

## OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.  
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

## OUR VISION

At Toronto Catholic we transform the world  
through witness, faith, innovation and action.



# REVISED AGENDA ADDENDUM THE REGULAR MEETING OF THE CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

## PUBLIC SESSION

Nancy Crawford, Chair

Norman Di Pasquale, Vice-Chair

Thursday, April 11, 2019

7:00 P.M.

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<b>16. Staff Reports</b>	
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REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### THE HOLY TRINITY CATHOLIC SCHOOL CAPITAL PROJECT BUDGET INCREASE (WARD 4)

*"I can do all things through HIM who strengthens me."  
Philippians 4:13 (NRSVCE)*

Created, Draft	First Tabling	Review
April 2, 2019	April 11, 2019	

S. Sederavicius, Senior Manager, Capital Development  
 M. Farrell, Coordinator, Materials Management  
 P. de Cock, Comptroller, Business Services  
 D. Yack, (Acting) Superintendent of Learning, Student Achievement and Well-Being  
 D. Friesen, (Acting) Executive Superintendent of Facilities Services

### RECOMMENDATION REPORT

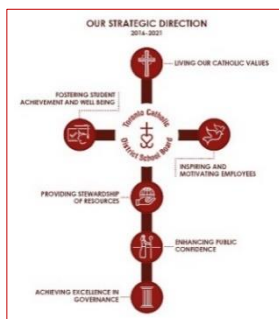
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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

***This report recommends approval to increase the Capital project budget for The Holy Trinity Catholic School in the amount of \$22,956, for a total revised project budget of \$13,340,872.***

The budget increase will be funded by Education Development Charges (EDCs) with no increase to the approved Ministry of Education funding. It is required due to additional engineering services related to the infrastructure work on the public right-of-way, inspection and testing related to subsurface works and to account for the property survey not previously included in the project budget.

The new school has been occupied since February 2018 and completion of all deficiencies and warranty repairs is expected to wrap up within the month.

***The cumulative staff time required to prepare this report was 6 hours.***

## **B. PURPOSE**

In accordance with Board Policy, budget increases for major Capital projects (e.g. new schools and major additions) must be approved by the Board of Trustees.

## **C. BACKGROUND**

1. ***A project budget of \$13,087,179 was approved for The Holy Trinity Catholic School at the start of construction.*** The Corporate Services, Strategic Planning and Property Committee approved the award of the construction contract and a revised project budget on June 6, 2016, for the consolidation of Christ the King and St. Teresa Catholic Schools in a new building.
2. ***Additional site preparation costs exceeding the contingency allowance have been identified.*** A project budget increase in the amount of \$22,956, fully funded by EDCs is required to complete the project, for the following items:
  - a. Inspection and testing related to subsurface works;
  - b. Property survey carried out before the start of design, not previously included in the project budget;
  - c. Consulting fee for additional civil drawings and calculations for the infrastructure work on Colonel Samuel Smith Park Drive due to previously unknown site conditions.

## **D. METRICS AND ACCOUNTABILITY**

1. *The revised project budget is detailed in Appendix A.* Appendix A provides the detailed breakdown of the project budget. The project is funded from multiple sources including Capital Priorities Grant, Full Day Kindergarten grants and EDCs.
2. *A small contingency allowance remains in the project budget.* Unused Capital Priorities funding in the amount of \$10,340 is available for any unanticipated Change Orders that arise during the building permit close-out process currently underway.
3. *The project is now essentially complete.* Students moved in to The Holy Trinity Catholic School in February 2018, with some finishing work and deficiencies to be completed. Completion of all deficiencies and warranty repairs is expected to wrap up within the month.

## **E. STAFF RECOMMENDATION**

That a revised project budget of \$13,340,872 for the construction of The Holy Trinity Catholic School be approved as detailed in Appendix A.

## REVISED APPENDIX A

The Holy Trinity Catholic School	<i>Funding Source</i>			<i>2019-03-27</i>
Project Budget (Costs include net HST where applicable)	Capital Priorities + FDK	EDC (100%)	Capital Land Priorities	Total Cost
<b><i>Construction Costs</i></b>				
Construction Contract at Tender	\$ 9,150,733	\$ 1,419,852	\$ 317,423	\$ 10,888,008
Change Orders	\$ 78,416	\$ 350,484	\$ 14,479	\$ 443,379
<b>Revised Construction Contract</b>	<b>\$ 9,229,149</b>	<b>\$ 1,770,336</b>	<b>\$ 331,902</b>	<b>\$ 11,331,387</b>
Construction Costs Outside Contract	\$ -	\$ 217,906	\$ 132,000	\$ 349,906
<b>Total Revised Construction Cost</b>	<b>\$ 9,229,149</b>	<b>\$ 1,988,243</b>	<b>\$ 463,902</b>	<b>\$ 11,681,294</b>
<b><i>Consulting Fees and Expenses</i></b>				
Architectural Fees/Expenses at Tender	\$ 635,667	\$ 434,646	\$ 25,614	\$ 1,095,927
Change Orders	\$ 15,038	\$ 33,457	\$ -	\$ 48,495
<b>Revised Consulting Fees /Expenses</b>	<b>\$ 650,705</b>	<b>\$ 468,103</b>	<b>\$ 25,614</b>	<b>\$ 1,144,423</b>
Property Survey		\$ 5,823		\$ 5,823
<b>Total Revised Consulting Fees /Expenses</b>	<b>\$ 650,705</b>	<b>\$ 473,926</b>	<b>\$ 25,614</b>	<b>\$ 1,150,246</b>
<b><i>Other Soft Costs</i></b>				
Municipal Permits and Fees	\$ 144,395	\$ 45,757	\$ -	\$ 190,152
F&E, IT, Internal Costs	\$ 217,739	\$ 62,772	\$ 28,330	\$ 308,841
<b>Total Other Soft Costs</b>	<b>\$ 362,134</b>	<b>\$ 108,529</b>	<b>\$ 28,330</b>	<b>\$ 498,993</b>
Remaining Contingency Allowance	\$ 10,340			\$ 10,340
<b>TOTAL PROJECT COST</b>	<b>\$ 10,252,328</b>	<b>\$ 2,570,698</b>	<b>\$ 517,846</b>	<b>\$ 13,340,872</b>

