



Office of The Superintendent of Business

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

BUDGET COMMITTEE MEETING
6:30 P.M. Tuesday, April 5, 2022
VIA MICROSOFT TEAMS MEETINGS

AGENDA

PUBLIC SESSION

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Land Acknowledgement		
5. Delegations		
5.1. Parent Involvement Committee (PIC)	Ian MacRae	1-2
5.2. Special Education Advisory Committee (SEAC)	Suzanne Posthumus Anne Antenucci	3-5
5.3. Ontario Secondary School Teachers' Federation Student Support Professionals (OSSTF – SSPs)	Kari Simpson Jennifer Sinfield	6-9
5.4. Lakehead Elementary Teachers' of Ontario (LETO)	Mike Judge	10
5.5. Lakehead Ontario Principals' Council (LOPC)	Glenn Cunningham Donna Flaza	11-14
5.6. COPE Local 454 – Handout Only	No Presenter	15-17
5.7. Aboriginal Education Advisory Committee (AEAC)	AJ Keene	18-19
6. Approval of Minutes		
6.1. Budget Committee Meeting February 22, 2022	Chair	20-22
7. Business Arising from the Minutes		

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

MATTERS NOT REQUIRING A DECISION:

8. Information Reports

9. First Reports

MATTERS FOR DECISION:

10. Postponed Reports

11. New Reports

12. New Business

13. Notices of Motion

14. Information and Inquires

15. Adjournment

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



Jim McCuaig Education Centre
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Telephone (807) 625-5131 Fax (807) 622-0961

March 25, 2022

Mr. George Saarinen, Chair
Budget Committee
Lakehead District School Board
2135 Sills Street
THUNDER BAY, ON P7E 5T2

Dear Chair:

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

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

We all know parent involvement is vital to a child's learning. Parent communication and engagement is still the main goal for PIC. This will be facilitated by working on a continued awareness campaign of PIC and school councils by offering training/lecture opportunities, with a focus on the importance of parent engagement. The Parent Involvement Committee will host an event for parents in the Fall of 2022.

The Parent Involvement Committee also supports an inclusive learning environment and supports the plans of the mental health team. Mental health, well-being and inclusion are top issues for families. With cutbacks, and this unprecedented time we are living in, parents understand that Lakehead Public Schools needs to be creative to make sure all student needs are met and PIC believes quality of schools begins with a student's well-being and that leads to academic achievement. For these reasons, PIC supports a budget that continues to support student's mental health, well-being, and parent engagement.

The Parent Involvement Committee's top three priorities to enhance student success are:

1. Support of student mental health and well-being by supporting school wellness champions.
2. Effective parent/guardian communication and effective communication tools.
3. Enhanced use of technology-based systems to facilitate communication with parents and guardians.

Thank you for your time and consideration.

Parent involvement Committee



SEAC

Lakehead District School Board
2135 Sills Street
Thunder Bay, ON
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SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) DEPUTATION

BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD April 5, 2022

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 and participating in the Board's review of the annual budget as it relates to special education;
- 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;
- values and shares the commitment of Lakehead Public Schools to work as educational partners to provide an education that benefits all our students; and
- values making recommendations to the board in respect to development and delivery of special needs programs and services, and transition planning for special needs students.

2. Situation

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

2.2 Angela Lee-Wiwcharyk, Manager of Financial Services, attended the March 9, 2022 SEAC meeting to outline the 2022-2023 budget development process for Lakehead Public Schools.

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

3. SEAC Budget Recommendations 2022-2023

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

3.1 Professional Learning / Staff Training

SEAC recommends ongoing training for all staff (administrators, facilitators, classroom teachers, ECEs, SSPs) to ensure students' needs are addressed throughout the school year.

- provide teachers and SSPs with professional development opportunities with focus on early identification and intervention;
- in accordance with Ministry requirements, Board priorities and in consultation with unions and federations, utilize PA days to provide staff training for students' special education needs; and
- ongoing training for board staff related to current trends in special education and technological support advancement.

