



Office of The Superintendent of Business

Jim McCuaig Education Centre
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BUDGET COMMITTEE MEETING
Monday, April 10, 2017
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.	Resolve into Committee of the Whole – Closed Session		
5.	COMMITTEE OF THE WHOLE – Closed Session – 5:30 p.m. (SEE ATTACHED AGENDA)		
6.	Delegations		
6.1	Special Education Advisory Committee (SEAC)	L. Sylvestre K. Matyasovszky	1-2
6.2	Parent Involvement Committee (PIC)	L. Sylvestre & J. Davis	3-4
6.3	Aboriginal Education Advisory Committee (AEAC)	S. Tardiff	5-6
6.4	Ontario Secondary School Teachers' Federation Student Support Professionals' (OSSFT – SSPs)	P. Gibbs	7-9
6.5	Ontario Secondary School Teachers' Federation Early Childhood Educators' (OSSTF – ECEs)	S. Crupi & K. Hankilanoja	10-13
6.6	Lakehead Ontario Principals' Council (LOPC)	V. Bodak & C. Ferrzzo	14-18
6.7	Lakehead Elementary Teachers' of Ontario (LETO)	M. Judge	19-20

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

		<u>Resource Person</u>	<u>Pages</u>
6.8	Ontario Secondary School Teachers' Federation District 6A – Teachers' Bargaining Unit (OSSTF)	P. Caccamo	21-24
7.	Confirmation of Minutes		
7.1	Budget Committee Meeting January 24, 2017	K. Wilson	25-27
8.	Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION:

- 9. Information Reports
- 10. First Reports

MATTERS FOR DECISION:

- 11. Postponed Reports
- 12. New Reports
- 13. New Business
- 14. Notices of Motion
- 15. Information and Inquiries
- 16. Adjournment

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



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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
5:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Budget Committee Meeting - June 7, 2016	K. Wilson	1-2
5.2 Business Arising From The Minutes		
5.3 Consideration of Reports		
5.3.1 Business Matters	I. MacRae & D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		



SEAC

Lakehead District School Board
2135 Sills Street
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SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) DEPUTATION

BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 10, 2017

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 15, 2017 SEAC meeting to outline the 2017-2018 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 2017-2018

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

3.1 Technology

Ensure that technology used by students with special needs integrates with and connects to technology in the regular classroom to benefit all students.

3.2 Supports

Provide supports to work with schools to enhance an inclusive philosophy and practices that promotes a sense of belonging and acceptance for students and staff.

3.3 Transition of Students

Ensure continued funding for students transitioning from Grade 8 to secondary school and funding to support school renewal transition of students to their new school location.

3.4 Student Attendance

Ensure continued funding to support the work started this year to increase student attendance at school.

3.5 Learning Supports Professional Position

Continue to fund the *Learning Supports Professional* position to ensure ongoing training for Student Support Professionals (SSPs).

4. Conclusion

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

Respectfully submitted,

KELLY MATYASOVSKY
Vice Chair, Special Education Advisory Committee

LAURA SYLVESTRE
Chair, Special Education Advisory Committee

March 28, 2017

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

Dear Chair Wilson:

The Parent Involvement Committee (PIC) welcomes the opportunity to once again provide input into the school board budget process. Over the years as volunteers, we have witnessed the passion many of the Lakehead Public Schools staff and teachers have for the well-being of our children. Parents at PIC would like to mention that it is a privilege to volunteer beside our Board staff and teachers and the pride we have for our school board. We know our parent voice is important to the Board and appreciate the continued support.

PIC 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. Just this fall, the PIC event held at Victoria Inn welcomed school council chairs to discuss this very topic. Parents and principals from several schools came together to discuss barriers and ways to improve parent involvement. With the assistance of the Communications Officer, Bruce Nugent and other staff, the conversations from this event has led to a sub-committee and the discussion of re-vamping the once popular Council of School Council Chairs. We know that a parent to parent or person to person style is the most effective way to keep parents engaged.

