



Office of The Superintendent of Business

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
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BUDGET COMMITTEE MEETING
Tuesday, April 30, 2013
Jim McCuaig Education Centre

Marg Arnone
Chair

George Saarinen
Vice Chair

AGENDA

PUBLIC SESSION
6:30 P.M. – in the Board Room

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Delegations		
4.1 Special Education Advisory Committee (SEAC)	L. Sylvestre & T. Graham	1-2
4.2 Aboriginal Education Advisory Committee (AEAC)	S. Tardiff	3-4
4.3 Parent Involvement Committee (PIC)	K. Gallagher	5-8
4.4 Ontario Secondary School Teachers' Federation Early Childhood Educators' (OSSTF – ECE's)	S. Crupi	9-11
4.5 Ontario Secondary School Teachers' Federation Educational Assistants (OSSTF – EA's)	P. Gibbs & W. Vickruck	12-14
4.6 Ontario Secondary School Teachers' Federation District 6A – Teachers' Bargaining Unit (OSSTF)	P. Caccamo & L. Turner	15-21
4.7 Lakehead Elementary Teachers' of Ontario (LETO)	M. Judge & I. Maxwell	22-24
4.8 Lakehead Ontario Principals' Council (OPC)	T. Miller & J. Upton	25-30

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 - March 5, 2013	M. Arnone	31-33

6. Business Arising from the Minutes

MATTERS NOT REQUIRING A DECISION:

7. Information Reports

8. First Reports

MATTERS FOR DECISION:

9. Postponed Reports

10. New Reports

11. New Business

12. Notices of Motion

13. Information and Inquiries

14. Adjournment

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



Lakehead District School Board
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**SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)
DEPUTATION**

**BUDGET COMMITTEE
LAKEHEAD DISTRICT SCHOOL BOARD
April 30, 2013**

1. Background

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

1.2 SEAC

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

2. Situation

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

2.2 David Wright, Superintendent of Business, attended the March 20, 2013 SEAC meeting to outline the 2013-2014 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 2013-2014

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

3.1 Mental Health Initiative

Students with special needs may experience mental health issues. SEAC recommends that professional development of mental health literacy include the perspective of

students with special needs. SEAC also recommends the early intervention and prevention of mental health issues. SEAC recognizes that expanding partnerships with community organizations and including the expertise of parents/guardians in the identification of mental health issues will support the well-being of all students.

3.2 Safe, Inclusive and Caring Schools

SEAC supports and recommends the continued implementation of Restorative Practices at Lakehead Public Schools. As Restorative Practices supports parent/guardian involvement, students are encouraged to be citizens in a safe, caring and inclusive school environment.

3.3 Early Learning

SEAC thanks the Board for implementing Full Day Kindergarten (FDK) across Lakehead Public Schools next year.

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

- PD for Teachers and Early Childhood Educators;
- Early Identification and Assessment of student needs; and
- Resources for implementation of intervention strategies.

4. Conclusion

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

Respectfully submitted,

LAURA SYLVESTRE
Chair, Special Education Advisory Committee

THERESA GRAHAM
Vice Chair, Special Education Advisory Committee



CONNECTING FOR SUCCESS

2013-2014 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 2013-2014 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 continuation of the following three funding priorities in Aboriginal Education to the Board for 2013-2014:

1) Staff Roles

- Aboriginal Community Liaison Officer position
- Aboriginal Education Resource Teacher position
- Tutor in a Cultural Learning Environment positions (4)
- Native Language and Native Studies teachers

2) Training

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

3) Outreach

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

The support of these key priorities will facilitate the goals and the work plan established by the Aboriginal Education Advisory Committee. These priorities are also 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.

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 previous 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.

Miigwetch!
Aboriginal Education Advisory Committee



Parent Involvement Committee

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

April 19, 2013

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

Dear Chair Arnone:

Re: Input to the Budget Committee

Thank you for your invitation to the Parent Involvement Committee (PIC) to provide input 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.

Attached you will find a copy of the PIC Action Plan 2012-2013. This plan was developed to ensure that the key responsibilities of PIC are addressed throughout the year. This year the PIC action plan includes an expanded mandate on communication with school councils and general communication. To support this mandate a PIC Communications Adhoc Committee has been struck and now makes regular contributions to PIC Corner in This Week at Lakehead Public Schools. The committee has also begun a review of the PIC web page to update and refocus the information available. We recognize that communication is key to engaging parents in education.

