



Office of the Director

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

STANDING COMMITTEE
Tuesday, January 8, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

		<u>Resource Person</u>	<u>Pages</u>
1.	Call to Order		
2.	Disclosure of Conflict of Interest		
3.	Approval of the Agenda		
4.	Resolve into Committee of the Whole – Closed Session		
5.	COMMITTEE OF THE WHOLE – Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)		
6.	Delegations/Presentations		
6.1	Age Friendly Thunder Bay	B. Philp	Verbal
7.	Confirmation of Minutes		
7.1	Standing Committee Meeting - November 13, 2012	K. Wilson	1-3
8.	Business Arising from the Minutes		

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

LAKEHEAD DISTRICT SCHOOL BOARD

<u>MATTERS NOT REQUIRING A DECISION</u>		<u>Resource Person</u>	<u>Pages</u>
9.	Information Reports		
9.1	Health and Safety Program - Semi-Annual Report (009-13)	I. MacRae	4-6
9.2	Special Education Advisory Committee Meeting Minutes - November 21, 2012	C. Kappel	7-10
10.	First Reports		

MATTERS FOR DECISION:

11.	Postponed Reports		
12.	Ad Hoc and Special Committee Reports		
13.	New Reports		
13.1	Kindergarten (013-13)	S. Pharand/ D. Wright	11-17

It is recommended that the Lakehead District School Board expand full time Kindergarten to all school sites for the 2013-2014 school year.

- 14. New Business
- 15. Notices of Motion
- 16. Information and Inquiries
- 17. Adjournment

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

COMMITTEE OF THE WHOLE – Closed Session
6:30 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - November 13, 2012	K. Wilson	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

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

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2012 NOV 13

TRUSTEES PRESENT:

Karen Wilson (Chair)
Marg Arnone
Pat Johansen
Lori Lukinuk

Deborah Massaro
Ron Oikonen
Jack Playford
George Saarinen
Rheanna Kendrick (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherrilynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Jeff Upton, OPC

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT the Agenda for Standing Committee Meeting, November 13, 2012, be approved."

CARRIED

2. Resolve Into Committee of the Whole – Closed Session

Moved by Trustee Lukinuk

Seconded by Trustee Massaro

"THAT we resolve into Committee of the Whole – Closed Session with Trustee Wilson in the Chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *October 9, 2012*
- *Personnel Matter*
- *Negotiations*

- *Legal Matter*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended."

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

- 3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

- 4. Bullying Awareness and Prevention Week

Chair Wilson noted that November 18 to 24 is Bullying Awareness and Prevention Week across Ontario.

- 5. Confirmation of Minutes

Moved by Trustee Massaro

Seconded by Trustee Johansen

"THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, October 9, 2012."

CARRIED

- 6. Business Arising for the Minutes

Regarding item 16.3, Trustee Johansen requested the names of Lakehead District School Board's representatives at the Coalition for Children and Youth Mental Health Summit held on October 25 and 26. Colleen Kappel, Superintendent of Education, responded that she, Lori Carson, Student Support Leadership Initiative Lead/Behaviour Resource Teacher and Chair of the Mental Health Steering Committee, Debra Parks, Chief Social Worker, and Mary-Beth Minthorn-Biggs, Mental Health Leader, attended the Summit. Trustee Lukinuk noted that she attended in her role as Ontario Public School Boards' Association's (OPSBA) First Vice President.

- 7. Success Advisory Committee Meeting Report

Trustee Wilson, the Trustee representative on the Success Advisory Committee, presented this verbal report highlighting the October 4 meeting. Highlights included: mental health strategies, cultural environment tutors, English language learners and the introduction of Mary-Beth Minthorn-Biggs, Mental Health Leader, and JoJo Guillet, Aboriginal Education Resource Teacher. The next Success Advisory Committee meeting will be held on Thursday, December 6.

- 8. Trustee Manual Review Ad Hoc Committee (114-12)

Trustee Playford, Chair of the Trustee Manual Review Ad Hoc Committee, presented the report and thanked the Board Development Committee for their assistance regarding the Trustee Manual review.

9. Student Transportation Services of Thunder Bay (STSTB) Committee Meeting Report

Trustee Saarinen, the Trustee representative on the Student Transportation Services of Thunder Bay Committee, presented this verbal report highlighting the October 31 meeting. Highlights included: route reviews, school start-up, and the Effectiveness and Efficiency review. The Student Transportation Services of Thunder Bay minutes are in the Trustees' lounge for perusal.