3.2 Assistive Technology

Assistive technology provides some students with access to learning. When staff have the skills to facilitate students' effective use of technology students' learning outcomes improve.

- continue to explore new advances in technology and ensure that the best technology resources are available to students who rely on assistive devices to access the curriculum. These devices enhance student learning when they connect to technology in the regular classroom (i.e. printers, scanners etc.);
- deepen the integration of technology into programming that is supportive for all students, staff and educators; and
- provide staff and students with training on equipment and technology.

3.3 Student Supports

- Allocate additional staff to support the increased diverse needs of students throughout the system;
- continue to foster community partnerships that promote well-being through a holistic approach to improve the overall well-being of both students and staff;
- schedule planning time for teachers and SSPs to create tools to assist students, learn about technology and programs students are using and explore how best to incorporate items to improve student success;
- continue to provide supports and resources for student transitions (i.e. grade to grade, school to school);
- support schools financially to explore innovative strategies to promote student success and professional sharing; and
- provide supports and information to parents and guardians in relation to community supports available to both students and guardians.

3.4 Additional Support

Provide financial support for recommendations made by OHRC regarding Right to Read.

4. Conclusion

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

Respectfully submitted,

ANNE ANTENUCCI
Vice Chair, Special Education Advisory Committee

SUZANNE POSTHUMUS
Chair, Special Education Advisory Committee

Ontario Secondary School Teachers' Federation
Student Support Professionals



Submission to
Lakehead Public Schools
2022-2023 Budget Input Session
April 5th, 2022

Kari Simpson
Jennifer Sinfield
Carlos Santander-Maturana
Lisa Mongrain
Christine Prochnicki
Dawn Faulconer

Student Support Professional Budget Submission 2022-2023

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

On behalf of the Student Support Professionals of Lakehead Public Schools, we would like to thank the Trustees of Lakehead District School Board Budget Committee for providing us the opportunity to participate in the budget process. We will be presenting our issues and concerns that impact the services and needs of the students we support, as well as the safety and well-being of our staff.

As Student Support Professionals, 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 and “at risk” students to achieve their full potential.

We understand and appreciate the financial constraints that school boards are facing across the province. However, we fundamentally believe that the safety of students and staff cannot come secondary to meeting budget objectives. Providing adequate supports for students regardless of their abilities cannot come secondary to meeting budget objectives.

First and foremost, we ask that our compliment of SSPs is maintained. Any cuts to staffing levels would greatly impact student needs and increase the workload of staff. We have faced and are currently facing a crisis in our board and across the province with retaining and onboarding SSPs. There are many factors for this shortage which we may be unable to solve at this level but what we can do is prevent total burnout of the current staff we do have by making sure enough

supports are in place. SSPs are having their schedules changed daily to metaphorically put out fires. They are pulled from their assigned students to help other students that don't have supports and are filling the gaps for general supervision needs. SSPs are leaving the board and going to other employment which provides better pay for similar or lesser responsibility and unfortunately, we don't have enough people willing to take their place.

Secondly, SSPs still do not have access to IEPs and have rely on a teacher or facilitator to provide them. As I stated last year in the budget deputation, this is highly problematic. Last year the board changed software and now are using PowerSchool. I have spoken with some facilitators and from my understanding teachers are given access to the IEPs of the students in their classes. SSPs don't have access to this program. To understand why access to this information is so crucial you need to truly understand the role of an SSPs. It is rare that SSPs only work in one classroom with one or two students. In a significant number of cases, they work with many students within the school. SSP schedules are frequently changed and being able to access information found in the IEPs is necessary to provide the best supports. SSPs do not have access to OSRs, which is just as important, but realize that is something that needs to be advocated for Provincially, not at this level. However, this issue about independent IEP access is a local Board issue. As clearly outlined in the Ministry of Education IEP resource guide all staff working with the student should have access to the IEP. I ask on behalf of all the SSPs that this is changed to maintain the safety and success of the students.

