



Special Finance, Budget and Enrolment Committee

Tuesday, 19 March 2019

School-Based Staff Allocation 2019-20: Classroom

Q & A #3

(Report No. 03-19-3605)

1. Why did the Special Education – Elementary teacher staff allocation experience a significant drop between 2018-19 and 2019-20?

Response: The reduction is 49.5; most of the reduction is a result of the ending of the Local Priorities Grant which funded additional positions in 2017-18 and 2018-19.

2. Could staff provide clarity about the difference between 21.7 and 21.9 averages?

Response: For the past number of years, our Board wide student to teacher average in the secondary panel has been 21.7. In the previous school year, 2017-2018, that average worked out to 21.9 when measured at the key times we report to the Ministry of Education (October 31 and March 31. We are expecting this year’s average to be 21.7 but will not have that data until reporting to the Ministry of Education is completed later this school year.

3. Does the secondary Collective Agreement between the Toronto District School Board and OSSTF have class size caps?

Response: The following class size caps are in the current Collective Agreement between the Toronto District School Board and OSSTF:

2019-2020 Category	2019 – 2020 Targets	10% Flex in up to 10% of Classes per School
University	up to 31	up to 34
Academic	up to 30	up to 33
Applied	up to 23	up to 25
College	up to 26	up to 29
Mixed Level University/College Course	up to 31	up to 34
Locally Developed Compulsory Course (LDCC)	up to 14	up to 15

2019-2020 Category	2019 – 2020 Targets	10% Flex in up to 10% of Classes per School
Physical Education	up to 34	up to 37
ESL Credit (includes LEAP)	up to 20	up to 22
Computer	number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level	number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level
Workplace	up to 18	up to 20
Open	up to school divisor + 18% (refer to your staff allocation sheet)	add 10% flex factor to actual open number
Tech (excluding computer tech courses such as BTT, TIK, CAD, TGV, etc.)	up to 22	up to 24
Family Studies – Foods (HFA, HFN, HFC and HFL)	up to 29	up to 32
GLE	up to 16	up to 18
Cooperative Education	up to 28	up to 31
Alternative Education Programs	up to 19	up to 21

Notes:

- class size target will have a flexibility factor of 10%.
- no school will have more than 10% of its classes utilizing the 10% flex factor.
- the maximum Pupil Teacher Contacts for a full time Teacher shall be 180 students except in Alternative Education Schools and Edvance programs with continuous intake.
- multi-level courses shall use the average of the class size levels. This does not apply to Alternative Education Schools.
- multi-grade classes shall be 10% lower than the target number for the level at which the class is being taught. This does not apply to Alternative Education Schools.

4. With the secondary system-wide class size average increasing, does staff anticipate course selection being further reduced for students?

Response: With fewer teachers in schools there will be greater challenges in offering as wide a range of course selections to students. The manner in which this unfolds will vary from school to school. It is not unreasonable to expect that smaller schools, schools with multiple programming tracks and schools with very mixed offerings of programming will see greater challenges.

5. Will students be provided with the flexibility to take courses at other schools, if a particular course is not available at their own school?

Response: Staff is in the process of developing proposals to ensure that students continue to have access to a variety of programming options.

6. With the secondary system-wide class size average increasing, will this hasten the secondary school review work that is outlined in the Multi-Year Strategic Plan?

Response: The secondary school review is currently underway.

7. Could staff comment on what is meant by bridge financing as it relates to attrition? What does that entail?

Response: The Ministry of Education (EDU) is changing class sizes effective in 19-20 to 24.5 in grades 4 to 8 and 28.0 in grades 9 to 12.

In order to not layoff any “front line” teachers EDU is providing transitional funding so that teacher reductions will only result from attrition in the first four years. School boards will receive transitional funding for the difference in class size benchmarks and the actual retirements and resignations they experience during this period.

8. Is it possible to project, as we move towards a class size average of 28, how many teaching jobs will be lost?

Response: If all other factors (e.g. enrolment) remain constant, the number is 800, over the next four years.

