



Office of The Superintendent of Business

Jim McCuaig Education Centre
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BUDGET COMMITTEE MEETING
Tuesday, April 17, 2012
Jim McCuaig Education Centre

George Saarinen
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)	T. Graham-Horton	1-2
4.2	Aboriginal Education Advisory Committee (AEAC)	S. Tardiff	3-4
4.3	Parent Involvement Committee (PIC)	K. Gallagher	5-7
4.4	Lakehead Ontario Principals' Council (OPC)	T. Miller & J. Upton	8-18
4.5	Ontario Secondary School Teachers' Federation District 6A – Teachers' Bargaining Unit (OSSTF)	T. Hamilton	19-25
4.6	Ontario Secondary School Teachers' Federation Early Childhood Educators' (OSSTF – ECE's)	S. Crupi	26-28
4.7	Ontario Secondary School Teachers' Federation Educational Assistants (OSSTF – EA's)	S. Doughty-Smith	29-32
4.8	Lakehead Elementary Teachers' of Ontario (LETO)	E. Chambers	33-35

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 7, 2012	G. Saarinen	36-38
6. Business Arising from the Minutes		

MATTERS NOT REQUIRING A DECISION:

7. Information Reports		
7.1 Grants For Student Needs 2012-2013 (048-12)	K. Pozihun	39-41
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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SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) DEPUTATION

BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 17, 2012

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 a SEAC meeting to outline the 2012-2013 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 2012-2013

3.1 Professional Development

Differentiated Instruction & Universal Design

Students in our secondary schools do not typically experience the same level of inclusion they were familiar with in our elementary schools. To better facilitate inclusion in the secondary panel, SEAC recommends that all teaching staff and

educational assistants receive professional development on differentiated instruction and universal design. (Reference: *Education for All & Learning for All*)

Safe and Caring Schools

Students are receiving suspensions from school for behaviours that may be associated with their exceptionality. It is essential that all school personnel are aware of and understand that mitigating factors may play a role in the behaviour of those students who have been identified as exceptional as well as appropriate strategies for addressing the behaviour.

Mental Health Initiative

Students with exceptionalities may experience mental health issues. SEAC recommends that professional development regarding the mental health initiative include the perspective of students with exceptionalities.

Equity & Inclusive Education Strategy

SEAC commends the Board on recent actions to obtain input from our school communities to implement the Equity and Inclusive Education Strategy and we look forward to future activities. SEAC recommends that professional development include strategies for effective inclusive practices.

3.2 Transition Planning

Transition plans are a collaborative effort of parents, school, and community partners and a requirement of the IEP process. SEAC supports the work of the Special Education staff in developing plans and securing community resources to design effective transition plans. SEAC recommends that funding continues to support the process of developing plans and securing community resources to design effective transitions.

3.3 Early Learning

SEAC recommends a continued focus on effective early learning strategies for students with special needs in the full time kindergarten program (JK and SK).

3.4 SEAC Operating Budget

SEAC appreciates the funds allocated to support this committee. In addition to covering meeting costs, we have previously utilized these funds to promote SEAC awareness with staff, students, parents and the community through book marks, posters and newspaper advertisements. SEAC requests an equivalent amount as in the past to be allocated to SEAC for operational and training purposes.

Respectfully submitted,

THERESA GRAHAM-HORTON
Chair, Special Education Advisory Committee

MIRANDA MYERS
Vice Chair, Special Education Advisory Committee



CONNECTING FOR SUCCESS

2012-2013 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 2012-2013 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 an equitable and inclusive learning environment for all students and supports the Board's commitment to equity and inclusive education for all learners.

The Aboriginal Education Advisory Committee recommends the following funding priorities in Aboriginal Education to the Board for 2012-2013 (in no particular order):

- Aboriginal Education Advisory Committee expenses
- Aboriginal Community Liaison Officer position
- Aboriginal Education Resource Teacher position
- To continue Native Language programs at elementary and secondary levels
- To continue supports for secondary Native Studies courses
- To provide ongoing culturally appropriate and relevant professional development / training opportunities for teachers (with accompanying resources e.g. books, videos, supplies)
- 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
- To develop resources that will build awareness, educate and promote the work in Aboriginal Education within Lakehead Public Schools to all parents, guardians, students and community
- To pursue funding opportunities that will support student programs contributing to student success (i.e. the Tutor in a Cultural Learning Environment pilot program; providing additional materials based on student interest; Transitions to Kindergarten and High School)

Aboriginal Education Advisory Committee
2012-13 Budget Input Session

- 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 resources that will support the goals/work plan established by the Committee

The Advisory committee would like the Board to recognize and confirm financial support for these funding priorities. These priorities are aligned to the goals and funding priorities of the Ontario Ministry of Education's First Nation, Métis and Inuit (FNMI) Education Policy Framework and aligns with the Board's Strategic Plan.

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

We thank the Board 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.

Miigwetch!
Aboriginal Education Advisory Committee



Parent Involvement Committee

Jim McCuaig Education Centre
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April 10, 2012

George Saarinen, Chair
Budget Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Chair Saarinen:

Re: Input to the Budget Committee

Thank you for your invitation to the Parent Involvement Committee (PIC) to provide input on 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 and of parent engagement and involvement within our Board.

As you are aware, under Regulation 612/00 the Ontario Ministry of Education has mandated each school board in Ontario to have a Parent Involvement Committee. Subsection 27(1) of the regulation states that “the purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being”. The members of PIC strongly believe in the importance of parent involvement and continue to look for creative ways to encourage and support parents/guardians and School Councils in their efforts to support student success.