Note : EDC amount includes previous increase of \$230,737, bringing the project budget to \$13,317,916 before the amendment recommended in this report.



REPORT TO

## CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

### BUDGET 2019-20 FUNDING UPDATE

*“A generous man will himself be blessed, for he shares his food with the poor.”  
Proverbs 22:9*

Created, Draft	First Tabling	Review
April 2, 2019	April 11, 2019	<a href="#">Click here to enter a date</a>

D. De Souza, Coordinator of Grants & Ministry Reporting  
G. Sequeira, Coordinator of Budget Services  
P. De Cock, Comptroller of Business Services & Finance

### INFORMATION REPORT

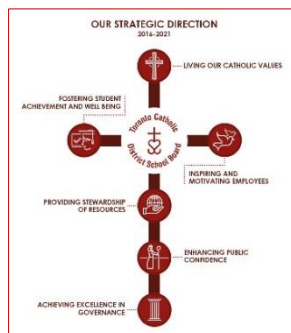
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Financial Officer

## **A. EXECUTIVE SUMMARY**

1. ***Announcements made by the Ministry of Education will entail further release of data and more analysis to develop the budget.*** The Grant for Student Needs (GSN) funding and regulations are expected to be released by the Ministry of Education (EDU) by mid to late April.
2. ***The late release of data by the Ministry may impact the budget approval timelines previously communicated to the Board.*** Given the delay of the technical details release by the Ministry to potentially the end of April and Electronic Financial Information System (EFIS) Data to follow approximately two weeks afterwards, staff may not be in a position to develop preliminary budget estimates in time for May 9<sup>th</sup> Corporate Services Committee. An alternative plan would be to bring the preliminary budget estimates to Regular Board on May 16<sup>th</sup> or hold a Special Board meeting in the last week of May.
3. ***Based on preliminary analysis and review of the announcements, staff expect to reduce service levels across all program and service areas in order to develop a balanced budget.*** The Ministry of Education announcement on March 15<sup>th</sup> in Memorandum 2019:B08 regarding a New Vision for Education impacts many program and service areas, and the impact could contribute to the budget entering an unbalanced (deficit) position. On April 9, 2019 it has now been confirmed that an additional \$7.8M cost pressure has been added to the TCDSB budget based on a Ministry decision regarding Grades 4 to 8 teacher funding.
4. ***The Ministry has recently provided TCDSB with Key Planning Details for Attrition Protection.*** The Ministry of Education announcement on April 3<sup>rd</sup>, 2019 in Memorandum 2019:SB02 (attached as Appendix A) provides guidance to school boards on eligibility and reporting requirements with respect to attrition protection related to proposed class size changes (per the Ministry Memorandum) 2019:B08. The resulting Attrition Protection funding could also positively or negatively impact upon GSN funding.

***The cumulative staff time required to prepare this report was 6 hours.***

## **B. PURPOSE**

1. This report has been prepared to provide known updates to the TCDSB budget process based on the “B” Memorandums’ and other communications received to date from the Ministry of Education.

## **C. BACKGROUND**

1. ***Announcements for class size changes in some areas were made on March 15, 2019 (2019:B08).*** The new class size requirements for grades 4-8 and 9-12 reduce GSN funding for the TCDSB by approximately \$40-50M and reduces teacher positions by approximately 350 Full-Time Equivalent (FTE) positions over the course of the next four years.
2. ***Current Collective Agreement Local Priorities Funding will expire.*** The expiration of the Local Priorities funding associated with the 2 year Collective Extension Agreements will decrease GSN funding by approximately \$10M. The provincially negotiated extension agreements expire as of August 31<sup>st</sup> 2019.

The Local Priorities Amount was an amount provided by the last Government to School Boards for employee contract extensions for the period 2017-2019. It was intended for programs such as more special education staffing to support children in need, “at-risk” students, adult education and job reduction mitigation strategies related to declining enrolment and other exceptions.

TCDSB currently receives \$11.1M for Local Priorities and it equates to 119 Full-Time Equivalent (FTE) positions that spans almost all employee groups. Appendix D contains the listing of positions that this amount currently funds.

3. ***The continuance of the International Language (IL) Program has been signalled as a primary focus for this Board.*** While the value of the IL program has been confirmed by both Trustees as well as through parent surveys, based on current labour arbitration settlements as well as certain legislative prescriptions, the TCDSB may see the IL program lose all funding for the 2019-20 school year. If this were the case, the TCDSB would need to find approximately \$8.8 million in savings elsewhere to continue the program in 2019-20. This has the potential to be offset, should the current Provincial Government agree to fund all or part of the program.