Lastly, we are asking for Board issued laptops for SSPs. Last year new laptops were purchased for teachers to replace desktops but also to help with virtual learning. Now that we are back face to face, access to technology is just as important. When an SSP is helping students on assignments it is vital they have adequate technology. Many of the students use assistive technology specific to their needs. SSPs need to know how to use these various programs to efficiently support their students. Having a device to navigate these student specific programs would help SSPs become more knowledgeable and therefore better able to help their students. Finding available devices to use in the schools is almost impossible in many cases. During the pandemic some SSPs were working face to face but others supported their students virtually. During online learning the majority of the SSPs had to use their own computers as there were not

enough board computers available, and if there were, they were obsolete. Many SSPs feel that by not being provided the same access to technology shows a lack of respect and appreciation for their professional contributions to student success. So much of education relies on technology and we feel that SSPs should be provided with their own devices which will contribute to student success.

Thank you for your time and consideration. We extend our appreciation to everyone that has worked so hard during these past two years to support students and staff.

Kari Simpson
OSSTF Student Support Professional BU President

Jennifer Sinfield
OSSTF Student Support Professional Chief Negotiator



Lakehead Elementary Teachers of Ontario

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**Lakehead Elementary Teachers of Ontario
2022-23 Budget Submission to the
Lakehead District School Board**

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

Dear Mr. Saarinen,

We would like to sincerely thank the budget committee for the opportunity to present the Lakehead Elementary Teachers' budget submission. As always, the success and well-being of both students and staff are our key priorities. We are certainly aware of the constraints of the current climate in which we find ourselves and look forward to partnering with you in finding solutions to support students and families and defend public education.

We come to you this year with just one single request for you to consider. Our French Immersion schools are beyond their capacity. In particular Claude E. Garton and Ecole Gron Morgan are experiencing extreme space issues. We currently have classes being taught in unsuitable spaces that are not appropriate for learning and are in fact, extreme safety hazards. These conditions are taking a toll on staff and students. As an example, we have a kindergarten class split between two rooms where, at times, the teacher is forced to supervise from the hallway so that she is able to see into both rooms simultaneously. It should come as no surprise that this has induced a stress related illness. This most certainly has also had a significant adverse impact on student learning.

There is however an obvious and viable solution that falls within the Board's Guiding Principles. We ask that you take steps to establishing a grade seven and eight hub at Hammarskjold High School that could house the French Immersion Program. This move would provide the needed relief for the elementary schools that so desperately require the space. We would argue that it will also increase the retention rate of the immersion program as students transition to the secondary level. It will most certainly benefit students at every turn. Having an appropriate space in which to learn should be a right, not a wish. Hammarskjold High School currently sits at approximately 850 students. For many decades it functioned perfectly well as it housed nearly 1400 students. It clearly has the capacity to make this work now, and, it has the space for future expansion should it be determined that it is necessary.

We look forward to speaking with you directly and answering any questions that you may have.

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

Thank you for your thoughtful consideration of this proposal.

Mike Judge
President
Lakehead Elementary Teachers of Ontario

Lakehead Ontario Principals' Council

Presentation to

**BUDGET COMMITTEE
LAKEHEAD DISTRICT SCHOOL BOARD
April 5, 2022**

1. Background

- 1.1 Lakehead District School Board Elementary and Secondary Principals and Vice-Principals appreciate having input to the budget process to ensure the best possible education for our students.
- 1.2 The Ontario Principals' Council (OPC) is the professional association representing more than 5,000 principals and vice-principals in Ontario's public elementary and secondary schools.
- 1.3 Lakehead OPC is the local professional association representing approximately 40 Principals and Vice-Principals in Lakehead's public elementary and secondary schools.
- 1.4 The Lakehead OPC Budget Submission is aligned with the initiatives of the Lakehead District School Board's Strategic Plan, Board Improvement Plan for Student Achievement, and with the initiatives of individual School Learning Plans.