10. Managing Information for Student Achievement (MISA) (117-12)

Colleen Kappel, Superintendent of Education, presented information regarding key MISA activities at Lakehead Public Schools. All Trustees' questions were addressed.

11. Legal Representation for 2011-2012 (113-12)

Catherine Siemieniuk, Director of Education, presented this information report. All Trustees' questions were addressed.

12. Information and Inquiries

12.1 Trustee Saarinen informed the Board that he attended the First Nations Remembrance Day Services on November 11 and presented the wreath on behalf of the Board.

12.2 Trustee Johansen informed the Board that she attended the Remembrance Day Services at the Waverly Park Cenotaph on November 11 and presented the wreath on behalf of the Board.

12.3 Trustee Wilson informed the Board that she attended the Remembrance Day Services at Fort William Gardens on November 11 and presented the wreath on behalf of the Board.

13. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

"THAT we do now adjourn at 8:00 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 8
Report No. 009-13

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

RE: HEALTH AND SAFETY PROGRAM – SEMI-ANNUAL REPORT

1. Background

This semi-annual report is made to inform the Board of the current status of the Board's Health and Safety program and significant related activities. The Occupational Health and Safety Act requires Directors and Officers of corporations to take all reasonable care to ensure that the corporation complies with the Act and its regulations. This report will include the accident statistics for all employee groups during the 2011-2012 year and a brief update to ensure compliance with the various acts and regulations.

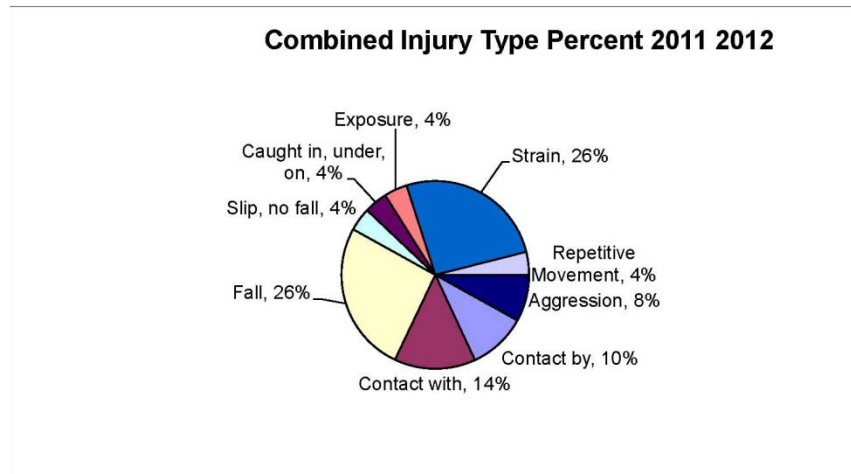
2. Situation

2.1 Accident Statistics

2.1.1 During the first semi-annual report of the year, a review of the previous year's accident activities is made to the Board. During this time, employees recorded a total of 136 work related incidents. The number of incidents requiring first aid was 88, down from 104 the previous year. The number of incidents requiring medical care was 23 which is a decrease from last year's rate of 31 and the number of lost time incidents was 25, up from 23 the previous year. The total number of incidents were down from the previous year of 158. Reportable injuries had a decrease of 11%. Reportable injuries are the medical aid and lost time injuries.

2.1.2 The injury frequency reflects the total medical aid and lost time claim frequency of the Board compared to the educational peer group across the Province, and is based on claims per 100 staff. Lakehead District School Board's frequency rate is 4.4 compared with other Boards in Ontario with a frequency rating of 3.8. In 2010-2011, Lakehead District School Board's frequency rate was 4.7 and the peer group frequency was at 3.9.

- 2.2 The chart below indicates the breakdown of medical aid and lost time injuries. Falls and strains make up 52 % of all injuries.



- 2.3 To continue to decrease the Board's injury rate, the focus is on awareness of hazards and increasing the educational component for staff. Strain injuries continue to be one of the main causes of injuries. For the past four years, an awareness campaign has been provided to reduce strain injuries for custodial staff. Most strain injuries at the end of the school year are related to material handling activities. This awareness campaign was deemed a success and continues to be promoted. Educational Assistants also suffer a high rate of strain injuries and a specialized training program in lifting, and proper body mechanics is currently being organized. This past August, all Principals, Vice Principals, Managers and Supervisors gathered for a one day health and safety presentation which focused on their duties and responsibilities as Supervisors. Many positive comments were received regarding this session.