## **D. EVIDENCE/RESEARCH/ANALYSIS**

### **Announcement Highlights of New Vision for Education (2019:B08 –March 15, 2019 Appendix A)**

- 1. *Grades 4 to 8 Class Size changing to 24.5 students to 1 teacher has very recently been confirmed as a \$7.8M negative impact to the TCDSB.*** The TCDSB is one of a few school boards with a class size greater than 24.5 to 1 teacher. The move from the 2018-19 current 24.97 ratio to the 2019-20 ratio of 24.5 students to 1 teacher requires additional funded teacher positions as previously committed by the Ministry of Education. The GSNs provided additional funding for school boards with a class size greater than 24.5 to 1 teacher class size staggered over a 4 year transitional period. The TCDSB is currently in the second year of the 4 year period.

Staff were concerned with the delay in GSN announcements and its impact on this particular issue. To be proactive, advance confirmation was sought to ensure that the appropriate increase in funding would be provided as previously committed to by the Ministry of Education. As a result of TCDSB staff's recent inquiries to confirm the continuance of funding to complete the 4 year transition, the Ministry of Education responded on April 9, 2019 indicating the following:

- School Boards are encouraged to use the information in the 2019:B08 Memo for planning purposes;
- School Boards are expected to move to a 24.5 to 1 regulated teacher class size for grades 4 to 8, and School Boards have the flexibility to use existing funding within the GSNs to make local staffing decisions;
- These proposed changes are subject to ongoing class size consultations running until May 31, 2019 and subject to approvals and regulations made by the Minister of Education or Lieutenant Governor in Council under the Education Act.

Staff are interpreting the above to mean that the Ministry is mandating an increase in teachers without additional funding and a simultaneous reduction in funding. The resulting cost and funding impact to the TCDSB is an additional 32 full-time equivalent Elementary Teacher positions at a cost of

\$3.3M and a funding reduction of \$4.5M, for a total financial impact of \$7.8M.

Staff are currently contacting the other 6 School Boards who are affected by this decision to gauge interest in co-signing a letter back to the Ministry of Education in order to request a reconsideration of this treatment.

2. ***Grades 9 to 12 Class Size changing to 28 students to 1 teacher.*** The move from the 2018-19 current 22 to 1 ratio to the 2019-20 ratio of 28 students to 1 teacher requires a reduction of teacher positions, which is anticipated to be achieved by normal teacher retirements over the course of 4 years.
3. ***Secondary Programming Funding terminated.*** The elimination of funding for Secondary Programming Teachers will decrease GSN funding for TCDSB by approximately \$2.5M and reduce 22.9 full-time equivalent Secondary Teacher positions achieved by normal teacher retirements.
4. ***E-learning class sizes increasing to 35 students to 1 teacher in the 2020-21 school year.*** The full impact of this announcement is unknown until the program delivery model is further defined.
5. ***Increasing the Student Transportation and School Operations Grant.*** Increasing the Student Transportation Grant by 4% to assist with increased transportation costs. In addition, the School Operations Grant will increase by 2% for increased utilities costs.
6. ***Preliminary budget estimates can only be fully developed once all factors are known.*** Several of the factors listed above are known, however, some are yet to be released by the Ministry (e.g. GSN technical paper, EFIS data). These factors are critical components in order to finalize estimates for consideration by the Board. Ministry staff have indicated that the release of this data may not be until the end of April. If this late timing comes to fruition, then staff will only be in a position to bring preliminary budget estimates by the Regular Board meeting on May 16<sup>th</sup> at the earliest.

**Preliminary Analysis of Impact on Attrition Protection  
(2019:SB02 – April 3, 2019 Appendix B)**

**7. *Scenario 1: Actual Attrition is higher than Board Forecast (for illustrative purposes only)***

If the Board has fewer full-time equivalent (FTE) classroom teachers on the ground at the start of the school year than forecast, the TCDSB may need to deploy additional teachers at the last moment in order to staff classes. This scenario may occur when teacher retirements exceed planned retirements. Total attrition protection will be less than forecast causing a cost pressure. In the scenario below where the Board has 10 fewer teachers than is required, this would cause a cost pressure of approximately \$(0.6M).

<b>TCDSB Secondary Teachers – Scenario 1</b>	<b>FTE</b>
Estimated Retirement for 2019-20	95
Less: Actual Retirement for 2019-20	105
Actual Retirements greater than Projected	(10)
Add: Attrition Protection at 50%	5
Unfunded Attrition	(5)
Loss of funding for 5 FTE =	\$(0.6M)

**8. *Scenario 2: Actual Attrition is lower than Board Forecast (For illustrative purposes only)***

If the board has more full-time equivalent (FTE) classroom teachers on the ground at the start of the school year than estimated, the TCDSB will have sufficient teachers to support class re-organizations, and no additional teachers are required to be deployed at the last moment. In the scenario illustrated below, there would be 10 fewer retirements than estimated. Total attrition protection funding in this scenario would be \$1.1M.