Attached you will find a copy of the PIC Action Plan 2012. This plan was developed to ensure that the key responsibilities of PIC are addressed throughout the year. A review of the Board’s Operational Plan shows one of the goals to be “strengthen communication with students, staff, parents, and community through enhanced communication methods and practices”. The PIC action plan states that part of the committee mandate is “communicating with and supporting School Councils and associated network meetings”. The action plan further states PIC will work to “enhance communication with School Councils and parents by developing an inclusive communication strategy and method for exchange of information”. A PIC Communications Adhoc Committee has been created and a draft communication strategy will be presented at the next PIC meeting

Your Children Our Students The Future
www.lakeheadschoools.ca

Lakehead District School Board

Lakehead Public Schools' Operational Plan and the PIC Action Plan both speak to the importance of a consistent structure for parent/guardian communication that will enhance communication. As technology moves forward, PIC strongly recommends that the Board look for more efficient and effective ways to communicate with parents/guardians. Now is the time to move toward a more consistent use of electronic media to communicate to parents. There are many leading practices occurring daily in our board but they are school specific or led by an individual teacher/Principal/parent. We work to share these practices at the grass roots level, yet struggle with ways to get these messages out to a broader audience. These practices should be adopted or shared Board wide in a consistent manner. PIC recommends that Lakehead Public Schools invest in and support an electronic system to provide timely information to parents and would welcome the opportunity to be a part of this process.

We would like to thank you for the opportunity to provide input into the budget process and look forward to addressing your questions and comments on April 17.

Sincerely

Kelly Gallagher, Chair
Parent Involvement Committee

Parent Involvement Committee Action Plan 2012

Mandate of the Committee	Link to Operational Plan	What actions will be taken?	How will this happen?	Responsibility
Providing information and advice on parent engagement to the Lakehead District School Board	Engagement	Consultations on policies/programs/plans	Invite and accept requests from presenters to the Committee for input and feedback	
Communicating and supporting School Councils and associated network meetings	Communication	<p>At least four times a year, host consultation/information sessions that will be open to all parents, School Council members and community participants</p> <p>Enhance communication with School Councils and parents by developing an inclusive communication strategy and method for exchange of information</p> <p>Encourage opportunities for the sharing between School Councils in family of schools</p>	<p>Schedule in yearly plan</p> <p>Facilitate a School Council orientation event</p> <p>Have someone from Information Technology attend PIC to explore options for communication</p>	
Undertake activities to help parents support their children's learning at school and at home through system level activities	Learning Environment	<p>System Information nights</p> <p>Speakers for parents</p> <p>Tip Sheets</p> <p>Kindergarten Registration Night</p>	Explore opportunities for partnerships with other groups to provide speakers for parent education	
Provide representation to other Lakehead District School Board committees	Engagement	<p>School Year Calendar</p> <p>Success Advisory Committee</p>	<p>Requests brought to PIC for volunteers</p> <p>Members of the Committee should have the opportunity to gather information from the group (if appropriate) and report back</p>	
Support positive relationships at school and Board level to enhance student success		Successful completion of the tasks in 1-4	<p>Review evaluation forms collected at events</p> <p>Consider surveys for parents</p>	

Lakehead Ontario Principals' Council

Presentation to

BUDGET COMMITTEE
LAKEHEAD DISTRICT SCHOOL BOARD
April 17, 2012

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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 48 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 Board Improvement Plan and with the initiatives of individual schools School Improvement Plans.
- 1.6** Lakehead OPC is aware of the stated Ontario fiscal realities, and that budget discussions this year are more difficult than in past years, but Lakehead OPC continues to be committed in providing leadership that ensures the best possible education for our students.

2. Budget Priorities:

2.1 Support for Student Success

2.1.1 Support for Elementary and Secondary At-Risk Students

Students who are struggling to achieve success in the elementary and secondary schools benefit from:

- Educational Assistant support
- Secondary School Guidance Councillor support
- Two full time Guidance Councillors on each side of the city for Elementary Schools
- Two full time Cooperative Education Teachers in each semester in secondary schools
- Direct support in schools for ESL/Multicultural/Equity/Diversity initiatives

It is recommended that specific targeted funds be allocated to these staffing initiatives in order to meet the needs of at risk students.

If it is not possible to increase support in this area for students, then we recommend that the current funding level be at least maintained.

2.1.2 Support for addressing Social Emotional Mental Health Needs

Students are in need of increasing support to address their social emotional and mental health needs in order to achieve success. Students would benefit from:

- One full time Social Worker in each Secondary School
- Two full time Social Workers for each side of the city for Elementary School support
- Two Attendance Councillors for Elementary and One Attendance Councillor for Secondary as dedicated support involvement with students and families

If it is not possible to increase support in this area for students, then we recommend that the current funding level be at least maintained.

2.1.3 Full-time Facilitators Elementary and Secondary

Early identification and support of students at risk is essential to ensure student success through the delivery of appropriate programs and instruction.

Data collection is crucial to drive instruction and to inform program, and a sufficient allocation of Facilitator time promotes the successful and early intervention for students with high needs.

It is essential and recommended that all Elementary and Secondary schools maintain current facilitator support , with a long term goal to increase this support as funds become available.

2.1.4 Support for Alternative Education Models and/or Increased Spaces

Lakehead District School Board currently operates a number of successful alternative education models on site and off site for students. We encourage continued support for these programs.

In order to reduce the waiting list for spots, increase student success and provide more support for ‘at risk’ students we recommend support for increasing elementary and secondary school alternative education opportunities in both on site and off site programs.

We recommend that a Principal position be created in order to over see and manage all aspects of our student success, alternative education, e-learning, and safe school programs.