PIC also supports an inclusive learning environment and supports the plans of the mental health team led by Mental Health Lead, Dr. David Tranter, and Superintendent of Education, Colleen Kappel. The supports include a wellness champion in each school and continued education for staff on mental health and well-being.

Reading current events, one can see that mental health, well-being and inclusion are top issues for families. With cutbacks, parents understand that Lakehead Public Schools needs to be creative to make sure all student needs are met and PIC believes quality of schools begins with a student's well-being and that leads to academic achievement. For these reasons, PIC supports a budget that continues to support student's mental health, well-being and parent engagement.

The PIC top priorities are:

1. Parent communication using both technology and personal lectures and training.
2. Promoting parent engagement by working towards the reintroduction of Council of School Council Chairs.
3. Supporting student and staff mental health and well-being by supporting school wellness champions and continued staff lectures, as laid out by the Lakehead Public Schools Mental Health Team.
4. Continuation of the attendance campaign.

Thank you for your passion, time and consideration.

Laura Sylvestre, Chair
Parent Involvement Committee

Jenn Davis, Vice-Chair
Parent Involvement Committee



CONNECTING FOR SUCCESS

2017-2018 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 2017-2018 budget.

The Aboriginal Education Advisory Committee (AEAC) was established in 2004 and provides ongoing advice to the Board on matters relating to the education of Aboriginal students. The committee's mission statement "Connecting for Success" reflects our commitment to improving and supporting Aboriginal student success.

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 2017-2018:

1) Staff Roles

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

2) Training

- To provide ongoing culturally authentic, appropriate, and relevant professional development / training opportunities for teachers (with accompanying resources e.g. books, videos, supplies);
- To provide bi-annual cultural awareness training for all staff;
- To continue supports for secondary Native Studies courses;
- To increase supports for the expanded Native Language programs at elementary and secondary levels;

- To continue supports for Aboriginal Achievement Facilitators.

3) Outreach

- Financial supports for community development, student programming that includes summer educational programming initiatives, supplies and printing that will enhance and nurture Board/community partnerships;
- Financial supports for outreach and travel to communities;
- Financial supports for cultural supplies (i.e. tobacco, cloth, and ribbons for tobacco ties) and increased funding for honoraria for Elders and Cultural Knowledge Keepers;
- 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 provide opportunities for AEAC to share their work with families and community members (i.e. community feast);
- To develop avenues for celebrating and sharing the success of our Aboriginal education programs, students and their stories (i.e. student success videos);
- 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 coordinated with the current Lakehead Public School's Strategic and Operational Plans, 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 the education-directed Calls to Action from the Truth and Reconciliation Commission.

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

Submission to the

Lakehead District School Board

Budget Committee

Student Support Professionals
Bargaining Unit
OSSTF District 6A – Thunder Bay

April 10, 2017



Student Support Professionals

2017 Budget Submission

Lakehead District School Board

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 for the opportunity to provide input into the budget process.

This past year a program called the Special Education Leadership Series was developed for Student Support Professionals who work full time for the Lakehead Public School Board with the purpose of educating and training in the area of technology. We understand the importance that technology plays in students' lives and how useful it can be as a tool in learning.

Through a collaborative approach, consisting of Lori Carson and her team of resource teachers along with input from elementary and secondary SSPs we surveyed our members and asked five questions: which programs were they currently using on a daily basis, which programs were they using once in a while but found very useful, which programs would they recommend to other SSPs, which programs they would be interested in learning more about, and finally if they would be interested in sharing their knowledge of a program with other SSPs. We received great response to the questions and developed a list of programs which were widely used along with a list of people who were willing to share their expertise and experiences.

The level of feedback and the enthusiasm from SSPs who had responded prompted us to provide leadership opportunities within our group, whereas the SSPs who were using the program(s) and equipment on a daily basis was the person sharing with colleagues the usefulness of the equipment and any limitations. For example, a program like Kurzweil could not be used successfully if a student has a speech impediment but is very useful for a student who has difficulty with spelling or getting their thoughts down on a piece of paper.