<b>TCDSB Secondary Teachers – Scenario 2</b>	<b>FTE</b>
Estimated Retirement for 2019-20	95
Less: Actual Retirement for 2019-20	85
Actual Retirements less than projected	10
Less: Attrition Protection	(10)
Unfunded Attrition	0
Increase of funding for 10 FTE =	\$1.1M

## **9. Other key elements of the Attrition Protection Funding**

Attrition Protection Funding provides school boards with funding adjustments to address situations where actual teacher staffing retirements are higher or lower than the school board's forecasts. In the event actual attrition is higher than forecast, the attrition protection funding provides only 50% of the cost to place teachers in the resulting vacant positions, and the school board carries the resulting cost difference. When the actual attrition is less than forecast, the attrition protection funding provides 100% cost coverage.

An additional 5% top-up to the attrition protection funding provides further support for the teacher staffing complement associated with Science, Technology, English and Math (STEM) Programs and Specialized Programing Courses. This means boards are being provided with 105% attrition protection funding or put another way for every 20 teacher job reductions, one is being added back.

### **Supporting Students with Autism Spectrum Disorder (2019:SB04 April 5, 2019 Appendix C)**

**10.** Pursuant to 2019:B07 titled "Supporting Students with Autism Spectrum Disorder (ASD)", this memorandum provides additional funding and reporting information to support school board implementation for the remainder of the 2018-19 school year. It is not anticipated to generate any significant amount of funding for the TCDSB because most applications for funding have already been submitted.

**11.** *Funding for Continuous Enrolment after March 31, 2019 (extended count date)* The ministry is implementing a one-time process to fund eligible students who have been receiving Ontario Autism Program (OAP) services and are entering the publicly funded education system for the first time after March 31, 2019. This new process, specific only to these students, will allow school boards to receive funding equivalent to the school board's 2018-19 average per pupil funding amount for all eligible students enrolling from April 1, 2019 to the end of the 2018-19 school year.

The funding to support these students will be the lesser of:

1. The reported enrolment of these eligible students multiplied by the school board's average per pupil funding amount (as reported in the 2018-19 Revised Estimates); and

2. The actual incremental costs to school boards to support these students for the remainder of the 2018-19 school year.

**12. *Extended Deadline for Special Incidence Portion (SIP) Claims.*** School boards will be allowed to submit SIP claims for eligible students with ASD as per the criteria set out in this memorandum. The SIP claims must meet the criteria as outlined in the 2018-19 SIP Guidelines.

The SIP claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. The SIP Staff Support Level Timetable will be required to demonstrate that staff support was in place for the 2018-19 school year.

**13. *Extended Deadline for Special Equipment Amount (SEA) Claims.*** School boards will be allowed to submit SEA claims for eligible students with ASD as per the criteria set out in this memorandum. The SEA claims must also meet the criteria as outlined in the 2018-19 SEA Guidelines. The SEA claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. These SEA claims will need to demonstrate that SEA claims purchases were made in the 2018-19 school year.

## **E. METRICS AND ACCOUNTABILITY**

1. ***Staff are approaching the budget by assuming that reducing existing service levels is necessary.*** The Ministry of Education B Memo announcements to date, Appendix A, indicate a reduction of service levels will be required in certain areas. Should the decision regarding the Grades 4 to 8 teacher funding not be changed then the Board is currently in a position where at least \$7.8M of reductions need to be identified from unrestricted funding.
2. ***Consultation with the public will focus on service level reductions.*** The consultation will consist of informing the public of the Ministry of Education B Memo announcements, potential impacts on TCDSB, and existing cost pressures. The public consultation efforts will then ask for feedback on whether the provincial announcements should be fully prioritized ahead of changes to existing service level provisions (e.g. reduce other service levels to compensate), existing service levels should be prioritized ahead of new

services or solicitation of broad feedback on changing the existing mix of service levels.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**Ministry of Education**

Deputy Minister

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



**2019:B08**

**Date:** March 15, 2019

**Memorandum to:** Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Nancy Naylor  
Deputy Minister

**Subject:** New Vision for Education

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Today, the government released its new vision for education, [Education that Works for You](#). I am writing to provide you with an overview of the vision and its key elements.

**MODERNIZING CLASSROOMS IN ONTARIO**

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

### **Class Size**

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

### **E-learning**

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: [www.edu.gov.on.ca/elearning/courses.html](http://www.edu.gov.on.ca/elearning/courses.html)



Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

### **Attrition Protection**

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

### **Hiring Practices**

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

### **Grants for Student Needs Funding**

There will be limited changes made to the GSN in the following areas:

#### Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

#### Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

#### Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

#### Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

#### Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.

Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

**Technology (Broadband)**

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

**Cellphones**

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.

Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

### **Education Quality and Accountability Office**

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

### **MODERNIZING LEARNING IN ONTARIO**

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

#### **Math**

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

### **Science, Technology, Engineering and Math**

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

### **Skilled Trades**

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.

## **Financial Literacy**

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

## **Indigenous Education**

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

## **Health and Physical Education (HPE)**

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

## **Digital Curriculum**

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

*Original signed by*

Nancy Naylor  
Deputy Minister

## Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> <li>Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE</li> </ul>
Grades 1 to 3	<ul style="list-style-type: none"> <li>Funded average class sizes remains at 19.8</li> </ul>
Grades 4 to 8	<ul style="list-style-type: none"> <li>Funded average class size adjusted from 23.84 to 24.5</li> </ul>
Grades 9 to 12	<ul style="list-style-type: none"> <li>Funded average class size adjusted from 22 to 28</li> </ul>
E-learning	<ul style="list-style-type: none"> <li>Funded average class size adjusted to 35 starting in 2020-21 school year</li> </ul>
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Local Priorities Fund	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Cost Adjustment Allocation	<ul style="list-style-type: none"> <li>Base amount to end August 31, 2019</li> </ul>
Human Resource Transition Supplement	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> <li>Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.</li> </ul>
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> <li>A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).</li> </ul>
Student Transportation	<ul style="list-style-type: none"> <li>A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any.</li> <li>Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.</li> </ul>
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> <li>Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes.</li> <li>If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.</li> </ul>



Description	Funding Changes *
	<ul style="list-style-type: none"> <li>• Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection.</li> <li>• With this support in place, boards can avoid teacher lay-offs.</li> </ul>
Salary Benchmarks	<ul style="list-style-type: none"> <li>• To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.</li> </ul>

\* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.