We encourage further review, discussion, action and implementation for continued improvement of the system alternative education programs in order to better serve the changing and growing needs of ‘at-risk’ students.

2.2 Support for Elementary and Secondary Technology

2.2.1 Computer Technology, Supports and Training

Continued replacement and renewal of computers and software in elementary and secondary schools must continue in both the classroom educational setting for student success and in the operational side of schools.

Continued support for further technical enhancements such as SmartBoards, computer projectors, sound, laptop and wireless technology along with other new forms of technology (i.e. tablet technology such as iPads or Blackberry Playbook) that make our schools more efficient are important to keep our schools effective.

The continuation of specific funding for Secondary School Technology renewal is important.

It is recommended that targeted funds be maintained so that educators, supply educators and administrators can partake in training specific to the technology that is being utilized in our schools

2.2.2 Hard Technology Budget

It has been identified to us that there has been a significant reduction in the secondary school hard technology equipment budget.

It is recommended that a sub-committee be constructed so that all partners may sit together to address and discuss the specific needs of maintaining the hard technology equipment and programs in our secondary schools.

2.2.3 Infusion for Secondary School Mathematics Smartboard Training

With the infusion of smartboards in the mathematics area secondary schools continue to require funds to provide further training and support for the new technology to be effectively utilized by teachers for their students.

It is recommended that targeted funds be maintained.

2.2.4 Science and Technology Supports

It is important for our students' future success that current state of the art tools and equipment be made available in the Secondary Science and Technology lab areas.

It is recommended in order to enable students to achieve success in these areas, while considering the increasing of learning opportunities for students and the safety in the lab areas, that secondary school science and technology class sizes not be increased in size

It is recommended as part of the transitions to secondary school program that students in Grade 7 and 8 be introduced to and utilize high end science and technology labs and equipment and that continued funding to support this initiative be maintained.

2.2.5 Safe Schools Technology

The current video cameras and recorders in secondary schools are becoming of an age in which the technology is becoming ineffective and in need of repair or replacement. The school communities have the expectation that they are operating properly and thus when they are not it may compromise the safety of all in the building.

Thus, it is recommended that support for the repair, replacement, increase and upgrades of the video cameras and recorders be made available.

It is also recommended that video camera and recorder technology be rolled out to targeted elementary schools. A review of schools most in need of this technology should take place.

2.2.6 Health and Safety: Technology, Equipment and Training

Maintained support for up to date technology, equipment and training for the health and safety of all Lakehead District School Board members is recommended. Supports for these initiatives are important as they then directly impact our students in all aspects of the learning environment.

2.2.7 Communication Technology

Lakehead OPC encourages continued support for improved technology with our parents/guardians and community via tools such as synervoice, web sites, newsletters, newspaper, radio and television advertisements.

2.2.8 E-Learning Technology

In order to assist with improved student success, we recommend, as part of the previously mentioned alternative education models, that e-learning become a dedicated focus area over seen by a dedicated e-learning Principal. This individual could look after the technology, instruction of courses, workshop and training provider, and the expansion of courses offered to both Lakehead District School Board students and non Lakehead District School Board students.

2.3 Support for Literacy

2.3.1 Support for Early Intervention

To ensure that our students are able to read by the end of Grade 3 to meet the Literacy targets set by the Lakehead District School Board, and to ensure their ongoing success in school, funding must be maintained to provide appropriate early intervention programs in all schools. Continued support to provide program staff to provide leadership in the area of literacy is also crucial.

2.3.2 Support for Later Literacy

In order to sustain and extend later literacy programming for students at risk in Gr. 4 - 8, funds to provide expanded training and resources must be maintained to schools to establish effective programming in this area. Funding and support for elementary-secondary professional learning groups (PLG) is important.

2.3.3 Support for Secondary School Literacy

In order to further sustain and extend the elementary literacy programming in Grade 9 – 12, specifically targeted support needs to be maintained at the Grade 9 and Grade 10 level. Continued support for the Literacy Lead Coordinator and the Special Assignment Teacher (who focuses upon aboriginal students transitions) needs to be provided.

If it is not possible to maintain a central support position then it is recommended that one period in each semester be budgeted to each Department Chair of Communications.

2.4 Support for Numeracy

2.4.1 Elementary Mathematics Training

Ongoing training for elementary teachers is imperative to ensure a full implementation of the mathematics curriculum. In order to further develop a K-8 math continuum in our schools, all divisions must be prepared equally to use the teaching resources and , technology , as well as support from the Program Department

2.4.2 Numeracy Transitions

As part of the Mathematics Professional Learning Groups (PLG), Grade 7 and 8 teachers meet with Secondary Mathematics teachers to improve the success of students' mathematical skills. However, to continue to support this initiative occurring on a regular and ongoing basis, it is recommended that specific funding be maintained so that Grade 7 and 8 teachers can meet with Secondary Mathematics teachers.

2.4.3 Secondary School Math Coach

Continued support for the secondary school math coach is recommended. This individual provides support to both students and staff in a wide variety of ways (individual tutoring, group tutoring, early intervention, communication to families, staff training).

If it is not possible to maintain a central support position then it is recommended that one period in each semester be budgeted to each Department Chair of Mathematics.

2.5 Program Enhancements

2.5.1 Character Education

Funding to support initiatives of Character Education help to improve students overall success by allowing students to be involved in school and community initiatives in a positive manner. Programs such as Natural Helpers deserve continued funding support due to its supports and reach of many students in our schools.

2.5.2 Environmental Education

In order to support schools environmental programs, it is recommended that direct funding to support the basic recycling programs in schools be provided.

