



Office of The Superintendent of Business

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BUDGET COMMITTEE MEETING
Tuesday, April 5, 2016
Jim McCuaig Education Centre

Karen Wilson
Chair

Marg Arnone
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	1-2
4.2 Parent Involvement Committee (PIC)	L. Sylvestre & J. Davis	3-4
4.3 Aboriginal Education Advisory Committee (AEAC)	S. Tardiff	5-6
4.4 Ontario Secondary School Teachers' Federation Student Support Professionals' (OSSTF – SSPs)	P. Gibbs	7-9
4.5 Ontario Secondary School Teachers' Federation Early Childhood Educators' (OSSTF – ECEs)	S. Crupi, L. Jardine & K. Hankilanoja	10-12
4.6 Lakehead Ontario Principals' Council (LOPC)	V. Bodak & C. Ferrazzo	13-17
4.7 Lakehead Elementary Teachers' of Ontario (LETO)	M. Judge M. McCallum & B. Pennycook	18-19
4.8 Ontario Secondary School Teachers' Federation District 6A – Teachers' Bargaining Unit (OSSTF)	P. Caccamo	20-24

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Meeting.

	<u>Resource Person</u>	<u>Pages</u>
5. Confirmation of Minutes		
5.1 Budget Committee Meeting - February 9, 2016	K. Wilson	25-27

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>



SEAC

Lakehead District School Board
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Thunder Bay, ON
P7E 5T2
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SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) DEPUTATION

BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 5, 2016

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 David Wright, Superintendent of Business attended the February 17, 2016 SEAC meeting to outline the 2016-2017 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 2016-2017

As requested in correspondence received from Trustee Karen Wilson, Chair of the Budget Committee, SEAC's top priorities, that would enhance student success are:

3.1 Student, Staff and Parent/Guardian Well-being:

- provide resources to promote student well-being that enhances mental and physical health and a positive sense of self and belonging;
- funds 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;
- continue funding supports in schools to build and maintain parent/guardian relationships; and
- continue to provide funding to support parent/guardian education events organized by the Parent Involvement Committee, Special Education Advisory Committee and other areas of the Board.

3.2 Finding new and creative ways to support students.

3.3 Continued funding to support transition planning for all students.

4. Conclusion

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

Respectfully submitted,

LAURA SYLVESTRE
Chair, Special Education Advisory Committee



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Telephone (807) 625-5131 Fax (807) 622-0961

March 24, 2016

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

Dear Chair Wilson:

Re: Input to the Budget Committee

The Parent Involvement Committee (PIC) would like to thank you for the opportunity to provide input into the school board budget process. We know that the parent voice is important to our trustees and their continued support is greatly appreciated.

The Parent Involvement Committee is an advisory group that supports student achievement and well-being by encouraging parents to be involved in their child's learning. Following Ontario's parent engagement policy, PIC encourages and supports parent involvement by offering a range of opportunities for parent learning, networking and involvement. We also know that families come with different backgrounds and needs. PIC works with the Special Education Advisory Committee and the Aboriginal Education Advisory Committee by supporting their committee initiatives to involve parents.

We all know parent involvement is vital to a child's learning. Parent communication and engagement is still the main goal for PIC. This will be facilitated by working on a continued awareness campaign of PIC and school councils by offering training/lecture opportunities, with a focus on the importance of parent engagement. Technologies like Twitter, Facebook and the Parent Portal will be at the forefront of parent communication, as younger families often prefer this method to receive their information.

PIC also supports an inclusive learning environment and is proud of the actions that the Lakehead Public School Board has taken to become a provincial leader in the areas of inclusion and anti-bullying. It has been proven that a stressed child cannot learn. A stressed child at school can create a stressed family life at home. For this reason, PIC also supports a budget that can aim to offer students opportunities to self-soothe or self-regulate at school.

The PIC three top priorities are:

- 1) Continued support and resources to help further communication and engagement.
- 2) Promoting student well-being by supporting safe spaces in all schools as well as calming environments.
- 3) Continued use of technology to market events, surveys and providing information to parents.