9. Could staff provide further clarity regarding the decrease of the 72 secondary teachers connected to secondary programming? What did their job encompass and which schools were they located at?

Response: In 2009, as part of the Provincial Discussion Tables that were formed centrally/Provincially, during bargaining for the 2008-2012 Collective Agreements, funding for additional staffing was provided once local collective agreements were reached. The Toronto District School Board received funding for an additional 72 secondary teachers. That funding has remained in place until the current time. The announcement of the Ministry of Education on March 15 included information that funding for those additional teaching positions was ending at the end of this Collective Agreement on August 31, 2019. That funding was part of the total funding for secondary teachers in the Toronto District School Board and was used to provide support across the system to offer increased breadth of programming in schools when demand for certain courses would normally not be sufficient enough to run the course.

10. For the secondary schools that have small enrolments, will they experience a larger impact?

Response: With fewer teachers in schools there will be greater challenges in offering as wide a range of course selections to students. It is not unreasonable to expect that smaller schools will be more likely to see greater challenges in this regard.

11. What is the breakdown of secondary schools, by student enrolment?

Response:

Enrolment	Number of Regular Schools*
<500	4
501-700	13
701-1000	20
>1000	33

*does not include Special Education, Edvance and Alternative Schools.

12. What consultation is taking place that requires a response by 31 May 2019? Can the documents be shared and how do parents provide input?

Response: Provided below are the links to access the two guides for the consultation process on class size and school board hiring practices:

a) **Class size:**

https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B09_attach1_EN.pdf

b) **Hiring Practices:**

https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B09_attach2_EN.pdf

13. If there is further consultation taking place, scheduled to conclude by 31 May, how can Trustees approve this report at this time?

Response: Our Collective Agreements require us to declare school based (site) surplus in early April. Therefore it is critical that staff allocations that are based on current parameters announced by the Ministry be allocated and approved at this time.

14. The breakdown in secondary, especially the reduction in Special Education – Secondary, is very concerning. When you factor in the changes related to autism, how will this impact staffing?

Response: The recent government announcement about changes to the funding of clinical services for children with autism will result in students who are school aged and currently in either part time or full time clinical therapy either increasing their time from part time to full time, or registering in Toronto District School Board (TDSB) schools for the first time. These students are in the JK/SK and Gr 1 age range so there is no anticipated impact on Secondary Staffing as a result of this Autism announcement.

15. When did eLearning begin at the TDSB?

Response: E-Learning started in 2009-10 at the TDSB. Over the last 9 years of eLearning, TDSB has served 9,418 students leading to 7,137 credits earned.

16. Are there any provincial eLearning delivery models that can be shared with Trustees?

Response: The Ontario eLearning Consortium is a collective of Ontario School Boards, each of which has entered into mutual agreement to open their eLearning courses to all students within member boards, without a course fee. Currently, the Consortium supports 22 member boards, both Public and Catholic, representing students who reside in both metropolitan and rural areas throughout Ontario.

The TDSB is not a member of the Ontario eLearning Consortium.

a) How does the Independent Learning Centre (ILC), via TVO, factor into this scenario?

Response: The TDSB has an agreement with ILC in order for its schools to enroll students in ILC. However, these courses result in additional central charges to TDSB. Our agreement, set out in PR506, requires the student to be currently enrolled in a TDSB secondary school, in his/her graduation year and applying for an ILC course that is not available at summer school, night school or eLearning.

17. What is the current allocation for eLearning?

Response: Currently, there are 8.0 teachers (or 48 sections) per school year in eLearning Day Schools.

18. How many students, from across the system, are taking an eLearning course during this school year (2018-19)?

Response: In 2018-19, 1543 students are taking an eLearning Day School credit. There are 48 sections, with an average of 32 students per class.

19. If every student is required to take four on-line courses, how many sections are required?

Response: Currently, there are 73,000 secondary school students. If each student took one eLearning credit per year, this would result in 2,085 sections.

- $(73,000 / 35 \text{ students per section} = 2,085 \text{ sections/year})$; and
- For four years, 8,340 sections would be required.