Specific to the Kingfisher Lake Outdoor Education program, schools often need to utilize school funds to cover the costs of busing/registration for students to attend often having to resort to fundraising. It is recommended that specific centrally targeted funds be made available to support all students who attend programs at Kingfisher Lake Outdoor Education Centre.

2.5.3 Co curricular Education

In particular to the area of athletics, Lakehead OPC encourages maintained if not increased supports at both the Elementary and Secondary levels to support our student athletes. Specific funding of release time for teacher coaches to attend games and tournaments (supply coverage) and increased funds for busing is necessary.

2.5.4 Secondary Specialist High Skills Majors and other System Programs of Excellence

Continued funding at existing levels for secondary school Specialist High Skills Majors and other System Programs of Excellence (International Baccalaureate Program, French Immersion Program, Aircraft Program, Cosmetology Program, Army and Navy Cooperative Education Programs) is important to allow each school to excel in its identified area.

2.6 Enhancement of School Facilities

2.6.1 Exteriors

Many of our schools are aging structures and properties. It is important that we continue to work with school communities to provide attractive and inviting schools stimulating academic learning environments and environmentally appropriate green spaces for our schoolyards.

The maintenance of funding that will allow ongoing improvements to school exteriors is recommended.

2.6.2 Interiors

The replacement and repair of interior school environments, lockers, intercom systems and furniture will all contribute to more effective learning atmospheres in our schools.

The maintenance of funding that will allow ongoing improvements to school interiors is recommended.

2.6.3 Custodial, Maintenance and Trades Personnel

The support for custodial, maintenance and specialty trades personnel in order to allow for students to learn in the best learning environments all impact upon student success.

The improvement of funding that will allow timely completion of renovations and improvements to schools is recommended.

2.7 Administrator Supports

2.7.1 Support of Administrators' Workloads

Workloads of both elementary and secondary administrators continue to increase with new initiatives, mandates, and policies. Adequate funding to cover staffing for all initiatives brought forth, supervision and administrative support in each building is critical.

Sufficient Vice-Principal release time in the elementary schools remains key to helping ensure student success, as does the maintaining of two Vice-Principals in every secondary school.

Furthermore, adequate administrative staffing at school start-up and during the school year (including secretaries and lunch supervisors) in every school is needed to ensure Principals and Vice-Principals can manage their workloads.

It is recommended that a sub-committee be constructed so that all partners may sit together to address and discuss the specifics of administrator workload and staffing.

2.7.2 Support for Professional Learning Communities

In order to further support the professional learning, dialogue and action of elementary and secondary educators in improving the skills and success of our students, specific funding needs to be made available so that these communities can meet on a regular ongoing basis and to provide for further training for administrators.

It is recommended that funding be maintained so that educators are able to meet in their PLCs on a regular basis.

It is also recommended that direct funding be maintained so that administrators are able to receive further training on PLCs.

2.7.3 School Leadership and Ongoing Training Supports

The Board must continue to be proactive and continue to train those with aspirations to assume these leadership roles.

It is also important that there is adequate funding, support and on going training and in-service for practicing Principals and Vice-Principals so that they may continue to provide the strong leadership to our community.

2.7.4 School Budgets

It continues to be felt that the school budgets, particularly in smaller schools, are not equitable. Due to increased costs from such items as phone, fax machines, photocopiers, lunch hour supervision rates, etc, the fixed costs are rising but

budgets remain the same or decreased if you have fewer students, and thus there is less money for students.

Small schools pay the same amount for fixed item costs but do so out of a smaller budget. It is therefore recommended that a review of budgets for fixed cost items for all schools occur to compensate for this issue.

3. **Conclusion**

On behalf of the Elementary and Secondary School Administrators and our students, we thank you for your attention to the above recommendations.

Information and input for our presentation was collected from our colleagues.

We are well aware of the potential fiscal constraints that Boards across the province are currently facing and are more than willing to meet at any time to further explain or discuss any of the items in our presentation.

We are proud to be part of the Lakehead District School Board and will continue to support your direction in helping us make our schools wonderful places to learn and work!

Respectfully submitted on behalf of Lakehead OPC,

Todd Miller

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

Jeff Upton

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

**Submission to the
Lakehead District School Board
Budget Committee**

by

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

April 17, 2012



**Teachers' Bargaining Unit – OSSTF
Presentation to the Trustees of the
Lakehead District School Board
April 17, 2012**



Last year, the budget submission from Teachers' Bargaining Unit of the District 6A-Thunder Bay of OSSTF/FEESO used "Our Students, Our Future" as the basis of our presentation. Since then, a new minority government has been elected and has released their budget for 2012-13. As collective agreements expire, a difficult round of negotiations looms. At this time, we want to review our report from last year and make recommendations going forward to improve education in our secondary schools.

"Our Students. Our Future." was designed to encourage continued discussion of the key issues affecting the quality of public education in Ontario. Our goal was 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 points of "Our Students, Our Future" were:

1. Provide every student with a broad range of learning opportunities.
2. Give every student a strong understanding of what it means to be a good citizen.
3. Enable every student to make a contribution to our society and economic future.
4. Make our schools the hub of involved and caring communities.

Provide every student with a broad range of learning opportunities.

We continue to believe that the Lakehead District School Board should provide all students with access to a well rounded curriculum with a broad range of courses. Last year, we recommended

that the Lakehead District School Board must continue to support alternative learning opportunities for secondary students both inside and outside of the classroom setting. These opportunities must continue.