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

Sincerely,

Laura Sylvestre, Chair
Parent Involvement Committee

Jennifer Davis, Co-Chair
Parent Involvement Committee



CONNECTING FOR SUCCESS

2016-2017 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 2016-2017 budget.

The Aboriginal Education Advisory Committee (AEAC) was established in 2004 and holds 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.

AEAC believes in and supports the Board's commitment to student achievement and well-being. The work of the AEAC committee aligns with the Board's goal of building an equitable and inclusive community that reflects, understands and responds to Lakehead Public Schools' diverse population.

AEAC recommends the continuation of the following three funding priorities in Aboriginal Education to the Board for 2016-2017:

1) Staff Roles

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

2) Training

- Provide ongoing culturally appropriate and relevant professional development / training opportunities for all staff (with accompanying resources e.g. books, videos, supplies).

3) Programs and Supports

- Continue supports for secondary Native Studies courses;
- Continue supports for Native Language programs at elementary and secondary levels; and,

Aboriginal Education Advisory Committee
2016-2017 Budget Input Session

- Continue supports for Aboriginal Achievement Facilitators.

4) 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 Indigenous Community Liaison Officer;
- Financial supports for outreach and travel to communities;
- Develop resources that will support parent engagement in education through partnerships with internal and external groups such as the Board's Parent Involvement Committee;
- Develop avenues for celebrating the success of our Aboriginal students and their stories;
- Support the development of video vignettes and a documentary on student success; and,
- 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 with the current Lakehead Public School's Strategic and Operational Plans.

These priorities will contribute to increase levels of student achievement for Aboriginal students, support Aboriginal students towards graduation, 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



Student Support Professionals

Budget Input Session

April 5, 2016

**Student Support Professional
Budget Submission
April 5, 2016**

Trustee Karen Wilson
Chair, Budget Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

On behalf of the Student Support Professionals I would like to thank the Trustees of Lakehead District School Board Budget Committee for providing us the opportunity to participate in the budget process.

Our Professional Activity training this past year has focused on the theme of Mental Health and has provided us with the opportunity to hear Dr. Tranter, Lakehead Public School's Mental Health Lead, speak to us about recognizing stress and depletion in both ourselves and our students. It was with this focus in mind that during the negotiation process the concept of creating a position which would provide direct support to both the student and the Student Support Professional working directly with the student was discussed.

We are asking for the creation of a dedicated system level position which we feel will enhance the services we already provide and also fill some existing needs.

This position would create a leadership opportunity for a Student Support Professional to provide support to their colleagues along with provide immediate support to the child experiencing difficulty within the school. The person in this new role would travel to the various work sites and would complement the work being done by the Resource Teachers under the direction of our Special Education Officer.

The main focus of this position is to provide support for both the student experiencing difficulty with the day to day expectations of an academic program and the staff directly involved with the student. It would allow the time for observation of the student. The focus would be on the student, their likes, dislikes, the times of the day they are most attentive, times of the day they are more active and to use this data in compiling a list of strengths. These observations would then be shared with the Resource Teacher who along with the classroom teacher would then create a customized program for the student.

The second focus would be to observe the student's behaviour. It would allow the front line worker to observe the student while someone else is working with him/her. Being able to study their body language, all the non- verbal signs displayed before they become frustrated and act out. Having been provided with the time to study the student the Student Support Professional would then be aware and able to recognize early signs of depletion in a child so that they can shift what is happening to a less demanding task before the child reaches that saturation level and acts out.

Once a plan or schedule has been developed by the teacher, it would also provide a collaborative approach to putting into place what is required on a go forward basis. Some examples of this would be if story boards need to be developed, pictures need to be found for communication purposes or any type of materials needed to be gathered. Everything would be in place to provide an individualized program for the student.

Finally it would allow for follow up visits on a regular basis and the ability to provide that feedback to the Special Education Officer and Resource teachers on the progress being made. If the need arises further adjustments could be made but it will provide the front line workers the time and support to develop a program specifically for the student.