2.0 Achievement, Student Safety, and Well-Being is Our Priority

- 2.1 Lakehead Principals and Vice-Principals are tasked with the day-to-day managing of our schools, our teaching and support staffs, and most importantly, the safety and well-being of our students. Student achievement and ensuring the success of each and every one of our students, is the legacy of every school administrator.
- 2.2 It is our hope that every child who passes through our doors becomes a successful, high achieving Canadian citizen, prepared for a world that is constantly changing, and filled with uncertainty. To meet that goal, we must not only monitor and guide the improvement of instructional practices, but also find ways to support our students'

mental health and well-being needs in a climate of reduced support and diverse or marginalized home experiences for our students.

3.0 Views on the 2022-23 Budget

The Budget Committee has asked for input to prioritize financial resources to support our students to achieve academic excellence and personal well-being in an inclusive setting that builds character and values, while preparing them to participate fully in a global society. We are specifically focusing on the allocation of principals and vice principals in our schools, the continued mental health supports for students and staff, student safety and inclusion.

Specifically, LOPC has identified the following funding priorities:

- 3.1** LOPC continues to advocate strongly for an increase in the allocation of administrative time in schools - both the number of administrators, as well as the time allotted. A minimum FTE of 0.5 per Vice-Principal allocation should be considered at the elementary level. Also, we strongly believe that each secondary school should be allocated two Vice-Principals. It is extremely challenging for our principals in standalone buildings to deal with the day-to-day needs of building management, COVID-19 safety protocols, student and staff safety, instructional leadership, and our own personal professional learning and well-being. Research indicates that the principal is second only to the teacher in impacting student achievement. Current staffing shortages and lack of Vice-Principals limit Principals' professional and co-learning opportunities, negatively impacting instructional leadership capacity and thus student achievement. As well, our current mentoring initiatives simply cannot replace the learning that happens with Vice-Principals working alongside Principals.
- 3.2** LOPC believes strongly that time and resources must be given to ensuring full financial and resource supports to mitigate the daily recurring staffing shortages that are being dealt with daily by Principals and Vice-Principals. Every minute spent trying to rearrange schedules, or covering for absent staff, is a minute not spent with students, staff, or parents and guardians, and has resulted in the administrator's workday beginning hours before school begins and often impacts personal time during evenings and on weekends. This is a huge factor impacting the workload and well-being of administrators as this is a daily occurrence. We are constantly challenged to be able to focus on the things we need to focus on to impact student achievement, engage the community, and connect with our students. The time spent managing shortages detracts from Principal's and Vice Principal's time to engage in collaboration with colleagues, professional development in instructional leadership, and ultimately student achievement. It also negatively impacts mental health and well-being. While there have been continued efforts to hire more occasional staff, many LOPC

members would still identify the issue as crisis-level. Continue and expand dedicated central staff to coordinate the filling of shortages and provide context to Human Resources staff about the urgency of staff shortages.

- 3.3** The supports for the mental health needs and concerns of our students, specifically the direct support of students in classrooms, has had significant impact this year. These supports take many forms and include (but are not limited to) Student Support Professionals, School Social Workers, Attendance Counsellors, supports contracted through community partners such as the Children’s Centre Thunder Bay, the Pediatric Clinic Program, the Intermediate Student Success leads, and the Graduation Coaches and tutors that support our Indigenous students. These front-line support personnel not only serve the immediate needs of students, which can range from redirection to crisis and violence, but also provide counseling and support planning for our neediest students. LOPC recognizes that some of these supports are the result of specialized funding which might not continue in the coming year but advocates strongly for maintaining or increasing these supports.
- 3.4** Building inclusive learning environments where all staff, students and community belong is one of the driving forces for LOPC members. We strongly support the continuation and expansion of programs and activities that build the culture of belonging from K-12. (ie: multicultural events, pride events, we all belong activities, structural changes to our facilities, signage, etc.) LOPC members will also continue to lead in the area of reconciliation and the calls to actions. We appreciate the dedicated resources and staff to this area. (ie: Indigenous Education Coordinator, Indigenous Elders, First Nations Metis and Inuit resource teacher and Community Liaison, Outdoor learning spaces, land-based learning opportunities that embody Truth and Reconciliation calls to action, etc.) LOPC support this as a priority area of focus and funding.
- 3.5** LOPC continues to focus on the achievement of all our staff and students in our care. We support the continuation for the growth our employees and educate our students. The gaps in learning and social development that have widened for many of our students over the last 2 years of the Covid response is notable. LOPC supports the implementation of programs that will help to close the gap in our students learning programs (e.g.: Tutors in the school, reading recovery programs, etc.) an increase in programs that will support the social development of all students (e.g.: Increase in Social Workers sports and arts events, etc.) and other school activities.
- 3.6** Increasing the quality and levels of technology in our schools is a priority. The impact