2.4 Equipment Testing

To ensure compliance with the Occupational Health and Safety Act, the Health and Safety Officer coordinates and funds the annual testing and certification of 40 overhead cranes, hoists and floor jacks as well as three aerial lift platforms. Some minor repairs were required and are currently being completed. Repairs are funded by the department the equipment is located in. Nine mechanical lifts and related equipment used in Special Needs and Multi Disabled rooms are also inspected on an annual basis.

2.5 Inspections

To ensure compliance with the Occupational Health and Safety Act, the Ministry of Labour conducts routine inspections of workplaces in Ontario. This past school year, the Ministry of Labour has attended two secondary schools for a routine inspection of the technical shops. The two issues the Ministry focused on were dust control ventilation and noise levels in the tech shops. Orders had been issued and have been addressed within the time frame allotted.

3. Conclusion

Lakehead District School Board continues to promote a safe working and learning environment for all staff and students. A continuing commitment to education, training and health and safety promotion will ensure that Lakehead District School Board remains compliant and will reduce costs. This commitment to safety will also make the Board's schools and facilities the best place for students and staff to work and learn.

Respectfully submitted,

RICK MOLLOY
Health and Safety Officer

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre
Thunder Bay, Ontario

2012 NOV 21

MEMBERS PRESENT:

Miranda Myers (Vice Chair)
Marg Arnone (Trustee)
Sheila Marcinyshyn

Mike Otway
Jack Playford (Trustee)
Laura Sylvestre

ABSENT WITH REGRET:

Theresa Graham
Heather Conrad
Colleen Valiquette
Janyelle Roberts

OTHERS PRESENT:

Charles Bishop
Colleen Kappel
Lori Lukinuk
Andrea Pugliese

1. **Call to Order**

At 6:00 p.m., as quorum was not present, Miranda Myers, Vice Chair, informed members that the presentation on Restorative Practices would proceed.

2. **Presentations**

2.1 **Restorative Practices** - C. Bishop

Charles Bishop, Education Officer, provided information to members on Restorative Practices at Lakehead District School Board. With the assistance of a power point presentation, Mr. Bishop highlighted the program. All staff that interact with children in the classroom will be trained by the end of the 2012-2013 school year. Questions from members were addressed.

3. **Quorum**

Quorum was achieved during the presentation on Restorative Practices.

4. Approval of the Agenda

Moved by Sheila Marcinyshyn

Seconded by Trustee Marg Arnone

“THAT the agenda for the November 21, 2012 SEAC meeting be approved.”

CARRIED

5. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

6. Agency/Organization Sharing

Members were reminded about the agency/organization sharing table at the back of the room. New pamphlets were provided by Sheila Marcinyshyn of Anishnawbe Mushkiki.

7. Approve of the Minutes

Moved by Laura Sylvestre

Seconded by Marg Arnone

“THAT the minutes of the October 17, 2012 SEAC meeting be approved.”

CARRIED

8. Business Arising From the Minutes

8.1 PIC Event October 22, 2012

Miranda Myers, Vice Chair, and SEAC member on PIC, provided information on the event that took place on October 22, 2012 at the Airline Hotel & Conference Centre. The event was well attended and the SEAC display table had numerous visitors. It was suggested to have the displays set up for a longer period at next year's event.

8.2 SEAC Guest Speaker Event

Colleen Kappel, Superintendent of Education, provided information to members on Dr. Gabor Maté's planned presentations in Thunder Bay on Thursday, May 9, 2013. Superintendent Kappel also informed members of the cost to bring in Ross Green and the possibility of hosting a Restorative Practices session for parents/guardians with Bruce Schenk of the International Institute of Restorative Practices. Members, by consensus, agreed to pursue the presentation on Restorative Practices. Colleen Kappel, Superintendent of Education, will follow up and bring further information to SEAC.

9. Correspondence

The correspondence folder was distributed for members perusal.

10. Advocacy Tracking

The advocacy tracking template was distributed for completion by members.

11. SEAC Annual Report

The draft SEAC Annual Report was reviewed. No changes/additions were made. The report will be presented by Chair Theresa Graham and Vice Chair Miranda Myers.