While the Lakehead District School Board continues to support a number of off-site Alternative Education Programs such as Storefront, Connections, SAM/MISOL, and College Link, it is essential that these programs are maintained. Many of the students in these programs struggle in regular schools, yet alternative education programs have been successful in providing educational opportunities for these students. However, these programs must be provided in facilities that make these students feel comfortable. Over the last year, there have been changes to locations and the facilities of these programs that have disrupted the educational programs of these students. Changes to the location or physical environment should be done as to minimize the disruption to the educational program of the students.

The staff members who work in these special programs must deal with a wide variety of issues that can affect the learning of their students. We must reiterate our recommendation from last year that these staff members receive appropriate professional development to be able to deal with these students effectively.

While we strive to ensure our students are successful and manage to graduate, there are students who are not able to graduate from secondary school in the usual time. Fortunately for these students, the Lakehead District School Board runs a strong Adult Education program. This program must be maintained to ensure that we have a strong, well educated population to build our economy and our community. OSSTF/FEESO encourages all of the trustees of the Lakehead District School Board to attend the graduation exercise for this program and see for themselves how this program can change the lives of these adult learners.

Give every student a strong understanding of what it means to be a good citizen.

Last year, OSSTF/FEESO asked the Lakehead Board to continue to provide our students with a wide range of experiences in arts, music, and technology. Unfortunately, the provincial government has proposed that secondary students will be limited to 34 credits beginning in 2013-2014. This action may prevent some students from getting that wide range of experience. While the Ministry has promised the consultations with sectors partners to determine how to best achieve meeting the diverse student needs, it seems strange that the government would start the process by creating a limit to student learning prior to holding consultations.

OSSTF/FEESO recommends that the trustees of the Lakehead District School Board participate in consultations regarding the Ministry of Education's suggested limits on student credits to ensure that students continue to have a broad range of experiences while at secondary schools. The Interim Update of the Secondary Program Report recommended maintaining and expanding programs rather than limiting opportunities for students, and OSSTF/FEESO agrees with this recommendation.

In our report last year, we recommended that the Lakehead District School Board continue to support a healthy lifestyle in our student body. The banning of unhealthy foods in our schools supports improving the diet of our students, but this improvement in diet is only possible if our students have access to healthy foods in the schools. OSSTF/FEESO recommends that cafeterias with healthy alternatives remain in our secondary schools.

Another way that the Lakehead District School Board can continue to support healthy lifestyles in ensuring our students have access to courses in physical education and family studies.

To be able to provide students with the best programs possible, the Lakehead Board need teachers who continue to receive regular professional development. Unfortunately, the provincial government has made the \$21 million reduction in funding for professional development permanent. OSSTF/FEESO recommends that the Lakehead District School Board lobby the government asking them to support professional development properly.

Enable every student to make a contribution to our society and economic future.

As the backgrounds of our students become increasingly diverse, the Lakehead District School Board must continue to support all of our students, and the supports required are as diverse as our students. Not only are there cultural and linguistic differences in our student population, but there are also gender, educational, and socio-economic differences that our teachers and educational workers deal with on a daily basis.

How is the Lakehead District School Board preparing to meet the needs of our students? Since Bill 160 removed the right of local school boards to raise funds through local taxation, school boards have had less and less flexibility in how they are able to fund education in their communities. Are the trustees prepared to provide an education program that is meets the needs of our students in Northwestern Ontario? Certainly, the challenges we face are different than challenges in other areas of the province, and we must provide programs for all of our students.

While budgets have become stressed, school boards have been forced to compete with the EQAO scores. OSSTF/FEESO does not believe that the EQAO scores are being used to help student achieve in anything other than the EQAO test. The turn-around-time for these tests alone violates the tenets of good assessment and evaluation practice. These scores are used to rank schools without reference to the student demographics or gender balance of the students.

In secondary schools, we do not need a multi-million dollar program to identify the students who might struggle with numeracy and literacy.

OSSTF/FEESO recommends that the Lakehead District School Board lobby the provincial government to eliminate the Education Quality and Accountability Office.

In our report last year we made the following statement. "While the government may be focusing on the early years, the Board has a responsibility to provide the best program for all of its students, whether they are elementary students, secondary students, or adult students."

This is even more true today. The government is pressing ahead with one program while they underfund all of the other programs. The trustees have a responsibility to all of our students, and they must treat all of our learners equitably.

Make our schools the hub of involved and caring communities

Our schools are caring communities. You can truly see this if you visit our schools during their breakfast programs. You will find students, teachers, and educational workers working together as a team to provide students with a healthy start to their day. Breakfast is the most important meal of the day for students who need that energy for their brains to absorb their learning.

However, there is much to do to ensure that schools are safe places for students and staff. We must continue to provide the supports for the mental and emotional needs of our students. We need the staff in our student services department to be able to identify students who are struggling educationally, socially and mentally.

Safe and comfortable environments require buildings to be clean and well maintained. This requires the staff to clean and maintain our buildings.

OSSTF/FEESO recommends that the Lakehead District School Board continues to maintain staffing levels at a level to ensure the appropriate services and supports in our schools.

Conclusion

Since Bill 160, the budgeting process for schools has become increasingly difficult. School boards have been forced by the government's funding to make difficult decisions such as school closure. During these difficult debates, as school communities have protested against proposed school closures, government officials have tossed any blame back to the school board trustees. However, these local politicians, the ones who are closer to the average voter, are not participants in the process of determining the government's budget for education. While the government adds programs, they are cutting funding to the Lakehead District School Board.

OSSTF/FEESO would like to ask the trustees, what are the trustees going to do to support all of the students of the Lakehead District School Board? While the government attacks funding to technology in the classrooms, to professional development, and to student transportation, how are school boards prepared to respond? Will they lobby the government to fund education properly? Will they pass a deficit budget if that is the only way to ensure students receive the education they need and they deserve?