of Covid-19 and the reliance on and need for remote teaching and learning has brought into sharp focus the need for access to reliable technology. Specifically, we should have more devices in the hands of students and better infrastructure to support these devices. The students need to have the opportunity to develop the skill set required to complete Ministry of Education EQAO testing requirements. LOPC recognizes the continued board efforts to improve access to appropriate devices for teachers and students. Lakehead Public Schools has always been a very progressive school board in the region, and the efforts to put more technology in the classroom have been positively received by students, parents, teachers, and school administrators. We should continue to strive to provide our students and teachers with leading edge technology and practices through increased investment.

Conclusion

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

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

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

Respectfully submitted on behalf of Lakehead OPC,

Glenn Cunningham

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

Donna Flaszka

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

COPE LOCAL 454



DEPUTATION BUDGET COMMITTEE LAKEHEAD DISTRICT SCHOOL BOARD

March 24, 2022

On behalf of the COPE Local 454, we would like to thank you for the opportunity to provide input for the Lakehead District School Board's 2022-2023 budget. We understand that the Board has faced huge challenges during the past two years. We hope to do our best to help you understand why COPE Members play an important part in the success of every student's education.

We consist of a group of 85 permanent employees ranging from Computer Programmers/Database/Network Tech Specialists and Senior IT Specialists to Finance/Budget, Purchasing/Accounting and Payroll Personal, to Program Department/Adult Ed/Front Board Office/ Transportation Officers and Clerks, Plant Maintenance Clerk/Admin Services/It Clerk/Communication Officer/Web Master/Help Desk/IMC Lead Library Tech and Graphic Design Personal, to Secondary and Elementary Secretaries and IST. This is a very comprehensive staff that all contribute in unique ways to ensure the success of all students. We cannot do it as one, but as a team and with the right supports to help us do our jobs to the fullest of our abilities.

The following are areas that need attention to help us accomplish this:

1. Professional Development Days used for that purpose - it is imperative we receive training for our wide range of members to assist them in doing their jobs effectively. Current practice is to implement new programs and technological changes before the board provides us with training to operate these new systems. This results in staff struggling to find answers and we cannot provide informed assistance to students, guardians, and colleagues. In the past few years all other union groups have received training on P.D. Days except COPE Members, who have not received any. This does not appear as an equitable practice for all employees.

As per Collective Agreement

ARTICLE 31

TRAINING

31.1 Employees may participate in training courses on procedures, equipment and software applications offered and paid for by the Board when applicable to bargaining unit jobs. Approval for such training shall be at the discretion of the Board, however, employees will not unreasonably be denied the opportunity to attend.

2. Casual Staff – there are times throughout a school year and fiscal year that we require trained Casual staff to assist us in doing our jobs in an efficient manner. However, with the current employee shortage felt across all areas of the Canadian workforce, it can be hard to find and retain qualified employees. We need to ensure that when a qualified applicant applies, they are hired sooner, rather than later, as is the current practice. Any potential employee who is a great candidate will surely be hired by another employer if we continue to stall in hiring them. In addition, once they are brought on board, we need to have them trained; this will assist in trying to ensure we will have qualified happy employees who will spend many productive years employed by the board.