Lakehead Public Schools' Strategic Plan and Operational Plan acknowledge the need to strengthen and broaden communication with students, parents, staff, and community through enhanced communication methods and practices. In the Operational Plan two of the key actions to achieve this goal are to identify strategies that will enhance communication and impact student success at the school and system level and to formalize communication practices for schools and system regarding the use of technologies such as Synrevoice, portal, websites, social media, blogs (while still maintaining privacy rights of students and staff).

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 an inclusive structure for parent/guardian communication that will share information more effectively and consistently. As part of the budget allocation process, PIC's priority is funding to ensure effective and inclusive parent/guardian communication practices for all schools within the Lakehead District School Board. Research has clearly shown that parent involvement is a key part of student success and there are limited options for two way communication for parents/guardians within our Board. Now is the time to move toward a more consistent use of electronic media to communicate to parents. There are a variety of leading practices occurring at various schools and within some classrooms in our board but considerable inconsistency exists. The Parent Involvement Committee receives consistent input that parents have expectations that they will be able to receive information in a timely manner, yet our current practices cannot consistently meet this need. PIC recommends that Lakehead Public Schools redirect funding currently used for paper newsletters and hard copy reminders to invest in and support a web-based system to provide timely information to parents. We trust that Senior Administration could further assist in identifying what training, funding and support is needed to achieve this goal.

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 30.

Sincerely

Kelly Gallagher, Chair
Parent Involvement Committee

Parent Involvement Committee Work Plan 2012-2013

Mandate of the Committee	Link to Strategic Plan	What actions will be taken?	How will this happen?	When will this happen?	Responsibility
Providing information and advice on parent engagement to the Lakehead District School Board	Engagement	<p>Consultations on policies/programs/ plans Identify policies/programs/plans relevant for parent input/consultation</p> <p>Director and trustees bring forward items/initiatives for input/advice</p>	Invite and accept requests from presenters to the Committee for input and feedback	<p>Include one speaker topic per agenda at January 14, February 25, April 8, May 27 and September 9 meetings</p> <p>As needed/determined</p>	
<p>Communicating and supporting School Councils and associated network meetings</p> <p>Communication (general)</p>	Communication	<p>At least three times a year, host consultation/information sessions that will be open to all parents, School Council members and community participants</p> <p>Encourage opportunities for the sharing of resources with and between School Councils and/or family of schools</p> <p>Enhance communication with School Councils and parents by developing an inclusive communication strategy and method for exchange of information</p> <p>Submit committee info and updates for "PIC Corner" in board newsletter</p> <p>Update information, resources, layout of PIC web page to include more visuals</p>	<p>Schedule in yearly work plan Policy Input Sessions</p> <ul style="list-style-type: none"> - 1020 Equity and Inclusive Education - 1025 Anti-Homophobia - 3096 Information/ Communication Technology Use <p>Facilitate a School Council orientation event</p> <p>Facilitate an opportunity to support PRO Grant applications</p> <p>Budget for Events \$3000</p> <p>Use of Email communication to School Council Chairs, sharing of school council chair email directory</p> <p>Committee rep to coordinate</p> <p>ad hoc committee reviews and recommends</p>	<p>Input sessions held prior to January and February 2013 PIC meeting dates</p> <p>October 2013 School Council Event</p> <p>After annual school council event, email addresses to be shared with appropriate permission</p> <p>Regular emails to chairs as necessary</p> <p>Twice at month at least</p> <p>Jan – June 2013</p>	

Mandate of the Committee	Link to Strategic Plan	What actions will be taken?	How will this happen?	When will this happen?	Responsibility
Undertake activities to help parents support their children's learning at school and at home through system level activities	Learning Environment	Kindergarten Registration Night Speakers/presentations/workshops for parents Funding support to AEAC and SEAC to support parent communication/education AEAC/SEAC representatives provide updates/parent engagement info to PIC at each meeting	Participate in the Event Spring Learning Event for Parents/community partners Budget for Event \$3000 PIC allots Permanent funding to AEAC and SEAC annually based on available PIC funds with maximum of \$750 each Standing agenda item Information in minutes to be shared with school council chairs	January 2013 Spring 2013 Nov. 2013 Representative to present at each meeting; attend outreach events	
Provide/receive representation to other Lakehead District School Board committees	Engagement	School Year Calendar Success Advisory Committee	Requests brought to PIC for volunteers Members of the Committee should have the opportunity to gather information from the group (if appropriate) and report back	Winter 2013 Attend regularly scheduled meetings	
Support positive relationships at school and Board level to enhance parent engagement and student success		Successful completion of the tasks in 1-4 Share resources about welcoming and safe schools	Review evaluation forms collected at events Evaluate meetings and actions plans Consider surveys for parents	After each event Each fall Various ways (events, email)	