Early Childhood Educators

Submission to

Lakehead District School Board's

Budget Input Session

April 5, 2016

**Early Childhood Educators
Budget Deputation
Trustees of the Lakehead District School Board**

On behalf of the Early Childhood Educators, we are pleased and grateful to have the opportunity to provide input into the Lakehead District School Board's 2016 – 2017 budget.

We would like to thank the Board for the continued support they have demonstrated for our Early Learning Programs. We recognize that all funds have to come from somewhere and we have done our best to make suggestions that would come at a low to no cost to the board.

Our top budget priorities that would undoubtedly enhance student success are:

Our Classrooms

Class size continues to be a barrier to student success. When defining an appropriate classroom size we must consider not only the number of students but also the size of the classroom's physical space, the needs of the children and what Early Learning Program classrooms look like and are used for. Some of our classrooms have thirty children and two educators. Yes, this fits the ministry guidelines of one educator for every fifteen children however it does not take into account the logistics of providing a quality environment for thirty children with limited space. Our classrooms must provide: a space for all children to eat at the same time; inquiry and play based materials and furniture; a calming area; a carpet area; storage; and a dressing area. Incorporating all of these elements into our environments is a very difficult challenge and with thirty plus children it often feels impossible. Another factor to consider is the noise level created by thirty students learning through play and how that noise level has adverse affects on many children and staff. We appreciate the difficult decisions the Board must make when finalizing the budget, yet we urge the Board to consider beyond the budget to the implications large class sizes have on student success.

The **needs of children in our classrooms** are a barrier to student success. Early Learning Programs are often a child's first experience in a structured environment. Most children who require support are not diagnosed until after Kindergarten resulting in many children going without the support they need to be successful. The needs in our classrooms are high and the support in our classrooms is low. We understand and appreciate the financial challenges in providing adequate support. We recommend the board considers hiring an Early Childhood Educator or Student Support Professional who is available to float between schools offering extra support for a short time (for example two weeks) to assist teams in developing strategies and goals for children who need extra support.

With the launch of the Board's new and exciting School Improvement Plan we would love to see a **consultation and collaboration** process between the Board and Early Learning Program teams. It appears that many environments have been designed or renovated without consultation with those who work in these classrooms every day. We strongly believe that Early Learning Program teams would have valuable input in the design and implementation of new or renovated environments.

Classroom materials are another budget concern for Early Childhood Educators. Over 90% of our Early Learning teams use their own money and resources to ensure students have the materials required to support the inquiry based learning we are doing in the classroom. We would love to see a small allotment for each classroom.

Professional Development

We are grateful for the continued commitment the Board has shown for the professional development of Early Childhood Educators, especially the mentorship program that was implemented with the 2014 – 2015 budget. We would love to see this valuable program expand to offer every Early Childhood Educator the opportunity to visit one other classroom for a half day every year. The opportunity for educators to idea share on a regular basis will improve consistency between programs and will enhance programming.

Early Childhood Educators request that the Board allocate one PLC day per year (perhaps the new PD day added to the Board's calendar) for all Early Learning Program teams to do only Early Learning Program related training. We would like to recommend training opportunities that are of low to no cost but offer high impact such as sharing sessions facilitated by Early Learning teams on a multitude of subjects and the opportunity to tour child care centres with a Reggio Emilia philosophy to see educators using observation and documentation to enhance programing in all areas.

As part of our new contract from the local bargaining table Early Childhood Educators had a budget of \$2,000 for professional development this school year. We respectfully request the same budget allocation for professional development in 2016-2017 that may be used to help with some of the above initiatives.

Respectfully submitted,

Shelley Crupi, Leah Jardine and Kristy Hankilanoja for
Early Childhood Educators

Lakehead Ontario Principals' Council

Presentation to

BUDGET COMMITTEE
LAKEHEAD DISTRICT SCHOOL BOARD
April 5, 2016

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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; 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;
- (f) *Administrator Supports*: includes support of administrators' workloads; school leadership and ongoing training supports; school budgets.