3. No more job cuts – due to job cuts in the past few years, tasks have been delegated to the remaining staff who are already overworked. We understand that declining enrollment has a large part to play in these cuts, however jobs that many of our members perform still need to be done regardless of enrollment numbers: marks still need to be submitted to OCAS system on time, payroll still needs to be processed correctly, vendors need payments in a timely manner, students and staff need IT support sooner rather than later.
These cuts have resulted in permanent members having to work from home while they are off sick and on bed rest, staff having to work extensive amounts of overtime with no possible way to take the time they have accumulated. We encourage the committee to examine the amount of overtime accumulated and calculate the cost of this. You may find it would be more fiscally responsible to have another permanent employee rather have the existing ones work extensive hours of overtime to try and cover all the job duties from positions that have been slashed. Many members in our group struggle daily to meet tight deadlines and manage the increasing workload.

In closing we are a varied group of members who love the work we do and often times provide much needed support to students and families when they are going

through very difficult times in their lives. We are the front-line people responding when the public attempts to reach out and contact someone because they are happy, sad or desperate for answers. The nature of our jobs is such that we are continually asked to do more and more tasks that are not included in any job description anywhere, and we do these with a smile on our face and tenderness in our hearts. We are merely asking for some respect and consideration in return. When downloading happens to school administrators, who is the first person the administrator turns to? When mandatory ministry changes are made to software, who does the superintendents rely on to make these changes? When there is billing and payroll issues, who does community partners, suppliers and employees look to for action? COPE Local 454 Members that is who. We are merely asking for some respect in the jobs we do and some assistance to allow us to ensure we can live up to the huge demands placed on us daily.

Should you have any questions or comments please do not hesitate to reach Jana Matikainen (807) 627-9789 or president@copelocal454.com.

Thank you for your consideration,

Lesa Ferguson
COPE Local 454 LDSB VP

Jennifer Godden
COPE Local 454 Executive VP

Jana Matikainen
COPE Local 454 President



CONNECTING FOR SUCCESS

2022 - 2023

Budget Input Session

Aboriginal Education Advisory Committee

We are pleased to provide input to Lakehead District School Board's 2022-2023 budget.

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

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

AEAC has identified the following four funding priorities in Indigenous Education to the Board for 2022-2023:

1) FNMI Education Staff Roles

- First Nations, Métis and Inuit Student Support Worker positions (7);
- Four Directions Graduation Coaches (3);
- First Nation, Métis and Inuit Community Liaison Officer position;
- First Nation, Métis and Inuit Education Coordinator/Indigenous Education Lead;
- First Nation, Métis and Inuit Education Resource Teachers (2);
- Kendomang Zhagodenamnon Lodge – Alternative Secondary School Teacher positions (2)
- Continue to grow the Native Language programs and First Nations, Métis, and Inuit Studies course offerings

2) Training

- Provide ongoing culturally authentic, appropriate, and relevant professional development/training opportunities for teachers (with accompanying resources e.g. books, videos, supplies);
- Develop and purchase resources for the First Nations, Métis and Inuit Education Learning Continuum
- Provide bi-annual cultural awareness training for all staff;
- Continue supports and training for secondary First Nations Metis and Inuit studies courses;
- Provide supports, professional development and collaboration opportunities for Native Language Teachers.

3) Outreach

- Summer educational programming initiatives for First Nations, Métis and Inuit students;
- Financial supports for travel to remote First Nations communities;
- Transition supports for students entering secondary school from grade 8 and/or from remote First Nations communities;
- Financial supports for cultural supplies (i.e. blankets, tobacco, cloth, and ribbons for tobacco ties) and increased funding for honoraria for Indigenous Elders and Cultural Knowledge Carriers;
- Develop avenues for celebrating and sharing the success of our Indigenous education programs, students and their stories (i.e. student success videos)

4) Student Learning and Leadership

- Increase awareness and understanding about Indigenous peoples' history, culture, worldviews, and ways of knowing for all students.
- Continue to provide opportunities for Indigenous student leadership at the school and system level;
- Provide experiential and land-based learning opportunities for students;
- Provide schools with resources necessary for social and emotional health, education and career planning, student engagement strategies, transition initiatives.