Early Childhood Educators
Submission to
Lakehead District School Board's
Budget Input Session
April 30, 2013

BUDGET DEPUTATION
Early Childhood Educators
APRIL 30 2013

On behalf of the Early Childhood Educators we are pleased to have this opportunity to provide input into the Lakehead Public Schools 2013-2014 Budget.

BUDGET PRIORITIES

1. ESTABLISH A MENTORING PROGRAM:

The Early Learning Program has expanded to many of our schools and will soon be in all of our schools. We would like to look at establishing a mentoring program to provide new Early Childhood Educators with the opportunity to work with an experienced colleague. This would provide opportunities for continuity in our Early Learning Programs across the Board. The mentoring program would benefit the overall success of the Early Learning Program and ensure that we are providing an optimal learning environment for our students and Educator teams.

2. Professional Development:

We would like to ask, that the Board continue to provide Early Learning teams with Professional Development opportunities. It is important that any Kindergarten training opportunities that are supported by the Board be open and available to all members of the Early Learning Team. This would include Teachers, ECEs and Educational Assistants that work in the program together. The partnership piece of the Early Learning Program is a very important component to the success of the program delivery. By providing Professional Development for the teams together, we can ensure that the importance of this partnership will be clear. Learning together enables teams to develop stronger relationships which are then reflected into our classrooms and with our students. When these strong relationships are developed and everyone is given the same message, we are better able to provide success among our teams.

3. School Needs:

Each of our schools within our Board is special and unique. We applaud the Board for the continuation of recognizing the uniqueness and understanding that each of these schools has many diverse needs. We would like to see the consideration of each school when class size is being determined. Although there is a Board average, we feel it is important to look at school needs when determining the class size and staffing for that specific school. With the implementation of any new program comes the need for new resources to support its success. We would like to continue to see new resources added to our classrooms so that the children can be a part of a rich learning environment that provides countless opportunities.

REALLOCATION OF FUNDING

Reallocating or removing something to cover these priorities always poses a challenge. One suggestion that we thought may solve this is by taking previous funding that we used for ECE`s in non Early Learning Programs. With the expansion of the new Early Learning Program, more of our positions are being funded by the Ministry. The Board has always been a strong supporter of the Early Learning Program and through local initiatives; they have been creative in finding money to support non ELP classrooms by providing an Early Childhood Educator. Now that the Ministry is supporting most of these positions, can we look at how and where this money will be allocated? We may be able to use some of that funding to help fund the three priorities that are listed above.

We would like to thank the Board for their continued support of the Early Learning Program. We would encourage you to enhance the positive steps we have already taken in making our programs successful. With this continued support and dedication to the Early Years, we can keep building upon and providing great services to our children and their families.



Educational Assistants

Submission to

Lakehead District School Board's

Budget Input Session

April 30, 2013

On behalf of the Educational Assistants we would like to thank you for the opportunity to provide input to the Budget Committee on issues that impact the needs of the students we support.

Educational Assistants are a unique group of employees who provide support to students who are placed in classrooms that range from JK to grade 12. This includes students who are in regular classes, special needs classrooms, multi needs programs, pre workplace classrooms, hearing resource units as well as visually impaired students and students who are deaf and hard of hearing.

The importance of continuous training for our members is paramount for the educational success of our students. A Professional Development Committee consisting of Educational Assistants from both the elementary and secondary panel along with members from the Board have been working cooperatively in determining the need and direction in which Professional Development will best serve the needs of the students we support. A broad range of topics including but not limiting to Mental Health and Suicide Prevention, Behavioural Management Systems Training, Boundaries, Restorative Practices, Bullying Prevention Strategies and Homophobia training have been available. This process needs to continue as it has been very successful in fulfilling the ongoing training needs of Educational Assistants; which in turn directly impacts student success. We applaud the Board's commitment to Early Learning and specifically early identification of students with special needs. There is still a need for Educational Assistants working in the Early Learning Program to receive training through this Ministry initiative. The team approach is much more successful when everyone on the team, Educational Assistants, Early Childhood Educators and Teachers, are working towards the same goal and are given the opportunity to provide input.