**Ministry of Education**

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**Ministère de l'Éducation**

Édifice Mowat  
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**2019:SB02**

**MEMORANDUM TO:** Directors of Education  
Senior Business Officials

**FROM:** Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

**DATE:** April 3, 2019

**SUBJECT:** **Key Planning Details for Attrition Protection**

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The following is intended to provide guidance to school boards on eligibility and reporting requirements with respect to attrition protection related to proposed class size changes as per [2019:B08 – New Vision for Education](#) (March 15, 2019).

This memo should be read in conjunction with existing local collective agreements and is subject to continued consultations, labour negotiations and potential legislative changes.

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations. The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next consultation period ending on May 31, 2019.

This plan would include attrition protection, for up to four years, to protect front-line staff impacted by the proposed changes to class sizes and e-learning, allowing school boards to phase in the proposed class sizes. Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.

Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board's forecasts; and,
- **An additional 5% attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105% attrition protection funding.

Boards are encouraged to review the attached appendices to support their planning processes:

1. *Appendix A: Key Planning Details for Proposed Attrition Protection* regarding the process and funding
2. *Appendix B: Illustrative Examples of Attrition Protection Scenarios*
3. *Appendix C: Estimated Changes in Funding and FTE*

In response to questions that have been raised regarding whether there would be a funded voluntary leave program, there is no program proposed.

Please note that the ministry will be requesting additional information from school boards in the future to support the calculations for attrition protection funding.

For any questions, please email [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca).

*Original signed by*

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

Attachments

c. Council of Ontario Directors of Education  
Trustees' Associations

## Appendix A:

### Key Planning Details for 2019-20 Proposed Attrition Protection

ITEM	DESCRIPTION
<b>1 Attrition Count Period</b>	<ul style="list-style-type: none"> <li>Start date for 2019-20: March 1, 2019 including any known unfilled permanent positions as of March 1, 2019</li> <li>End date for 2019-20: Last day before the first day of school (refers to the first day of classes) for the 2019-20 school year (if this varies across schools, school boards should reflect what is most common in the board)</li> <li>Attrition after the end date counts towards the 2020-21 school year. If the vacancy is filled, it is recommended that it be filled with long-term occasional (LTO) teacher FTE (where permissible under collective agreements) to avoid future layoffs</li> </ul>
<b>2 Who is included in Attrition?</b>	<ul style="list-style-type: none"> <li>Classroom teacher<sup>1</sup> FTEs who:               <ul style="list-style-type: none"> <li>Retire or voluntarily leave during the attrition count period and any unfilled classroom teacher permanent positions as of March 1, 2019 (<i>item 1 above</i>). Note: Includes those who take new roles within the board who no longer have assigned classroom instructional time</li> <li>Are on a discretionary full-year unpaid leaves for the 2019-20 school year are also included where known by the end of the count period.</li> </ul> </li> <li><b>Do not include</b> classroom teacher FTEs on statutory (pregnancy/parental) or paid leaves (e.g. WSIB or LTD).</li> </ul>
<b>3 How to Estimate Teacher Attrition</b>	<ul style="list-style-type: none"> <li>Boards need to estimate attrition (<i>as described above in item 2</i>) for the upcoming school year in order to plan school/class organizations – separately for elementary and secondary</li> <li>Boards could look at historical attrition and use trend analysis note that historical attrition needs to account for the shorter attrition count period in 2019-20</li> <li>Boards can use their teacher demographic profile and any other information available (e.g. OTPP data)</li> <li>Developing an estimate is the responsibility of the board</li> <li>The ministry will be collecting this information.</li> </ul>

<sup>1</sup> This includes the instructional portion of those FTEs split between classroom teacher roles and other roles (e.g. administrative or consultant roles). Library and Guidance Teachers who do not have regularly assigned classroom instructional time are not included.