Last year we ended our report with the OSSTF/FEESO motto, "Let us not take thought for our separate interests, but let us help one another." In the challenges that we are facing, we hope that we can work together to provide the best education possible for our students.

Ontario Secondary School Teachers' Federation

Early Childhood Educators



submission to

The Lakehead Public Schools'

Budget Input Session

April 17, 2012

**Shelley Crupi
Shawna Scopacassa**

Budget Submission

On behalf of the Early Childhood Educators, we would like to take this opportunity to thank you for recognizing the importance in providing young children with a solid foundation within their first two years of school. This foundation will be their base for future learning and future success.

This year, we have decided to show you a power point presentation as an example of the kind of programming and learning that is occurring in our full day Early Learning Programs.

Inquiries are based on children's interests and curiosity. They provide children with an opportunity to play, explore through hands-on experiences, share their knowledge and thinking, and also to become engaged learners who are having fun! To provide a program that allows for a variety of inquiries to occur, our programs need to be led by more than one qualified educator. We also need to have time together as a team to allow for important conferencing to happen. As you will see through the slide show, there is a great deal of work that goes into the whole process. By allowing time for the two educators to conference, analyze, prepare and plan next steps, we are better able to ensure that the important parts of a play based learning program aren't missed.

The educators have an important responsibility to work together as part of a team. They need to continually build upon their skills and knowledge to be able to provide programming for the children. The inquiry process takes time and practice. The Board's support in providing professional development in this area, enables us to implement the best practices with our students.

Inquiry is a very valuable way of learning. It engages children and encourages our most vulnerable learners to participate and feel successful. It not only captures the children's interests, but it also builds upon their prior skills and knowledge. When we start out with an inquiry idea we look at the curriculum and see what expectations we could possibly meet. Often during the inquiry many more curriculum expectations are met. We also think about the questions that we might want to ask to get at these expectations. Questioning is carefully implemented and the kinds of questions are carefully thought about. When we are questioning, we need to be familiar with the curriculum and ensure that our learning goals will meet the different needs of each child.

Not only do we need to provide our educator teams with professional development but we also must communicate the value of these teams with other members of our school and community. This is a crucial step in educating them on the kindergarten program so that they see the value and the importance that "play" brings to a child's overall learning and development.

Since 2002, Lakehead Public Schools has invested in our kindergarten programs by providing Early Childhood Educators (ECEs) in the classrooms. This occurred even before government funding and it is our hope that we can continue to provide this kind of team approach and learning environment in all of our Lakehead Public Schools' kindergarten programs.

Additional Material Provided by:

Danielle Dunne
Kerri O'Brien-Macdougal
Jennifer Muir

Ontario Secondary School Teachers' Federation

Educational Assistants



submission to

The Lakehead Public Schools'

Budget Input Session

April 17, 2012

**Sue Doughty-Smith
Pat Gibbs
Lori McCoy
Tracy Desjardine
Sherry Stadey
Warren Vickruck**

Budget Submission

On behalf of the Educational Assistants of the Lakehead Public Schools, we would like to thank the budget committee for the opportunity to respond to the request for input to the budget deliberations regarding current expenditures and anticipated needs. We will be presenting our issues and concerns that impact services and the needs of the students we support.

As Educational Assistants, we are committed to the success of every student. It requires a full educational team working together to support all students, especially the most vulnerable, challenged, and ‘at-risk’ students to achieve their potential. Every member of the educational team provides a critical link between students, parents, and the community.

The changes and challenges to special education has hindered the ability to perform within the guidelines that meet the goals and priorities as stated in the Board’s Mission Statement; *Lakehead Public Schools is committed to the success of every student*. Financial restraints should not jeopardize any student regardless of their level of ability. We do support our highest medical, physical and behavioural students but let us not ignore the students with other needs just for the loss of dollar amounts. If the allocation of Educational Assistants is decreased, we believe that some students will no longer receive the education that they have a right to.

Co-operative education programs assist in the transition from school to the real world. Some students will require supports for their success for a meaningful job experience. With adequate supports, students will have more opportunities for

success in their job placements. This will result in success for the student when the opportunity arrives for real work in the real world. Lakehead Public schools must continue to fund supports for our students in the co-op and technical education programs to help them achieve their full potential.

Educational Assistants support a diverse population of students. All students with gaps in their learning need to have the required supports so that they will have the same choices to academic opportunities as university/college bound students. As strong advocates for our students, we are very concerned with a system geared to academic scores, grade performance levels and curriculum expectations where our students could quickly become the ‘forgotten students’. Student success must be defined more broadly than academic achievement. It is not only about a single student’s advancement of knowledge and understanding; it is about being prepared for life. This diverse learning population with learning difficulties/disabilities and behavioural difficulties can achieve success in our schools if they are identified early and are provided with the necessary supports throughout their school experience.

Other concerns include the increasing number of students that present mental health concerns. It is imperative that Educational Assistants acquire training and education to support these diverse needs. This will lessen the impact on the school learning environment, ensuring success for all.

The Educational Assistant/Board Professional Development Committee looks forward to a continued partnership of learning and professional development.

Together we can and will continue to provide ongoing supports that will ensure that all the latest developments in education will be given to our students.

Healthy and safe workplaces need to be healthy and safe learning environments and as such, training and resources are keys to creating and maintaining both. Proactive steps by our employers to implement effective and meaningful workplace violence prevention programs and training will protect all those in the education settings.

We share the government's view that education is the best investment in Ontario's future. What worries us most as educational workers is how the recent budget announcement will affect the students that we work with every day. How the Lakehead Public Schools decides to disperse the monies will ultimately be up to you. We're saying invest it with us, so more children will have the chance to reach that star that is displayed on all our educational facilities. All students deserve an education system that is truly committed to quality, equity and accessibility for all.

