Analysis of 2015-2016 Budget (023-15)

David Wright, Superintendent of Business, presented the report that included the Guiding Principles for 2015-2016 budget development and a timeline for the budget process. Trustee George Saarinen requested that the information regarding public input to the budget be communicated to the media. Questions from Trustees were addressed.

8. Information and Inquiries

8.1 Chair Marg Arnone inquired if all Trustees would be invited to the Grants for Student Needs (GSNs) webcast. Superintendent David Wright indicated all Trustees would receive an invitation to attend.

9. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

*“THAT we do now adjourn at 7:20 p.m.”*

CARRIED