Communication among all staff working with a particular student is pivotal in achieving student success. Having input into the development and implementation of IEPs, Safety Plans and continuous communication on a student's progress is vital. Time is always a major issue when trying to coordinate personnel but there are natural breaks during the day in which this could be done, such as a teacher's or facilitator's planning time that would only require release time for the Educational Assistant. Coordination and creative planning could make this a feasible and cost effective solution if

supervision schedules are distributed equitably among all staff so that time could be allotted for teachers and Educational Assistant to meet.

Students entering secondary school need the guidance to navigate their new environment. Efforts have been made to bridge the transition from elementary to secondary but for many students, the additional support is instrumental in developing a solid base for their success in high school. Support for secondary students has decreased as the criteria for receiving support has narrowed. Although we have an abundance of technology available for all students, it does not address the social, emotional or diverse needs of our students. Computers and their programs are not an alternative to Educational Assistants working with students at their level and ability. Financial restraints should not jeopardize any student regardless of their ability, or whether or not they are diploma bound. The students we have traditionally supported have not suddenly “outgrown” their disabilities or overcome their exceptionalities as they move into the secondary system. Support for cooperative education programs provide many of our students with a unique opportunity to gain experience outside the school community. This program prepares our students for the real world and provides them with support and resources they need to reach their full potential and become productive members of our society.

Everyone in a workplace has a role to play in ensuring it is safe, healthy and free of violence and harassment. The Board needs to address the concerns related to the increase of violent incidences faced by all staff within Lakehead Public Schools.

Lakehead Public Schools needs to continue to provide the best learning opportunities for special needs students and to ensure that there is enough staff to provide the necessary programs and services.

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

by

Paul Caccamo & Laura Turner

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

April 30, 2013



**Teachers' Bargaining Unit – OSSTF
Presentation to the Trustees of the
Lakehead District School Board
April 30, 2013**



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 past couple years, our budget submission used the OSSTF/FEESO working document “Our Students, Our Future” as the basis of our presentation. Since then, the Liberal minority government has moved forward with an Austerity plan that has had a significant impact on all stakeholders in the educational community. The 2013/2014 board budget planning process will no doubt be impacted directly as a result of these austerity measures. While the past year has been difficult on many fronts, we remain focused on the road ahead and making decisions that support our shared priorities. As OSSTF members come to terms with the reality of the working conditions that have been imposed on us, we remain optimistic that a condensed period of local discussions will be positive for both sides.

“**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**” are:

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.

These main tenants align well with the Guiding Principles of the 2013/2014 Budget Development process.

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 continue to support alternative learning opportunities for secondary students both inside and outside of the classroom setting. It remains our strong belief that these opportunities must continue. As enrolment declines, we must take steps to ensure programs receive the necessary funding to be sustainable.

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 few years, 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 carried out in a manner that minimizes the disruption to the educational program of the students. These locations should be selected carefully to ensure the environment supports a positive learning atmosphere.

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 changes the lives of these adult learners.

Last year, OSSTF/FEESO asked the Lakehead District School Board to continue to provide our students with a wide range of experiences in arts, music, and technology. Unfortunately, the provincial government has not backed away from the position that secondary students will be limited to 34 credits. This action will prevent some students from getting that wide range of experience. While the Ministry engaged in consultations with sectors partners to determine how to best achieve meeting the diverse student needs, they have moved forward with a funding reduction to students who require courses beyond the 34 limit.

OSSTF/FEESO recommends that the trustees of the Lakehead District School Board oppose any position of support regarding the Ministry of Education's suggested threshold on student credits to ensure that students continue to have a broad range of experiences while at secondary schools.

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.

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 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.

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. As part of our commitment to this, OSSTF District 6A Thunder Bay recently donated \$500 to our school breakfast programs.

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 closures and program cancellations. 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.

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." It is a very challenging time in education. As we move forward, we continue to believe that by working together we can provide the best education possible for our students.



Lakehead Elementary Teachers of Ontario

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**Lakehead Elementary Teachers of Ontario
2013 Budget Submission to
Lakehead District School Board**

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

Dear Ms. Arnone:

Thank you to the Board of Trustees once again for the opportunity to present the Lakehead Elementary Teachers of Ontario budget submission.