These priorities align with Lakehead Public School's Strategic Plan and Indigenous Education Framework, the vision and funding priorities of the Ontario Ministry of Education's First Nation, Métis and Inuit (FNMI) Education Policy Framework, and the education-directed Calls to Action from the Truth and Reconciliation Commission.

The priorities outlined will support and promote Indigenous student achievement, closing the achievement gap between Indigenous and non-Indigenous students, build public confidence through community partnerships and Indigenous parent/guardian engagement, and increase the knowledge and understanding of Indigenous knowledges, cultures, and perspectives for all.

The committee recommends that these priorities be funded from the First Nations, Métis and Inuit grant allocation within the Grants for Student Needs.

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

Miigwech!

Aboriginal Education Advisory Committee

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BUDGET COMMITTEE

Board Room
Jim McCuaig Education Centre

2022 FEB 22
5:30 p.m.

TRUSTEES PRESENT:

Marg Arnone
Trudy Tuchenhagen
George Saarinen
Scottie Wemigwans

Ellen Chambers
Ron Oikonen
Ryan Sitch
Sue Doughty-Smith

TRUSTEES ABSENT, WITH REGRET:

Deborah Massaro
Mehar Mago, Student Trustee
Jesslynn Friday, Indigenous Student Trustee

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
A.J. Keene, Superintendent of Education
Michelle Probizanski, Superintendent of Education
Kirsti Alaksa, Superintendent of Business

RESOURCE:

Angela Lee-Wiwcharyk, Manager of Financial Services

PUBLIC SESSION:

1. **Call to Order**

Kirsti Alaksa, Superintendent of Business called the meeting to order at 5:30pm.

2. **Disclosure of Conflict of Interest**

There were no disclosures of Conflict of Interest.

3. **Election of Chair**

Kirsti Alaksa, Superintendent of Business, explained the process of the election for Chair of the Budget Committee. Angela Lee-Wiwcharyk, Manager of Financial Services, and Christine Jones, Executive Secretary, were introduced as the scrutineers for the elections.

Kirsti Alaksa, Superintendent of Business, announced the pre-nominations for the Chair of the Budget Committee. Trustee George Saarinen was nominated by Trustee Trudy Tuchenhagen. Trustee Saarinen accepted the nomination with thanks to his nominator. Superintendent Alaksa called for nominations from the floor three times. There were no further nominations.

Moved by Trustee Chambers

Seconded by Trustee Doughty-Smith

“THAT nominations for the position of Chair of the 2022-2023 Budget Committee be closed.”

CARRIED

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

4. Election of Vice Chair

Trustee Saarinen announced the pre-nominations for Vice Chair of the Budget Committee. Trustee Scottie Wemigwans was nominated by Trustee Saarinen and Trustee Arnone. Trustee Wemigwans accepted the nomination with thanks to his nominators. Trustee Chair Saarinen called for nominations from the floor three times. There were no further nominations.

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT nominations for the position of Vice Chair of the 2022-2023 Budget Committee be closed.”

CARRIED

Trustee Wemigwans was acclaimed as Vice Chair of the 2022-2023 Budget Committee.

5. Approval of the Agenda

Moved by Trustee Wemigwans

Seconded by Trustee Doughty-Smith

“THAT the Agenda for the Budget Committee Meeting, February 22, 2022 be approved.”

CARRIED

6. Delegations

There were no delegations presented.

7. Approval of Minutes

Moved by Trustee Arnone

Seconded by Trustee Chambers

“THAT the Budget Committee approve the Minutes of the Budget Committee Meeting June 17, 2021.”

CARRIED

8. Business Arising from the Minutes

There was no business arising from the June 17, 2021 minutes.

9. Preliminary Analysis of 2022-2023 Budget (028-22)

Kirsti Alaksa, Superintendent of Business, presented the report that included the Guiding Principles for 2022-2023 budget development and a timeline for the budget process, noting dates are tentative and will be adjusted as required.

10. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Sitch

“THAT we do now adjourn at 5:42 p.m.”

CARRIED