## Appendix A:

## Key Planning Details for 2019-20 Proposed Attrition Protection

ITEM	DESCRIPTION
<b>4 Planning Teacher Staffing Complement</b>	<ul style="list-style-type: none"> <li>School boards should plan their staffing <b>by panel</b> based on the <b>highest</b> staffing complement determined under the following 3 approaches:               <ol style="list-style-type: none"> <li>Determine the minimum teacher staffing complement for 2019-20 = A – B – C, where                   <ol style="list-style-type: none"> <li>2018-19 actual teacher complement</li> <li>Eligible attrition as defined in <i>item 2</i></li> <li>Reductions in classroom teacher staff due to:                       <ul style="list-style-type: none"> <li>enrolment change (e.g. declining enrolment) based on normal board staffing practices; and,</li> <li>expiration of funding for the Local Priorities Fund, if used to staff classroom teachers.</li> </ul> </li> </ol> </li> <li>Determine estimated staffing based on projected enrolment based on the proposed regulated class size requirements (e.g. board-wide average of 24.5 for grades 4 to 8).</li> <li>Determine estimated staffing based on projected enrolment and school board local collective agreement class size requirements.</li> </ol> </li> <li>On-the-ground staffing continues to be a local board decision. For example, decisions on the use of how much flexible funding within the GSN (e.g., Geographic Circumstances Grant) or other revenues is used to support classroom teachers.</li> </ul>
<b>5 Attrition Offset: Base Funding</b>	<p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>2019-20 funding would be calculated separately for elementary and secondary and would be based on the average funded teacher salary (including benefits) and the funded attrition offset FTE as described below.</li> <li>Funding would flow through a new Attrition Protection Allocation within the Cost Adjustment and Teacher Qualifications &amp; Experience Grant in the GSN.</li> </ul> <p><b>Funded Attrition Offset FTE:</b> = Greater of 0 or (A – B – C – D )</p> <ol style="list-style-type: none"> <li>2018-19 funded teacher FTE<sup>2</sup></li> <li>Eligible attrition as defined in <i>item 2</i> – Projections will be based on estimated attrition (<i>item 3</i>); Actuals will be based on actual attrition</li> <li>Reduction in funded FTE<sup>2</sup> due to enrolment change if any</li> <li>2019-20 funded teacher FTE<sup>2</sup> before attrition protection</li> </ol>

<sup>2</sup> Includes classroom teacher FTE (including preparation time) funded through the Pupil Foundation Grant, Supported Schools Allocation and the Actualisation linguistique en français (ALF) Allocation Secondary/Combined School Size Amount.

**Appendix A:****Key Planning Details for 2019-20 Proposed Attrition Protection**

ITEM	DESCRIPTION
<b>6 Attrition Offset: STEM / Specialized Programming Exemption</b>	<ul style="list-style-type: none"> <li>The “Attrition Offset: Base Funding” would be adjusted for secondary by five percent (i.e. for a total of 105% attrition protection) for all school boards eligible for attrition protection to be used by school boards to support the continuity of STEM and specialized programming in 2019-20.</li> </ul>
<b>7 Attrition Offset: Projection Variance Protection</b>	<ul style="list-style-type: none"> <li>A protected forecast attrition threshold reflecting the trends or the maximum actual attrition experienced over the previous five years.</li> <li>If actual attrition in 2018-19 comes in higher than the protected forecast attrition threshold, additional funding equivalent to 50% of the difference will be provided subject to ministry review of the information.</li> <li>This calculation will be done separately for elementary and secondary.</li> </ul>

## Appendix B:

### Illustrative Examples of Attrition Protection Scenarios

#### Scenario 1. Actual Attrition is Higher Than Board Forecast

This example describes the case in which actual attrition comes in higher than the board's forecast:

	PLANNED	ACTUAL	CHANGE
	Estimated Eligible Attrition 2019-20	Actual Eligible Attrition 2019-20	Actual - Estimated 2019-20
<b>ELIGIBLE ATTRITION FTE</b>			
<b>Total Eligible Attrition</b>	<b>77.0</b>	<b>95.0</b>	<b>18.0</b>

#### Scenario 1 - Base Attrition Protection Funding for 2019-20 (*Item 5 in Appendix A*)

The tables below provide an illustrative example of how the attrition protection funding would be calculated. The ministry intends to have the type of information in these tables reflected and calculated through EFIS.

	PLANNED	ACTUAL	CHANGE
(A) Funded Classroom Teacher FTE in 2018-19	3,800.0	3,800.0	-
(B) Eligible Attrition	77.0	95.0	18.0
(C) Reduction due to Enrolment Change	2.0	2.0	-
Protected FTE for 2019-20 (A-B-C)	3,721.0	3,703.0	(18.0)

(D) Funded Classroom Teacher FTE in 2019-20 before Attrition Protection	3,700.0	3,700.0	-
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<b>(E) Attrition Protection FTE [Max(A-B-C-D, 0)]</b>	<b>21.0</b>	<b>3.0</b>	<b>(18.0)</b>
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(F) Funded Average Teacher Salary with Benefits*	\$100,000	\$100,000	\$100,000
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<b>(G) Base Attrition Protection Funding (E x F)</b>	<b>\$2,100,000</b>	<b>\$300,000</b>	<b>\$(1,800,000)</b>
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\* Illustrative only. Funded average will vary by board and panel reflecting boards average teacher qualifications and experience factor

#### Scenario 1 - STEM/Specialized Programming Exemption (*Item 6 in Appendix A*)

	PLANNED	ACTUAL	CHANGE
<b>(H) Attrition Protection: 5% STEM / Specialized Programming Exemption [0.05 x G]</b>	<b>\$105,000</b>	<b>\$15,000</b>	<b>\$(90,000)</b>

## Appendix B:

### Illustrative Examples of Attrition Protection Scenarios

#### Scenario 1 – Projection Variance Protection *(Item 7 in Appendix A)*

	PLANNED	ACTUAL	CHANGE
(I) Protected forecast attrition threshold FTE: Historical and demographic information suggested 90 FTE could be expected (this number will be subject to ministry confirmation)	90.0	90.0	90.0
(J) Additional protection provided by ministry to address projection risk $[50\% \times \text{Max}(B-I,0)]$ FTE <i>(Applies only when actual attrition is known)</i>		2.5	2.5
(K) Additional attrition offset funding to address projection risk $(J \times F)$	-	\$250,000	\$250,000