At the end of the day, it is the people in the building that make the difference.



Lakehead Elementary Teachers of Ontario

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**Lakehead Elementary Teachers of Ontario
2012 Budget Submission to
Lakehead District School Board**

George Saarinen
Chair, Budget Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Mr. Saarinen:

We would like to thank the budget committee for this opportunity to present the Lakehead Elementary Teachers' budget submission. As always the students are our key priority. Foremost in that equation is the safety and well-being of each student, and each students' success.

In these times of restraint, we will be making some suggestions for saving money.

Lakehead Public Schools has made a strong commitment to building an equitable and inclusive community. The culture of equity and inclusion is one that must be woven into all aspects of the organization and has been recognized as a goal through enhancing the levels of student, staff, family, and community involvement. Lakehead Public Schools is reaching out to the community in numerous ways. Lakehead Public Schools is encouraged to continue to seek partnerships with groups and agencies working to ameliorate the effects of poverty, racism, homophobia and transphobia, disability, and all forms of discrimination. It is important that board policy and review information be sent to an expanded constituent list that includes those people and groups. When one reaches to the community in a specific way for input, then one can truly say they are practising inclusion.

Lakehead Elementary Teachers proposes again that the Budget Committee put measures into place and continue practises that address the effects of poverty on children. In speaking with teachers it is clear that there are some schools that have a different demographic makeup than others and that these schools have unique needs. Because of those unique needs Lakehead Elementary Teachers is encouraging the Board to investigate new ways to support children and staff by examining innovative and successful models that exist in other jurisdictions. Lakehead Elementary Teachers believes the budget should be adjusted to reflect this.

Budget Proposals

1. Reduction of class size in Full Day Kindergarten, Junior and Intermediate classes.
2. Increase the educational assistant component and to review the EA component to include students who have FAS (fetal alcohol syndrome).
3. Educational Assistants be hired to work with students and no longer do lunchroom duty and non-student centered activities. Those activities will be done by lunch-room supervisors instead - a more appropriate use of human resources.
4. Occasional teachers replace facilitators for each day of absence.
5. Increase facilitator time in schools of high needs as determined by a committee that will investigate those needs.

6. Separation of vice principal and facilitator duties.
7. LETO supports the AEAC budget submission.

Cost-saving Proposals.

Lakehead Elementary Teachers recognize that the Budget Committee will be looking at ways to cut costs and streamline services.

Some suggestions:

- The Board can use technology to save money. For example, it is possible to use scanners to email electronic copies rather than use a fax machine.
- Investigate the use of tablets when purchasing textbooks at the intermediate levels.
- Reduce the use of paper by having all forms on the internet. If an administrator's signature is required then the form will be emailed first to the principal for approval. This system could be investigated to determine possible streamlining and cost-saving.
- Teachers have been inundated by new initiatives. While much of the funding and creation comes from the Ministry, it is possible for the Board to examine all of these initiatives and prioritize and determine the efficacy of them. With the layering of new initiatives it is important for the implementation and the long term effect of them to be truly felt before new ones take over.
- Staff should be consulted for other cost-saving measures. It can be surprising to hear of the good ideas that come out of the process when people are asked.

Human Resource Issues

For a few years Lakehead Elementary Teachers has brought forward concerns of teacher well-being. One negative impact is school management styles that add unnecessarily to staff stress. Lakehead Public Schools prides itself on presenting a team approach - but often times this does not translate into the management of schools. All staff should be engaged in developing collaborative models where administration and staff work together in a real model of collaboration to reach goals. Administrator training in developing emotional intelligence management skills would be one suggestion of where to begin. This could save the Board valuable money by lessening worker sick time due to stress-related diseases.

The same is true for children - improving mental health services for children through more partnerships are essential. Teachers need adequate training and resources to deal with the myriad of issues that children experience and need assistance with.

The Board has the ability to designate the use of all professional development days. There are many gaps in our system where teachers do not receive adequate training to deal with issues that teachers face. Music teachers have only received professional learning in their area from LETO. French teachers do not routinely receive training on smart boards even when they have access to use them in their classrooms. Professional Learning Communities do not exist for Special Education classroom teachers. Teachers routinely state they do not have the skills available to deal with children with mental health concerns, fetal alcohol syndrome and other serious issues. Training for the most part focusses on literacy. Kindergarten teachers are expected to attend training sessions for full day kindergarten after school hours. Teachers who have taught grades three and six for years are mandated to attend EQAO workshops that do not contribute to the teachers' learning - I hear over and over it is a waste of time. Similarly, I hear that echoed with many of the PLC's that teachers attend. It is therefore a waste of money. Lakehead Public Schools does not ask the difficult or penetrating questions and is therefore missing critical information and answers. The Lakehead Elementary Teachers request that consultation be made with teachers to identify the programs and training that need to be critically assessed and to implement training in areas of need.

Lakehead Elementary Teachers thanks the Budget Committee for this opportunity to present our submission. We look forward to continuing the positive working relationship we have in our common quest for providing children with a safe, nurturing, positive and inclusive learning environment.