Moved by Mike Otway

Seconded by Sheila Marcinyshyn

“THAT SEAC approve the Special Education Advisory Committee (SEAC) Annual Report for presentation at the Annual Meeting of the Lakehead District School Board on December 4, 2012.”

CARRIED

12. SEAC Resources

Andrea Pugliese, Special Education Officer, brought the SEAC resources that were purchased in the summer. The following titles were purchased:

- Elizabeth Farrell and the History of Special Education;
- Collaborate Smart: Practical Strategies and Tools for Educators;
- Classroom Instruction and Students with Autism Spectrum Disorders: A Collection of Articles from TEACHING Exceptional Children;
- What School Counsellors Need to Know; and
- 7 Steps for Success: High School to College Transition Strategies for Students With Disabilities.

The books were distributed for members perusal. Members were invited to borrow any title of interest to them.

13. Information and Inquiries

13.1 Laura Sylvestre, Autism Ontario member, informed SEAC that the Autism Ontario *Parade of Lights* will take place on Saturday, December 1, 2012 at 7:00 p.m.

13.2 Colleen Kappel, Superintendent of Education, informed members of the current labour disruption at Lakehead Public Schools. Trustee Marg Arnone shared information about security guards at the secondary schools in to assist with maintaining a safe environment during the labour disruption.

14. SEAC Budget 2012-2013

The status of the 2012-2013 SEAC Budget was provided to members.

15. Board Update

Trustee Marg Arnone provided information to members on the following Board Meetings:

October 23, 2012 Regular Board Meeting

Reports/items addressed at this meeting included:

- Trustee Recognition Award to Jeanie Gaudette of Crestview Public School;
- Mental Health Strategy;
- Appointments to the Parent Involvement Committee;
- Appointments to the Aboriginal Education Advisory Committee;
- Appointment to the Audit Committee; and
- Short-Term Borrowing Resolution.

November 13, 2012 Standing Committee Meeting

Reports/items addressed at this meeting included:

- Bullying Awareness Week, November 19-23, 2012;
- Trustee Manual Review Committee Report;
- Student Transportation Services of Thunder Bay Report;
- Managing Information For Student Achievement Report; and
- Legal Representation For 2011-2012.

16. Adjournment

Moved by Sheila Marcinyshyn

Seconded by Mike Otway

“THAT we do now adjourn at 7:09 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 8
Report No. 013-13

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

RE: KINDERGARTEN

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student. This begins with a comprehensive Early Learning Program that addresses their social, emotional, cognitive and academic development.
- 1.2 Lakehead District School Board has demonstrated a strong commitment to leading early learning initiatives. In May 2002, the Board approved recommendations which established a full-time Senior Kindergarten pilot program in four elementary schools with later expansion to 11 full-time Senior Kindergarten sites. Commitment to early learning was further evidenced by the Board's support for staffing of Junior and Senior Kindergarten classes with teacher teams made up of Early Childhood Educators (ECEs) and Kindergarten teachers.
- 1.3 Children's early learning experiences have a profound effect on their development. These early interactions directly affect the way connections are made in the brain. Early learning experiences are crucial to the future well-being of children, and establish the foundation for the acquisition of knowledge and skills that will affect later learning and behaviour. (The Full-Day Early Learning Kindergarten Program, 2010-2011, p.3)
- 1.4 Clyde Hertzman's Early Developmental Inventory examined five developmental domains relevant to children's' readiness to learn. According to this study, 28% of children in Ontario entering Grade 1 are considered vulnerable in one or more of the domains:
- physical health and well-being;
 - emotional maturity;
 - communication skills and general knowledge;
 - social competence; and,
 - language and cognitive development.

In Thunder Bay, research shows 34% of children are entering Grade 1 with vulnerability in at least one of the domains.

- 1.5 In September 2010, the Early Learning Program report was presented to the Board. This program is currently referred to as Full Day Kindergarten Early Learning Program (FDKELP) and has been implemented in nine schools. Lakehead District School Board offers Full Time Senior Kindergarten in an additional four schools.

2 Situation

- 2.1 High expectations and the belief that every student can achieve is the foundation of early learning at Lakehead District School Board. This is reflected in all components of the Kindergarten program.
- 2.2 Presently, Lakehead District School Board administers three formal assessments in Kindergarten to inform instructional decisions:
- all Junior Kindergarten (JK) and Senior Kindergarten (SK) students receive the Oral Language Assessment (OLA) twice a year;
 - the Developmental Reading Assessment (DRA) is administered twice a year to SK English students and the Groupe Beauchemin+ is administered once to SK French Immersion classes; and,
 - Sound Skill screens are administered twice a year to SK students with Speech and Language Pathologist support.
- 2.3 In order to meet the needs of early learners, Lakehead District School Board continues to provide research based programming that supports teachers and students.