#### Scenario 1 – Total Attrition Protection

	PLANNED	ACTUAL	CHANGE
(L) Total attrition protection funding (G + H + K)	\$2,205,000	\$565,000	\$(1,640,000)
(M) Total attrition protection FTE funded through base and forecast protection (E + J)	21.0	5.5	(15.5)

#### Scenario 1 – Summary

- Board receives funding for fewer FTE than was planned and sees a loss in attrition protection funding even after the variance protection is provided.
- Board also has fewer FTE than was planned due to the increase in attrition.
- Board would face an expense pressure if some of this extra attrition needed to be replaced and could not be managed through class organization changes.



## Appendix B:

### Illustrative Examples of Attrition Protection Scenarios

#### Scenario 2. Actual Attrition is Lower Than Board Forecast

This example describes the case in which actual attrition comes in lower than the board's forecast:

	PLANNED	ACTUAL	CHANGE
	Estimated Eligible Attrition 2019-20	Actual Eligible Attrition 2019-20	Actual - Estimated 2019-20
<b>ELIGIBLE ATTRITION FTE</b>			
<b>Total Eligible Attrition</b>	<b>77.0</b>	<b>60.0</b>	<b>(17.0)</b>

\*Note: It is recommended that boards forecast and track the above line items individually.

#### Scenario 2 - Base Attrition Protection Funding for 2019-20 (*Item 5 in Appendix A*)

The tables below provide an illustrative example of how the attrition protection funding would be calculated. The ministry intends to have the type of information in these tables reflected and calculated through EFIS.

(A) Funded Classroom Teacher FTE in 2018-19	3,800.0	3,800.0	-
(B) Eligible Attrition	77.0	60.0	(17.0)
(C) Reduction due to Enrolment Change	2.0	2.0	-
Protected FTE for 2019-20 (A-B-C)	3,721.0	3,738.0	17.0

(D) Funded Classroom Teacher FTE in 2019-20 before Attrition Protection	3,700.0	3,700.0	-
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<b>(E) Attrition Protection FTE [Max(A-B-C-D, 0)]</b>	<b>21.0</b>	<b>38.0</b>	<b>17.0</b>
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(F) Funded Average Teacher Salary with Benefits*	\$100,000	\$100,000	\$100,000
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<b>(G) Base Attrition Protection Funding (E x F)</b>	<b>\$2,100,000</b>	<b>\$3,800,000</b>	<b>\$1,700,000</b>
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\* Illustrative only. Funded average will vary by board and panel reflecting boards average teacher qualifications and experience factors.

#### Scenario 2 - STEM/Specialized Programming Exemption (*Item 6 in Appendix A*)

<b>(H) Attrition Protection: 5% STEM / Specialized Programming Exemption [0.05 x G]</b>	<b>\$105,000</b>	<b>\$190,000</b>	<b>\$85,000</b>
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## Appendix B:

### Illustrative Examples of Attrition Protection Scenarios

#### Scenario 2 – Projection Variance Protection *(Item 7 in Appendix A)*

(I) Protected forecast attrition threshold FTE: Historical and demographic information suggested 90 FTE could be expected (this number will be subject to ministry confirmation)	90.0	90.0	90.0
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(J) Additional protection provided by ministry to address projection risk $[50\% \times \text{Max}(B-I, 0)]$ FTE <i>(Applies only when actual attrition is known)</i>		-	-
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(K) Additional attrition offset funding to address projection risk $(J \times F)$	-	-	-
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#### Scenario 2 – Total Attrition Protection

(L) Total attrition protection funding $(G + H + K)$	\$2,205,000	\$3,990,000	\$1,785,000
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(M) Total attrition protection FTE funded through base and forecast protection $(E + J)$	21.0	38.0	17.0
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#### Scenario 2 – Summary

- Board receives funding for more FTE than was planned and sees an increase in attrition protection funding.
- Board has more FTE than was planned due to the lower attrition but this is funded through the increase in attrition protection funding.
- Potential board pressure is mitigated by additional funding.

## Appendix B:

### Illustrative Examples of Attrition Protection Scenarios

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#### 2019-20 Planning Teacher Staffing Complement (*Item 4 in Appendix A*)

##### Scenario 1. Actual Attrition is Higher Than Board Forecast

	FTE			Funded
	Board Forecast	Actual	Change [Board Forecast – Actual]	Change [Board Forecast – Actual]
Estimated teacher complement for 2019-20	4,200.0	4,200.0	-	
Eligible Attrition	77.0	95.0	18.0	
Reduction due to enrolment change	2.0	2.0	-	
On the ground teacher staffing complement	4,121.0	4,103.0	(18.0)	(1,640,000.0)

Board has 18 fewer FTE on the ground at the start of the school year than forecast (4,103 instead of 4,121). As a result, it may need to hire temporary teachers from the board budget at the last moment in order to staff classes if classes cannot be re-organized. Total attrition protection funding is \$0.6 million (\$1.64 million less than forecast).