On the provincial front it has been a stressful, difficult, and highly volatile year in the world of educational funding and budgets. I would like to thank the Lakehead Board for their patience and calm in the storm swirling around us – we have worked together as much as possible in understanding the local implications of the government's imposed contracts, and budget restraints. They have affected us all in profound ways.

Because of the seriousness of the situation, we are focusing on one main issue this year – safety: safety for teachers and educational workers and most importantly students.

Since my son's travails in the education system I know full well the impact of safety (or rather lack of safety) on a child's life in school. If a student is not safe at school, all else becomes secondary. Thankfully legislation has been implemented in various ways in the past years to greatly improve this basic right.

Tonight our presentation will address the growing impact of mental health issues on the education system – and at the most basic level, safety is at the heart of the issue.

One in five youth in Ontario struggles with their mental health. Children in elementary school, some as young as kindergarteners suffer from mental health problems, compromising their academic achievement, social interactions, and safety. Research has proven that early intervention is critical. It is incumbent upon us as educators to teach the whole child, and that we have the appropriate skills, knowledge and resources to ensure that all children are safe and receive the education that is their basic right.

You (Ontario Public School Boards' Association) lobbied the Minister of Education and the Minister of Community and Social Services for funds to have on-site mental health workers at school. You (OPSBA) also have partnered with Children's Mental Health Ontario to increase partnerships with children's mental health centres and schools. There is no question that you consider this a serious issue. We acknowledge the work that has been done and the

commitment that Lakehead Public Schools has to this serious issue. However, it is not enough to address the issue adequately and Lakehead Elementary Teachers' are asking that you look into your budget for money, innovative partnerships and whatever else it takes to deal with the issues.

It is up to you as trustees to ensure that early intervention strategies are possible at the school level. You have that responsibility.

In March of 2011 the Ontario government announced that they would earmark \$257 million for children's mental health. It was a beginning. We all lauded the government for its commitment and investment to prevent the children of Ontario from falling through the cracks.

Mental health problems among children and youth are vast and complicated; the following are the most common:

- Anxiety Disorder
- Depression
- Conduct Disorder (bullying, vandalism etc.)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Schizophrenia
- Bi-polar Disorder (Manic-Depression)

These are the problems that our children bring to school with them. Sadly, a child in crisis is not in a safe place if there are no supports for that child – no dedicated E.A., no opening in a transitions class, no more money for support of any kind. And classmates are subjected to extreme behaviours, unsafe classrooms, the teacher and all school staff powerless to make a difference. For teachers it can and does lead to extreme work place stress.

In late June of 2012 ETFO conducted a survey by James Matsui Research Inc. of 72 local ETFO presidents. Mental stress, workplace violence and workplace harassment are now the biggest health and safety issues affecting Ontario's elementary teachers. More than three-quarters, (77%) of all local presidents identified mental stress in the workplace as a great or major concern affecting their members. Workplace violence (64%) and workplace harassment (51%) followed as the next leading concerns. Lakehead Public Schools is not immune, we are stressed and we do experience serious workplace violence. It is one of the largest concerns that members come forward with at meetings, in conversations, and emails.

Mental health of children and teacher mental health are linked. Workplace violence is a child who throws blocks in kindergarten, a child who threatens classmates, a student who has severe behavioral issues and receives inadequate support in the classroom setting.

Our appeal this year is please address this issue – make it a priority. Put the march forward with EQAO testing, literacy goals, data collection into perspective and give teachers meaningful professional development in mental health.

So, two related and separate issues have been presented –mental health issues among our students and the stress levels of your teachers – the front line workers. The two issues are not

unrelated. The issues of mental health and the safety of workers and students, requires far more support than is currently available.

Sincerely,

Ellen Chambers
President, LETO

Lakehead Ontario Principals' Council

Presentation to

BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 30, 2013

1. Background

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

2.0 Focus Upon Student Success

Lakehead OPC has focused our input during the past Budget Process' upon the improvement of student learning and most importantly 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 past budget submissions, LOPC has provided details and rationale for these topics and issues, and we continue to be readily available to meet and discuss any of these items.

LOPC understands that the process being adhered to today for input is focused, but, LOPC believes that we do not want to lose sight of all these topics and issues and therefore will identify these items to the Budget Committee below and as always extend an invitation to meet and discuss any of these particular items in detail at a future time:

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

3.0 Views on the 2013 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 find below input as provided by LOPC (note: any specific monetary amounts referred to in our presentation are referenced from the LDSB 2012-2013 Budget as approved June 26, 2012).