3.0 Views on the 2016 – 2017 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 again 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 the mental health lead, 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 the 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/or child and youth workers, and continue to do so, 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 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.

Furthermore, we believe that this age group in particular would benefit from new approaches to 21st century learning, as outlined in the Ministry of Education's 21st Century Competencies document (Winter 2016). For example, the Ministry notes that research supports the notion that *where* we learn affects the quality of *how* we learn. We believe we need to focus on creating spaces that allow for inquiry, flexibility of learning, creativity, and engagement. Imagine learning environments that included makerspaces, learning hubs in the libraries, and innovation in classroom furniture to promote collaboration.

Finally, we would like to see focused investment in training teachers at all grades, not just Kindergarten, to teach through inquiry, and to explicitly learn about and address these 21st century competencies.

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. We need to continue and expand our efforts to reach out to all the families, especially those of disengaged students. One way to achieve this is through the continued promotion and use of cloud-based apps and the Office 365 platform.

LOPC supports the social media strategy that the Board has undertaken. 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, synvoice messages, and notes home...and that doesn't take into account the communication coming in. LOPC supports the allocation of funds to continue 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 made steps towards reducing 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 Public Schools

Cathy Ferrazzo
Co-President Lakehead OPC – District 6A
Vice-Principal, Lakehead Public Schools



Lakehead Elementary Teachers of Ontario

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

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

Dear Mrs. Wilson,

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. Violence in our schools continues to be a major problem. Too often teachers are confronted with situations that they are not equipped to handle. Classroom evacuations and calls for emergency support have become regular if not frequent occurrences in our schools. Sadly, even these extra-ordinary measures fail to keep staff and students safe. As it is impossible to predict where the next event will occur, (hallway, playground, classroom) we are pleading the Board to provide B.M.S.T. to all teaching staff. We feel very strongly that this training will significantly enhance the ability of our teachers to better maintain the safety of our schools. We would like to propose that this training take place on the first P.A. day of the school year to maximize the return on the investment while significantly reducing the cost with no O.T. coverage being required.

It has recently been brought to our attention that the Board is concerned about the rate at which teachers are using their sick days. This has resulted in the introduction of an attendance management program. This program has resulted in the creation of endless meetings resulting significant lost time for administrators and staff. This time would be far better spent focussing on students and learning experiences. Unfortunately, what has resulted is the feeling that the employer is trying to intimidate the employee. The net effect is both demoralizing and counter-productive. If one is looking for ways to reduce lost time due to illness, one may wish to consider a return to everyday cleaning of our classrooms, the adoption of a mental wellness program to be implemented throughout all sites of our Board from top to bottom, and the re-introduction of the former sick leave program.

Finally, we look forward to speaking with you further this fall with regard to the renewal process.

Budget Proposals:

1. Provide BMST for all teaching staff.
2. Eliminate Attendance Management meetings. (Savings)
3. Return to everyday cleaning of all learning spaces. (Savings in terms of reduced illness)
4. Return to former sick-leave program (Savings)

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.

Thank you for your thoughtful consideration of these proposals,

Mike Judge
President
Lakehead Elementary Teachers of Ontario

Submission to the

Lakehead District School Board

Budget Committee

by

Paul Caccamo

Teachers' Bargaining Unit
OSSTF District 6A – Thunder Bay

April 5, 2016



**Teachers' Bargaining Unit – OSSTF
Presentation to the Trustees of the
Lakehead District School Board
April 5, 2016**



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.

Following the conclusion of a very challenging year of provincial negotiations that were followed by a sustained period of local negotiations, we now find ourselves in the midst of a system renewal plan that will once again require many challenging decisions be made by our organization. Having said this, we believe the renewal process is warranted and will yield significant opportunities for our system.

As a system, we are facing many challenges. The challenges that declining enrolment is placing on secondary school teachers has reached a critical point. Our shared vision of full service secondary school communities is proving difficult to achieve. We share your hope that the Renewal process will address many of these challenges as the impact it is having on teachers is significant.