A total of twelve different workshops were developed and in all sessions at least one SSP helped to deliver the information. All the sessions were offered after the school day, and in order to accommodate the many members who have part time jobs beyond the school day, we changed the days of the week

that the sessions were offered to maximize involvement. This was strictly voluntary for everyone involved. We also recognized the range of ages in students with whom we work with so we were cognizant of making sure we provided something for all types of levels and ages of students. Anyone who attended eight of the twelve sessions earned an IPAD to use as a tool with their students however long they are employed by the board. The IPAD is the tool being used in the classroom.

What has become very clear during this past year is that there was a definite need for this type of collaboration amongst our group. Those involved have received positive feedback. We have people who did not have very many skills with the computer taking an interest, asking questions and trying different programs with their students. Many presenters have commented that they are being contacted by members who are having further discussions about what they presented. The presenters themselves are positive about their experience and the feedback they have been receiving as many have not had the opportunity and did not see themselves as having the level of skill which they do have. There is an excitement about this program and anytime there is excitement it benefits students.

Currently twenty- five SSPs have earned an IPAD to use as a tool with students this past year. There is an interest to continue this type of learning and we would like to see this type of opportunity extended into the next school year. We are better equipped to connect with students on a different level and reinforce what has been taught using the same tools as the rest of their peers. The cost for this would be at a minimum as there are IPADs remaining from the initial order.



Early Childhood Educators

Submission to

Lakehead District School Board's

Budget Input Session

April 10, 2017

**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 2017 – 2018 budget.

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

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

Planning Time for Educator Teams

One of the barriers in delivering high level programming to our students is the lack of planning time for Early Childhood Educators. Planning time for ECEs is a provincial issue but we would love to see a commitment from the Board to provide Early Childhood Educators and classroom teachers the opportunity to plan together. Some teams do meet after school is dismissed but teachers are not mandated to stay at the end of the day, leaving many educator teams with no time to work together. We would like to request that the Board gives teams one hour a week to work and plan together. Each school could likely figure out the logistics of this commitment. Finding internal coverage for this short amount of time each week may take some finagling but we believe it will have a huge impact on our ability to deliver high level, seamless programming to our students. We would also like to request the Board designate one PD day a year for Early Learning team training. Due to the ECE supply shortage, ECEs are often unable to attend the Early Learning training sessions hosted by the Board. Moving this training to a PD day would ensure that Early Learning teams could attend together, increasing the value of the training.

Supply Early Childhood Educators

Despite many rounds of hiring we are still left without adequate supply coverage resulting in schools scrambling to find internal coverage and also many ECEs being unable to attend Early Learning training. We recommend that the Board consider hiring a permanent Early Childhood Educator to float between schools providing occasional relief as required. When looking at the demonstrated need for supply staff it is very unlikely that this permanent ECE would be without work. But if there did happen to be a day this person was not needed at a school then they would be available to float to classrooms with high needs and low support, to assist educators in developing strategies and goals for children who need extra support.

Enhanced Mentorship Program

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 believe so strongly in this program that we would like the Board's support in making this program mandatory for ALL new Early Childhood Educators. We would also like to extend this program to any ECE who would like a mentor. We strongly feel this is a necessity to improve consistency between programs and to enhance programming across the Board.

Professional Development

We are grateful for the continued commitment the Board has shown for the professional development of Early Childhood Educators. As per our collective agreement from the local bargaining table Early Childhood Educators had a budget of \$2000 for the 2016-2017 school year for professional development. We would like to request your continued support of this amount, at minimum. There are many professional development opportunities we long to provide to our members including providing the opportunity for ECEs to visit other Early Learning classrooms once per year to share ideas and programming; training in outdoor education; providing the opportunity for members to attend workshops and conferences and early intervention strategies.