The priorities that we identify are based upon the LDSB Budget Committee Guiding Principles which are shared by LOPC that ‘students come first’ and as such our priorities reflect our beliefs in targeted improvements to student achievement and well-being that is provided in safe, inclusive and equitable learning environments.

3.1 *Top three priorities in terms of budget allocation that would enhance student success:*

(a) Student Success

LOPC believes that ‘students come first’ and, as such, we believe and advocate for an increase in funding to the many and various student success programs and initiatives across our system to meet the individual needs of students. Spending money on direct support and services to students is our focus.

Student Success programs and initiatives will have similarities across the Board, yet they will also have differences as they target and meet the needs of specific students in each school community. As such, LOPC advocates for the need to allow Principals/Vice Principals to access funds to meet the specific localized needs of students in their school community. By using data supported by evidence aligned with system and operational goals, Principals/Vice Principals need to have the opportunity to be creative and innovative in their school communities to engage and meet the needs of their specific students in their school community. Providing Principals/Vice Principals the flexibility to professionally determine and respond to the needs of their unique school community will allow students to come first and ultimately improve student achievement and well-being.

LOPC specifically advocates for the allocation of funds for alternative programming to support 14 and 15 year old students who have been removed from the school register because of non-attendance. We believe that this could be accomplished via innovative and creative programming that targets these early leavers and at risk students. A combination of student success initiatives along with social/emotional/mental health supports may engage these students to reconnect with the school environment. Budgeted dollars so that more staff allocation and/or periods are made available to specifically target these students by each school would help in attempting to successfully reengage these students.

(b) Mental Health / Student Supports

LOPC strongly supports the allocation of dollars towards the support of student mental health initiatives in our school communities. We continue to advocate for programs and initiatives that target student mental health and welcome funding from the Ministry of Education and from the LDSB for the direct support and services to students...as students come first.

LOPC strongly advocates for the allocation of dollars to: (i) fund full time 12 month social workers; (ii) to increase the number of social workers in our Board so that each high school would have 1 full time social worker dedicated to each high school community; and (iii) that 4 full time social workers (allocated 2 to the north side and 2 to the south side) be funded to work in our elementary school communities.

LOPC believes that the allocation of funding for students in this manner allows students to come first...and addresses the provincial and Board strategic mental health priorities of (i) Fast Access to High Quality Services; (ii) Identify & Intervene Early; and (iii) Close Critical Service Gaps.

(c) Information Technology Plan

LOPC strongly supports the Boards use of reserve funds to support the Information Technology Plan as previously announced and supported by the Board at the February 26, 2013 Board meeting.

However, LOPC would like to advocate, based upon our observation in our schools, that the LDSB Budget Committee allocate funds towards information technology as per the past years budget (computer services 833,171 & technical services 858,967) in addition to the allocated reserve fund dollars (1,605,000) that will be made available.

LOPC believes that in order to address the renewal and upgrading of the current aging information technology equipment in schools while also addressing the vision of the information technology plan, this dual funding and allocation of funds must occur. This would be an investment in the future of our students...putting students first. Funds allocated in this way supports and focuses upon student learning, achievement, the learning environment and address innovation and the possibilities of living in an information technological world.

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

(a) Instructional Services: (2012-13 allocation \$1,926,975)

LOPC appreciates the central support and leadership provided by the senior administration team and the program department which is provided for by the instructional services budget.

LOPC believes that the instructional services area could be reallocated in a number of ways that target students more directly.

Research has identified that “leaders enact practices in ways that are sensitive to the circumstances and settings in which they work” (OLF, 2012). LOPC believes that a partial portion of this budgeted area should be reallocated to Principals/Vice Principals to be utilized at the school level to provide for specific targeted instructional needs as identified within the specific school community.

Spending money on direct support and services to students is our focus. LOPC supports central direction of important system initiatives but advocates for the need to allow Principals/Vice Principals to meet the specific localized needs of students in their school community.

LOPC also believes that in reallocating an amount from instructional services to direct services at the school level, efficiencies within this budget line could be found. We believe that some of the efficiencies could be reallocated to Student Success, Alternative Education and Mental Health Student Support initiatives.

Research clearly indicates that Principals/Vice Principals “have a profound impact on student achievement and that the school leadership is one of the most important factors when it comes to improved student learning” (OLF, 2012). Thus, LOPC believes that Principals and Vice Principals need to be allocated to their roles sufficiently in number and in a full time capacity.