Sincerely,

Ellen Chambers
President

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BUDGET COMMITTEE

Jim McCuaig Education Centre
Board Room
Thunder Bay, ON

2012 FEB 07

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone (Vice Chair)
Pat Johansen

Deborah Massaro
Ron Oikonen (Via Teleconference)
Jack Playford

TRUSTEES ABSENT, WITH REGRET:

Lori Lukinuk
Karen Wilson
Stephanie Philp (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherri-Lynne Pharand, Superintendent of Education
Kathy Pozihun, Superintendent of Business

UNIONS/FEDERATIONS

Terry Hamilton, OSSTF

PUBLIC SESSION:

1. **Call To Order**

Kathy Pozihun, 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**

Kathy Pozihun, Superintendent of Business, explained the process of the election for Chair of the Budget Committee and introduced Colleen Kappel, Superintendent of Education, as Scrutineer, and Sherri-Lynne Pharand, Superintendent of Education, as her assistant.

Trustee George Saarinen was pre-nominated by Trustee Karen Wilson for the position of Chair. Trustee Saarinen accepted the nomination with thanks to his

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

Motion to Close Nominations

Moved by Trustee Playford

Seconded by Trustee Arnone

“THAT nominations for the position of Chair of the 2012-2013 Budget Committee be closed.”

CARRIED

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

Motion to Close Nominations

Moved by Trustee Johansen

Seconded by Trustee Massaro

“THAT nominations for the position of Vice Chair of the 2012-2013 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 Johnasen

“THAT the Agenda for Budget Committee Meeting February 7, 2012 be approved.”

CARRIED

6. Approval of Minutes

Moved by Trustee Massaro

Seconded by Trustee Johansen

“THAT the Budget Committee approve the Minutes of the Budget Committee Meeting June 21, 2011.”

CARRIED

7. Preliminary Analysis of 2012-2013 Budget (025-12)

Kathy Pozihun, Superintendent of Business, presented the report that included the Guiding Principles for 2012-2013 budget development and a timeline for the budget process. Questions from Trustees were addressed.

8. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Massaro

“THAT we do now adjourn at 12:20 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

Report No. 048-12
2012 APR 17

TO THE CHAIR AND MEMBERS OF
THE BUDGET COMMITTEE – Public Session

RE: GRANTS FOR STUDENT NEEDS 2012-2013

1. Background

- 1.1 The 2012-2013 Grants for Student Needs (GSN's) were announced by the Ministry of Education on March 29, 2012.
- 1.2 The information announced in the 2012-2013 GSN's must be implemented by, and are conditional upon, the making of formal regulation by the Lieutenant Governor in Council.
- 1.3 Although many of the anticipated changes to the GSN's were included in the announcement, several new funding constraints were also announced that will present a significant challenge in preparing the 2012-2013 budget.

2. Enhancements To Keep Up With Costs

- 2.1 Enhancements to elementary teacher preparation time as well as enhancements to reduce grades four to eight average class size that take effect August 31, 2012 have been included in the GSN announcement. These commitments were part of the 2008-2012 Provincial Discussion Templates (PDT).
- 2.2 Effective January 1, 2011, the Ontario Municipal Employees Retirement System (OMERS) announced a contribution rate increase of 2.9 percent over three years. An increase to benefits benchmarks in the GSN will assist Boards to manage this cost.
- 2.3 The non-staff portion of the school operations benchmark of the School Operations Allocation will be increased by two percent to assist Boards to manage increases in utility costs.
- 2.4 The benchmark amount funded for each new teacher under the New Teacher Induction Program (NTIP) will be increased in order to maintain the funding envelope for this allocation.
- 2.5 The Geographic Adjustment Factor which recognizes the differences in construction costs across the province has been increased to 1.3 (from 1.2) for Thunder Bay.

3. Provincial Discussion Table

The parameters below have been incorporated into the 2012-2013 GSN. These parameters could be changed or modified depending on PDT discussions.

- 3.1 The 2012-2013 GSN does not provide funding for across-the-board salary increases. Funding will also not be provided for an individual employee's movement on a salary grid.
- 3.2 The 2012-2013 GSN proposes the replacement of education sector sick-leave and retirement gratuity plans with short-term sick-leave plans. The proposed plan provides for six emergency sick days at 100% of salary and up to 24 weeks at 66.67 percent salary. Any accumulated non-vested sick days would be eliminated, and retirement gratuities (vested sick days) would be frozen as at August 31, 2012. This proposal results in a reduction to all benefits benchmarks of 2%.

4. Reforms, Refinements and Savings Measures

- 4.1 The Program Enhancement Grant has been removed from the GSN calculation. Approximately 44% of this grant will be redirected to Education Program Other grants outside of the GSN formula.
- 4.2 Funding for school renewal will now recognize the age of each component of a school rather than just opening date.
- 4.3 Benchmark funding for classroom consultants is reduced by approximately 17%.
- 4.4 2012-2013 is the third year for reduction to the School Board Administration and Governance grant. This grant will be reduced by a further 1.47% on September 1, 2012.
- 4.5 The reduction in funding for classroom computers announced in 2009-2010 has been made permanent.
- 4.6 The reduction of funding for staff professional development announced in 2011-2012 has been made permanent.
- 4.7 A one percent reduction in transportation funding will apply to the Board based on the Effectiveness & Efficiency Review rating in "Routing and Technology" that is below "high".

5. Planning For 2013 and Beyond

In addition to the above significant funding changes, the Ministry of Education has identified three additional savings measures for 2013-2014:

- Under-utilized school strategy;
- A four-year secondary school program; and
- School Board amalgamations.

6. Conclusion

The release of the 2012-2013 Grants for Student Needs contained anticipated changes to funding levels, as well as presented unforeseen funding constraints. The funding announcements reflect the realities of the provincial budget and mirror a theme of funding constraint. These provincial savings measures will present a significant challenge in the development of the 2012-2013 budget. The 2012-2013 budget is due to the Ministry of Education by June 30, 2012.

Respectfully submitted,

KATHY POZIHUN
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education