Avoid SK/Grade 1 Splits

Although we understand why these splits exist and appreciate the financial and space constraints schools face we strongly urge the Board to avoid placing these two grades together. It is our opinion that these splits are not working. The Early Learning Program is very unique from all other grades. It is by nature and Ministry definition an inquiry and play-based program with it's own unique reporting system, the Communication of Learning, and it's own unique curriculum that looks at four quadrants of learning. Unfortunately, this program and reporting system is in complete contrast from that of Grade 1. And although we do hope the Ministry does extend the Early Learning Program through the primary grades that is not the case right now. Grade 1 has a curriculum and reporting system that requires a completely different documentation and reporting process not to mention a higher level of teacher led instruction. Having these two grades together has been a disservice to the students and adds immense challenges and demands to the educators. Unless the Grade 1 curriculum and reporting system changes we urge the Board to keep Early Learning classrooms strictly Kindergarten.

Continue to Enhance accessibility of resources for staff dealing with Violent Incidents in the classroom

Unfortunately, violent incidents in the classroom have risen across the province and within our own Board. 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 or the support required to protect other students. We also cannot ignore that aggressive and violent behaviours take away from the other children's learning. In order to protect the children and staff within our schools we need the Board to write and enforce a clear policy on how these incidents are handled. We need to increase the resources available, educate staff and ensure the whole team is available for meetings regarding the child so that we are all on the same page. We need to work with and support families and caregivers, but also hold them accountable and encourage them to seek necessary support and programming from the community. We feel the above steps will go a long way in supporting the children and staff in our schools and will result in improved student success for ALL children.

Resource Lead ECE

The Early Childhood Educators strongly feel that the addition of a Resource Lead ECE would undoubtedly enhance student success and strengthen the Early Learning program across the Board. The role of this position would be to provide resources and suggestions to any aspect of the Early Learning program and team, including to assist educators in developing strategies and goals for children who need extra support. The ECE or school administrator could request the resource ECE visit their program. Not only would the creation of this position support individual educators and programs it would assist in providing consistency amongst Early Learning Programs within the Board. Many of our ECEs have years of experience providing quality Early Learning programs for the Board, have an in-depth knowledge of child development and are trained to recognize and support many childhood exceptionalities.

Respectfully submitted,

Shelley Crupi and Kristy Hankilanoja for
Early Childhood Educators

Lakehead Ontario Principals' Council
Presentation to

BUDGET COMMITTEE
LAKEHEAD DISTRICT SCHOOL BOARD
April 10, 2017

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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** 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.
- 1.5** Lakehead OPC is aware of the current Ontario fiscal realities, and that budget discussions this year continue to be challenging.
- 1.6** 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) *Administrator Supports*: includes support of administrators' well-being, consideration of workloads; school leadership, ongoing professional development and training supports; continued input into school budgets.
- (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; physical education; secondary specialist high skills majors and continue to explore other system programs of excellence such as Academies of Learning;
- (e) *Support for Elementary and Secondary Technology*: continue with presently funded IT (Information Technology) plan.

3.0 Views on the 2017-18 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. We have targeted this through the lens of the strategic plan priorities of Learning and Environment.

a) Environment: Student and Staff Resiliency and Well-Being

LOPC continues to strongly advocate for the allocation of dollars towards student and staff well-being supports and initiatives directly in our school communities.

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. Continued support and funding for programs and instructional opportunities both in and out of the classroom, will benefit not only those with mental health concerns, but all students.

LOPC strongly advocates for creative reallocation of existing administrators. We believe that all of our administrators, regardless of role, belong in our schools, both elementary and secondary, to help ensure the safety of our school communities. This will serve to ensure additional supports are in place in schools and will promote well-being of all staff and students.

b) Learning: Student Success Initiatives

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 extreme behaviour issues are a significant safety and workload concern for principals and vice-principals. These concerns would be well-addressed with the reallocation of administrators.

We believe all students will 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 on-line learning through all grades. To take this one step further, with attendance being such a challenge for students, we need to stop trying to bring them to school and start finding ways to bring school to them.

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.