Specifically, if we believe that students come first, then the role of the elementary Vice Principal needs to be re-evaluated as we do not believe that the current situation is best for students.

LOPC believes that the role of elementary Vice Principal could be combined with the role of system level instructional leader in order to minimize the impact upon students and school communities. As the expectations placed on administrators are such that they are often drawn out of the classroom (and/or school) on a regular basis, and we believe that it is best for kids to not have their classroom disrupted, we believe that a model that less disrupts students and their learning should be discussed.

However, having said that, LOPC still advocates for ‘balance’ with respect to the elementary and secondary presence in system program positions.

LOPC believes that secondary schools need to continue to be staffed with a Principal and two Vice Principals in order to meet the demands placed upon our secondary school communities. In order to appropriately meet the various and rising needs of our student population, the demands of a large staff and physical plant, and the expectations stemming from school and system level initiatives and priorities, a strong administrative team of three individuals in each secondary school needs to be in place. LOPC believes that strong administration is critical to the development and maintenance of a safe, equitable and inclusive school culture. LOPC believes that the School Foundation Grant as allocated by the Ministry will allow the LDSB Budget Committee to allocate staffing to meet these needs.

Conclusion

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

Information and input for our presentation was collected from our colleagues and approved by the LOPC Executive for presentation.

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. Our dedication as leaders to our students, families, community and the Board is observable and we 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

Reference

The Institute for Educational Leadership: Ontario Leadership Framework (OLF), 2012
www.education-leadership-ontario.ca

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BUDGET COMMITTEE

Jim McCuaig Education Centre
Board Room
Thunder Bay, ON

2013 MAR 05

TRUSTEES PRESENT:

Marg Arnone (Chair)	Lori Lukinuk
George Saarnen (Vice Chair)	Jack Playford
Pat Johansen	Karen Wilson

TRUSTEES ABSENT, WITH REGRET:

Deborah Massaro
Ron Oikonen
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
David Wright, Superintendent of Business

UNIONS/FEDERATIONS

Jeff Upton, Lakehead Principals'

PUBLIC SESSION:

1. **Call To Order**

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

2. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

3. **Election of Chair**

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

Trustee Marg Arnone was pre-nominated by Trustee George Saarinen for the position of Chair. Trustee Arnone accepted the nomination with thanks to her

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

Motion to Close Nominations

Moved by Trustee Lukinuk

Seconded by Trustee Wilson

“THAT nominations for the position of Chair of the 2013-2014 Budget Committee be closed.”

CARRIED

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

4. Election of Vice Chair

Trustee George Saarinen was pre-nominated by Trustee Marg Arnone for the position of Vice Chair. Trustee George Saarinen accepted the nomination with thanks to his nominator. Chair Marg Arnone called for nominations from the floor three times. There were no further nominations.

Motion to Close Nominations

Moved by Trustee Playford

Seconded by Trustee Johansen

“THAT nominations for the position of Vice Chair of the 2013-2014 Budget Committee be closed.”

CARRIED

Trustee George Saarinen was acclaimed as Vice Chair of the Budget Committee.

5. Approval of Agenda

Moved by Trustee Johansen

Seconded by Trustee Saarinen

“THAT the Agenda for Budget Committee Meeting March 5, 2013 be approved.”

CARRIED

6. Approval of Minutes

Moved by Trustee Wilson

Seconded by Trustee Lukinuk

“THAT the Budget Committee approve the Minutes of the Budget Committee Meeting December 17, 2012.”

CARRIED

7. Preliminary Analysis of 2013-2014 Budget (032-13)

David Wright, Superintendent of Business, presented the report that included the Guiding Principles for 2013-2014 budget development and a timeline for the budget process. During discussion, Trustees, by consensus, agreed to schedule a Budget Deputation Meeting tentatively on April 30, 2013, subject to Coordinating Committee approval. Questions from Trustees were addressed.

8. Information and Inquiries

8.1 Trustee Lori Lukinuk informed members that the Ontario Public School Boards' Association (OPSBA) submitted a Grants For Student Needs (GSN) Input document to the Ministry of Education. Trustee George Saarinen, the OPSBA Board of Director for the Board, will provide the information to Trustees.

9. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

“THAT we do now adjourn at 7:40 p.m.”

CARRIED