Lakehead District School Board has been a leader in the implementation of best practices in early learning instruction. Some examples include:

- The current staffing model allows teachers and ECEs to continue as effective teams developing expertise in early learning programming over time.
- The Full Day Kindergarten Implementation Team meets regularly to review programming, data and make recommendations to support Full Day Kindergarten.
- ECEs are a key component of the Early Learning Team and bring knowledge of early childhood development, observation, assessment and supporting the learning environment.
- A Kindergarten Resource teacher provides at the elbow coaching and guidance in the Full Day Early Learning Kindergarten Program schools.
- This year's Kindergarten – Grade 2 Inquiry Project has expanded to include all Kindergarten teachers and ECEs and will continue to look at instructional practice for young learners. With a specific focus on literacy development, observation and documentation of student learning, educators will use research based practices, build capacity in collaborative inquiry skills and build connections among early primary educators.

- The Home Oral Language Program and Take Home Reading programs support, engage and connect parents to their child's learning experiences at school.
- The Second Step Early Learning Program is designed to increase students' school success and decrease problem behaviours by promoting social-emotional competence and self-regulation.
- Kindergarten registration continues to be a priority and is supported by a system wide information night, school open house and a Welcome to Kindergarten event.

2.4 Currently, Full Day Early Learning Kindergarten Program is being offered at the following schools: Agnew H. Johnston, Algonquin Avenue, Hyde Park, McKellar Park, Ogden Community, Sherbrooke, Vance Chapman, Westmount and Woodcrest Public Schools.

2.5 For the 2013-2014 school year:

2.5.1 Full Day Early Learning Kindergarten Program will be implemented at the following schools: Crestview, Ecole Gron Morgan, Edgewater Park, Kakabeka Falls District, Nor'wester View and Valley Central Public Schools.

2.5.2 St. James, Armstrong Elementary, Claude E. Garton and C.D. Howe Public Schools continue to have Full Time Senior Kindergarten.

2.6 In the 2014-2015 school year, the following schools are scheduled to have FDKELP: Armstrong Elementary, Bernier-Stokes, C.D. Howe, Claude E. Garton, Five Mile, Gorham and Ware Community, McKenzie, St. James and Whitefish Valley Public Schools.

2.7 Due to the impact of Early Learning on children's educational outcomes and the Lakehead District School Board's long term commitment to early learning, administration undertook a review of feasibility to expand Full Time Kindergarten to all remaining sites in September 2013.

3. Program Analysis

3.1 Research shows that effective full day learning programs available to all children improve their well-being by reducing inequities, particularly in health and education, and will result in:

- higher achievement in later grades;
- greater developmental competence and less frustration in children;
- enriched learning experiences that facilitate conceptual, cognitive, and language growth and foster inquiry;
- more positive social and behavioural outcomes;
- more time for instruction and practice;
- greater parent/caregiver involvement; and,
- lower child care costs and fewer transportation difficulties for parents.

(Pascal, 2009, *Report to the Premier by the Special Advisor on Early Learning*)

- 3.2 Full day early learning programs in all schools will allow educator teams the opportunity to receive training and professional development together in a timely, coordinated and equitable manner. Consistency within this professional development planning will ensure that all Lakehead District School Board students benefit from new and innovative educator learning and practices.
- 3.3 Lakehead District School Board believes that every student with special needs has the right to an instructional program appropriate to that student's needs. Between 25 and 30% of all students at Lakehead District School Board access some form of special education at some time during their school career. The goal of Lakehead District School Board is to offer the right program at the right time, to make sure each student receives the assistance required to reach his or her goals. (Lakehead District School Board website)

The following guiding principles for students with special needs were presented to the Board in Report No. 103-12 Special Education Program Review. These guiding principles were developed in consultation with parents/guardians, the Special Education Advisory Committee (SEAC) and other appropriate organizations. There shall be a focus on:

- the whole child;
- equitable and inclusive education;
- high expectations for all students;
- early identification and intervention;
- a continuum of services;
- partnerships with parents/guardians, teachers, professional staff and the community supported by ongoing communication;
- support for teachers to develop the necessary skills and teaching strategies to teach all students; and,
- a range of learning opportunities to meet the needs of each student.