20. If the TDSB was to deliver these on-line courses, how many teachers would be required? Would these teachers be provided by the TDSB?

Response: A full-time teacher teaches 6 sections. To deliver 8,340 sections, 1,390 teachers would be required or 348 teachers per year.

- $8340 / 6 = 1390 \text{ teachers over four years}$; or
- $2085 / 6 = 348 \text{ teachers per year}$.

These teachers would be provided by the TDSB.

21. Could eLearning courses be delivered by a third party (privatization)?

Response: The Ministry is studying delivery models. At this time, there is no additional information.

22. With the secondary system-wide class size average increasing will it eliminate split classes and portables?

Response: We could expect an increase in split classes in order to maintain program viability in some schools. A reduction in the use of portables could be expected as class sizes increase.

Although the system-wide class average is increasing, this will not have a significant impact on the use of portables. Kindergarten to Grade 3 will maintain a cap of 20 students.

Secondary school class caps are specified in the Workload Accord negotiated between the Board and OSSTF District 12. Class caps vary based on the course type (i.e., Academic, Tech, College, Workplace, Special Education, etc.). Unless the class caps change, this will not significantly affect the use of portables.

In secondary schools, split classes are created when there are not enough students in a particular course to offer a full section. They are determined by the school Staffing Committee (which includes the Principal, timetabling Vice Principal, OSSTF Branch President, and two OSSTF staff members). Instead of cancelling two undersubscribed courses, the Staffing Committee may elect to run a split class. For example, it is common to have a Vocal Music class comprised of Grade 10, 11 and 12 students. It is more common to have split classes in the Arts, English as a Second Language, Languages, Physical Education and Technological Education than in Core subjects such as Math, English or Science.

23. How many split classes are there at the secondary level?

Response: We currently run 2594 split classes in secondary.

24. With the secondary system-wide class size average increasing, how does this impact the work outlined in the Multi-Year Strategic Plan, especially, the area of identifying a caring adult for students to go to at their school?

Response: Staff will be reviewing the impacts to the Multi-Year Strategic Plan once information on the Grant for Student Needs (GSN) is released and the board's

financial position is known for certain. However, larger classes will have an impact on student teacher interactions in schools.

25. With the impending transition that will be taking place on 1 April, will the TDSB be hiring additional teachers to support the students with special needs/autistic that may registering at TDSB schools?

Response: In collaboration with Surrey Place, the regional coordinating agency for Autism services, we are able to identify school-aged students who may be increasing their time or registering in TDSB schools. That data accounts for students who are already engaged in the transition process, students who are yet to begin, and student who may or may not register in TDSB schools. We are also able to identify individual students whose therapy is concluding at the end of April, May, and June therefore transitions will be staggered but on-going. Knowing this information allows TDSB staff to plan and partner with clinical agencies and families to support. Based on this information, we will be able to successfully transition students into school with our existing staff.

While the board-wide numbers may appear large, the reality at each individual school is very few schools are receiving more than 1 additional student during this spring transition. Some may be receiving 2 or 3 through this process, but additional teaching staff is not currently being planned for to support these transitions.

Support staff such as Special Needs Assistants (SNAs) may be required as the needs of individual students become clear through each transition. Each student presents unique strengths and needs and considerations for additional support staff will be made on a case by case basis in response to student needs.

Further additional staff with Applied Behavioural Analysis (ABA) and behavioural expertise have been added recently using the existing budget through intentional backfilling of existing vacancies. The addition of further such expertise may be required as needs become clear through each student transition over the next three months.

- a) As these students are not registered yet, before they enter the classroom, will an Individual Education Plan (IEP) be developed?

Response: IEPs are generally not developed for students before they register. However, once a student is registered, a transition process begins that involves gathering information, partnering with parents and community agencies, and developing a transition plan to support student needs. Program Policy Memorandum 156 requires boards to develop transition plans for students with special education needs. Once a student is registered as a TDSB student, a plan and IEP can be developed. A plan for a successful transition will be in place for each transitioning student before they enter the classroom.