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 and the reallocation of all administrators to school sites would have two potential benefits: principals and vice-principals would have a more effective instructional 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 *all* our principals and vice-principals is in our schools. In addition, the proposed reallocation of non-school based administrators will provide the necessary supports to ensure that our leaders can first and foremost keep our schools safe, can be the instructional leaders that are necessary in our schools and have the ability to work collaboratively to promote well-being.

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 continue to 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
2017-2018 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.

We would also like to thank Trustees and Senior Administration for responding to our request for BMS training for all teachers so that they may be better equipped to respond in moments of crisis in our schools. Lakehead Public Schools and LETO have worked cooperatively to develop an appropriate program and a training schedule has begun. We look forward to the continuation of this program next year as we work toward our goal of having all teachers participate. The health and safety and mental well-being of students and staff remain top priorities for the Lakehead Elementary Teachers of Ontario.

Over the last several months the City of Thunder Bay has welcomed many new families from Syria. This has resulted in a significant influx of English Language Learners to our Board. This is an exciting opportunity for our schools. It does, however, still present some significant challenges in terms of meeting the needs of these students. Specifically, we are asking for increased support for the ELL program. Currently we simply do not have enough teachers assigned to the ELL program to handle the case load. These students are coming to us with diverse needs, many with little to no fluency in English and many who have been out of a school setting for multiple years. Without direct and focussed English Language support, these students are continuing to fall further and further behind.

As trustees are aware, the 2016-17 school year saw three of our schools pilot intermediate learning academies. Kingsway Park, Westmount, and Five Mile all offered a new format for their grade seven and eight classes. This program has generated a lot of excitement for students, staff, and the community. Many new partnerships with the community have been developed which have resulted in great opportunities for our students. The feedback from families has been extremely positive. Of course, programs like this do not simply run themselves. Collaboration between administrators, teachers, families, and the community is imperative to the success of any academy. Equally important, is the financial support to pay for these opportunities. If we are asking teachers and principals to invest hundreds of additional hours of planning and preparation, they will need to know that funds will be there make the programs run.

Finally, as we consider the budget and ways to draw upon new revenue, we would like to urge Trustees to reconsider their evaluation of Senior Administration's North Side Renewal Plan. The Lakehead Elementary

Teachers of Ontario strongly feel that the conversion of Superior Collegiate and Vocational Institute into a dedicated K-8 elementary school will draw hundreds of new students to our Board. This will result in a significant increase in both Kindergarten and Grade 7 capture as families chose the incredible opportunities that this facility will provide. A fully serviced intermediate rotary program, complete with Music, Visual and Dramatic Arts, Technology, Sciences along with the remaining core subjects will be a unique option in our city. We firmly believe that this option will ensure that we are providing our students with best opportunities.

Budget Proposals:

1. Continue to provide BMST until all staff are trained
2. Create 2 or 3 ELL sites to better pool our resources and increase supports offered
3. Full financial support for all current and future Learning Academies
4. Adoption of Senior Administrations Renewal Plan (North and South)

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 10, 2017



**Teachers' Bargaining Unit – OSSTF
Presentation to the Trustees of the
Lakehead District School Board
April 10, 2017**



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.

In the history of our local there has never been a more desperate need to communicate clearly through the budget deputation process the critical needs now facing Secondary Teachers in our organization. We are indeed at a turning point and the goal of this deputation will be to make it as clear as possible the challenges secondary teachers are facing and how the challenges can be addressed through the budget process.

Enrolment decline in our system has been creating significant human resource and programming challenges for secondary schools. Last year, I spoke to you about OSSTF's support for the ARC process and how we believed the reduction to two schools would help alleviate the incredible challenges facing secondary teachers in our system. We were honoured to support the work and recommendation of our senior administrative team. Our secondary teachers are the front lines in our struggle to have our high schools remain full service communities. We deeply regret that this goal was not achieved.