Unfortunately, renewal does not happen overnight. One of my goals tonight is to encourage the board looks seriously at insuring the financial resources we need to sustain ourselves through the renewal timeline are in place.

We are all aware that the reduced student numbers in our secondary schools is making it challenging to provide the breadth of programming necessary to deliver the compliment of course offerings we believe our students need. One current practice has been to enhance course offerings in schools by combining classes into single assignments where two, three or four different course codes are being taught in a single period. This practice creates significant workload challenges for teachers. As we move from four to two schools, funding needs to be allocated during the transition phase to ensure teacher workload is manageable while insuring students have the quality and variety of programs they have come to expect from our schools. This will have a direct benefit on student success. It is important to note that the need for additional supports is an ongoing conversation between OSSTF and the board and these conversations are always respectful and solution driven.

Last year you heard me speak of the need to step back and examine the cost that that the relentless pursuit of desirable data is having on our system. After years of pursuing the latest Ministry concoctions on what we were lead to believe would lead to improved student success, I believe we are finally beginning to see that what really needs to happen is simple, and can be found from within our own organization. A focus on the basic needs of students and staff, a practical approach to PD that is locally developed and teacher driven as well as a shared approach to identifying PD needs. This approach is lower cost, leads to greater buy in and consistently produces more effective classrooms.

We recommend continued support for a strong, financially supported Adult Education Program. The Ministry of Education continues to financially ignore the critical importance these programs have in communities like ours.

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 the diversity of our student population expands, we believe we should be looking at expanding off site programs that cater to our distinct student communities to ensure their chances of success are maximized.

OSSTF recognizes the importance of school safety and remains committed to doing all that is necessary to ensure that schools are safe places for students and staff. The challenge of ensuring we have safe schools is a top priority. Schools need to be safe for students and adults. Current discussions around improving school key systems is another example where OSSTF is pleased with the direction the organization is taking and we encourage system wide implantation of these systems.

Conclusion

OSSTF remains committed to continuing its focus on maintaining strong, effective communication lines with the Lakehead District School Board as 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 necessary programs and supports for our students and staff. These items 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 and have workloads that are manageable in the short, medium and long

term. As always, OSSTF remains committed to being an active participant in these vital conversations.

Finally, we want the board to know that OSSTF is committed organizationally and financially to being an active participant in the challenge that renewal will create for impacted staff. Many of our members have dedicated their careers to individual schools that will be affected by the renewal process. In the coming months and years you can expect us to take a lead role in implementing social opportunities for staff to ensure the focus remains on all that is positive on the road ahead for Lakehead Public Schools.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BUDGET COMMITTEE

Jim McCuaig Education Centre
Board Room
Thunder Bay, ON

2016 FEB 09

TRUSTEES PRESENT:

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

Jack Playford
George Saarinen
Hannah Smith (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

Deborah Massaro
Ron Oikonen
Trudy Tuchenhagen

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 Karen Wilson was pre-nominated for Chair of the Budget Committee by Trustee Marg Arnone. Trustee Wilson accepted the nomination with thanks to her

nominator. Superintendent Wright called for nominations from the floor three times. There were no further nominations.

Motion to Close Nominations

Moved by Trustee Saarinen

Seconded by Trustee Arnone

“THAT nominations for the position of Chair of the 2016-2017 Budget Committee be closed.”

CARRIED

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

4. Election of Vice Chair

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

Motion to Close Nominations

Moved by Trustee Chambers

Seconded by Trustee Saarinen

“THAT nominations for the position of Vice Chair of the 2016-2017 Budget Committee be closed.”

CARRIED

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

5. Approval of Agenda

Moved by Trustee Chambers

Seconded by Trustee Saarinen

“THAT the Agenda for Budget Committee Meeting February 9, 2016 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 26, 2016.”

CARRIED

7. Preliminary Analysis of 2016-2017 Budget (025-16)

Kirsti Alaksa, Manager of Financial Services, presented the report that included the Guiding Principles for 2016-2017 budget development and a timeline for the budget process.

8. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Chambers

“THAT we do now adjourn at 7:10 p.m.”

CARRIED