4. Child Care

- 4.1 Coherence between Kindergarten and early learning and care services enhances best practices and pedagogy, allows for sharing of space and resources, and fosters a "seamless process of monitoring and supporting children's development and skills throughout the day." (Pascal 2009)
- 4.2 Full day early learning programs provide opportunities to deliver a seamless system of early learning and care. They support children and their families by:
- reducing the number of disruptive transitions children experience in their day; and
 - respecting their schedules and providing services in easily accessible locations in their local school.
- 4.3 Currently, the Board has child care services at 18 school sites. There are nine full time child cares and nine before and after school programs.
- 4.4 The Ministry of Education has recently provided additional funding to expand child care services in schools. The goal of this funding is to convert child care spaces within schools to the 0-3.8 age range, and to facilitate the move of community child care spaces into schools.

- 4.5 All parents/guardians with students in Full Day Kindergarten schools that currently do not have a before and after child care program will be surveyed to determine their needs. If there are sufficient numbers of students that require child care, the Board will provide these services through a third party.

5. Capital Improvements to Accommodate Kindergarten Programs

- 5.1 The Ministry of Education provides capital allocations to construct the required additions, or to retrofit existing spaces, in order to create appropriate Kindergarten teaching spaces.

Capital allocations are calculated using the Ministry of Education's benchmark cost of construction adjusted for geographic differences.

- 5.2 There are sufficient Ministry of Education grant allocations to cover the required costs of renovations to implement system wide FDKELP for the fall of 2013. In order to accommodate FDKELP system wide, renovations will be required at the following schools:

- Ecole Gron Morgan Public School; and,
- Edgewater Park Public School.

- 5.3 The Ministry of Education also provides funding for first time equipping and minor renovations. Boards are provided with \$10,000 for each new Kindergarten class approved by the Ministry of Education.

6. Staffing Budget to Accommodate Full Time Kindergarten Expansion

- 6.1 The Ministry of Education requires the Board to staff all non Full Day Kindergarten Early Learning Program classes under the Primary Class Size Cap (PCS). Ninety percent of a Board's primary classes must have 20 or fewer students. Up to 10% of primary classes system-wide may have up to 23 students.
- 6.2 The Ministry of Education requires Full Day Early Learning Kindergarten classes to be staffed at a system average of 26:1 with both a teacher and an ECE in all classes over 15 students.
- 6.3 Year 4 FDKELP schools will be fully funded by the Ministry of Education.
- 6.4 The chart below reflects the estimated costs to offer Full Day Kindergarten at the remaining schools and are based on PCS caps. To offer Full Time Kindergarten in the remaining schools, it is estimated that the Board would need to fund an additional 6.2 teachers for the 2013-2014 school year.

In the 2012-2013 operating budget, the Board allocated resources for Board funded ECEs. These expenses will be covered in the 2013-2014 school year by the Ministry of Education. Therefore, as outlined below, the net additional funding required by the Board will be \$980,041.84 for staffing based on our enrolment projections.

Total Additional Funding Required	
Teachers Salary	\$740,460.40
Spec. Ed. Funding	\$239,581.44
Total	\$980,041.84

- 6.5 The total cost of Full Time Kindergarten will be offset by savings realized through funds already allocated in the Operating Budget to fund ECEs. Ministry grants are now funding the majority of these costs. Estimated savings are approximately \$200,000.

7. Conclusion

There is compelling and overwhelming evidence to support the implementation of Full Day Kindergarten programs in all of the Board's schools. Well-funded, integrated, child development and parenting programs improve the cognitive and social functioning of all children. Through the continued support of full day programs, Lakehead District School Board will ensure that all students have early learning opportunities that support higher academic achievement in later years, greater developmental competence, positive behavioral outcomes and greater parental involvement. (Pascal, Charles. 2009)

RECOMMENDATION

It is recommended that the Lakehead District School Board expand full time Kindergarten to all school sites for the 2013-2014 school year.

Respectfully submitted,

DIANA MADUNIC
Kindergarten Resource Teacher

ROBIN TABOR-JOHN
Elementary Program Coordinator

ADAM SHAEN
Human Resource Officer

DAVE COVELLO
Manager of Information Technology and
Corporate Planning

RANDY HABER
Manager of Maintenance and Capital

SHERRI-LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education