OSSTF is certain we would all agree on the merits of each of our schools being in a position to offer a full breadth of programming. When enrolment numbers do not facilitate the level of staffing necessary to provision this, the pressure increases on remaining staff to continue to provide the same service with fewer people. The critical area where this impacts schools is in the area of class sizes. To offer a broad spectrum of classes with fewer staff, some classes need to be larger. A disturbing trend has occurred in the last 10 years as we have

continued to make our schools full service communities in the area of class sizes. Despite the existence of fairly negotiated contract language to places limits on the number of students who can be assigned to a class section, our system demographic and desire to have full service schools has resulted in unprecedented 'piercings' of these caps. In other words, our class sizes are not conforming to our collective agreement. Teachers are teaching very large classes. Students are being forced to manage their access to learning opportunities in classes with too many students. Teacher workload has become unmanageable. In far too many cases it is leading to burnout and illness.

We appreciate the work of our Superintendents this year in providing unprecedented emergency funding to split classes that had the most egregious and challenging overages. It has made a significant difference to some of our members. Unfortunately, as you can see from the chart below, 100 classes in our system this year still remain over the caps clearly listed in our contract.

Without substantive change, things will get much worse. Despite an ongoing effort between OSSTF and the Superintendents responsible, it is not getting better. The following chart highlights the rate of class cap piercings over the last few years:

Year	Class Cap Piercings
2010 – 2011	7
2012 – 2013	21
2013 – 2014	9
2014 – 2015	41
2015 – 2016	70
2016 - 2017	100
2017 - 2018	???

OSSTF believes that this trend is not sustainable. OSSTF also believes it is unfair to provision a system that has too many schools on the backs of teacher working conditions. We also believe there are only two solutions. We accept the fact that the ARC process did not provide the first solution. The second solution is to provide the necessary financial supports to address class overages in our secondary schools through the splitting of classes. As we head into next year with four schools and with another expected enrolment decline it would not be unreasonable to expect this trend to worsen. We are asking that the funding be put in place to protect teacher working environments, maintain class sizes that are in contract compliance and most importantly, ensure teachers have the manageable workloads they need to deliver effective programs, AND ALSO support extra-curricular activities and invest the additional time and energy necessary to ensure our schools are vibrant full service communities. After they have accomplished that, we hope they can leave their workplaces and go home with enough energy to enjoy their personal lives.

The cost breakdown of this would be:

150 classes to be split X \$14512 (average cost per section) = \$2 176 800*

*These amounts do NOT include the associated costs of benefits.

OSSTF recognizes that this is not a small amount of money but we remain confident that the quality of our schools, the importance of the staff and their personal wellbeing who serve inside of them, and the responsibility we all share to our students will inspire each of you to support the provision of resources we have requested today. I would be happy to answer any of your questions.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BUDGET COMMITTEE

Jim McCuaig Education Centre
Board Room
Thunder Bay, ON

2017 JAN 24

TRUSTEES PRESENT:

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

Jack Playford
George Saarinen (via teleconference)
Robyn Sulkko (Student Trustee)

TRUSTEES ABSENT, WITH REGRET:

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

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 Sherri-Lynne Pharand, Superintendent of Education, as Scrutineer, and Eileen Haven, Executive Secretary, as her assistant.

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

Motion to Close Nominations

Moved by Trustee Saarinen

Seconded by Trustee Massaro

“THAT nominations for the position of Chair of the 2017-2018 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

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

Motion to Close Nominations

Moved by Trustee Arnone

Seconded by Trustee Massaro

“THAT nominations for the position of Vice Chair of the 2017-2018 Budget Committee be closed.”

CARRIED

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

5. Approval of Agenda

Moved by Trustee Massaro

Seconded by Trustee Chambers

“THAT the Agenda for Budget Committee Meeting January 24, 2017 be approved.”

CARRIED

6. Approval of Minutes

Moved by Trustee Playford

Seconded by Trustee Massaro

“THAT the Budget Committee approve the Minutes of the Budget Committee Meeting June 21, 2016.”

CARRIED

7. Preliminary Analysis of 2017-2018 Budget (012-17)

David Wright, Superintendent of Business presented the report that included the Guiding Principles for 2017-2018 budget development and a timeline for the budget process.

8. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Massaro

“THAT we do now adjourn at 9:17 p.m.”

CARRIED