##### Scenario 2. Actual Attrition is Lower Than Board Forecast

	FTE			Funded
	Board Forecast	Actual	Change [Board Forecast – Actual]	Change [Board Forecast – Actual]
Estimated teacher complement for 2019-20	4,200.0	4,200.0	-	
Eligible Attrition	77.0	60.0	(17.0)	
Reduction due to enrolment change	2.0	2.0	-	
On the ground teacher staffing complement	4,121.0	4,138.0	17.0	1,785,000.0

Board has 17 more FTE on the ground at the start of the school year than forecast (4,138 instead of 4,121). It has sufficient teachers to support class organization, and no temporary teachers are required to be hired at the last moment. Total attrition protection funding is about \$4 million (\$1.8 million more than forecast).

## Appendix C:

### Estimated Changes in Funding and FTE

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**Table: Forecast of teacher FTE change and savings relative to 2018-19**

	2019-20	2020-21	2021-22	2022-23
Estimated change in teacher FTE through attrition	(1,558)	(2,177)	(2,915)	(3,475)
Estimated savings (\$ millions)	\$(131)	\$(183)	\$(245)	\$(292)
Savings as a % of 18-19 GSN	(0.5)%	(0.7)%	(1.0)%	(1.2)%

**Notes:**

1. The forecast of teacher FTE is the net change of both panels, reflecting the proposed changes in class sizes and enrolment growth, relative to 2018-19.
2. The savings are based on the change in teacher FTE at the funded teacher salary benchmark with benefits.
3. The forecast reflects the proposed changes in class sizes, subject to consultation currently underway.
4. The forecast represents an estimate and is subject to change as updated information becomes available.

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**Ministère de l'Éducation**  
Édifice Mowat  
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**2019: SB04**

**MEMORANDUM TO:** Senior Business Officials  
Secretary Treasurers of School Authorities  
(Isolate Boards)

**FROM:** Med Ahmadoun  
Director  
Financial Analysis and Accountability Branch

Claudine Munroe  
Director  
Special Education / Success for All Branch

**DATE:** **April 5, 2019**

**SUBJECT:** Supporting Students with Autism Spectrum Disorder –  
Eligibility, Funding and Financial Reporting Requirements

---

Pursuant to 2019:B07 titled “Supporting Students with Autism Spectrum Disorder (ASD)”, this memorandum provides you additional funding and reporting information to support school board implementation for the remainder of the 2018-19 school year.

### **GSN Funding for 2018-19**

Additional GSN funding will be provided in the following three components:

#### **1. Funding for Continuous Enrolment after March 31, 2019 (extended count date)**

The ministry is implementing a one-time process to fund eligible students who have been receiving OAP services and are entering the publicly funded education system for the first time after March 31, 2019. This new process, specific only to these students, will allow school boards to receive funding equivalent to the school board’s 2018-19 average per pupil funding amount for all eligible students enrolling from April 1, 2019 to the end of the 2018-19 school year.

The funding to support these students will be the lesser of:

1. The reported enrolment of these eligible students multiplied by the school board's average per pupil funding amount (as reported in the 2018-19 Revised Estimates) and
2. The actual incremental costs to school boards to support these students for the remainder of the 2018-19 school year.

## **2. Extended Deadline for Special Incidence Portion (SIP) Claims**

School boards will be allowed to submit SIP claims for eligible students with ASD as per the criteria set out in this memorandum. The SIP claims must meet the criteria as outlined in the 2018-19 SIP Guidelines. The SIP claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. The SIP Staff Support Level Timetable will be required to demonstrate that staff support was in place for the 2018-19 school year.

## **3. Extended Deadline for Special Equipment Amount (SEA) Claims**

School boards will be allowed to submit SEA claims for eligible students with ASD as per the criteria set out in this memorandum. The SEA claims must also meet the criteria as outlined in the 2018-19 SEA Guidelines. The SEA claims submission deadline for these students will be extended to September 30, 2019, while the approval process remains unchanged. These SEA claims will need to demonstrate that SEA claims purchases were made in the 2018-19 school year.

## **Eligibility Criteria**

In order to be eligible for the additional GSN funding, the student must be receiving OAP services as of March 31, 2019 and be newly enrolled at a school board between the period of April 1, 2019 to June 30, 2019.

School boards are required to collect the name of the OAP service provider and retain the information for audit purposes.

## **Reporting Requirements and Accountability**

To assist school boards in calculating the additional funding, an Excel reporting template has been developed. The template can be downloaded through the "Facilitating Documents" folder in EFIS under "All Boards". School boards are required to submit the template both in Excel and a signed copy by the Senior Business Official to the ministry by September 30, 2019. Please send the documents to [reporting.entity@ontario.ca](mailto:reporting.entity@ontario.ca), using the following naming convention for both the email subject and file name: "Supporting Students with ASD - <2-digit board number> <board name>", for example, "Supporting Students with ASD - 12 Toronto DSB".

The template is subject to audit and the ministry may choose to follow up on the reported number of students and incremental expenses. To support the eligibility

criteria, school boards are required to collect and retain the name of the OAP service provider. School boards should also be able to support the reported incremental expenses.

The transfer payments of the GSN funding will be flowed to school boards in November 2019. School boards are asked to report an accounts receivable from the ministry and the actual expense in the 2018-19 financial statements.

If you require additional information, please contact:

Subject	Name	Email	Phone Number
Enrolment Funding	Kiersten Lee	<a href="mailto:kiersten.lee@ontario.ca">kiersten.lee@ontario.ca</a>	437-216-5925
	Elizabeth Sinasac	<a href="mailto:elizabeth.sinasac@ontario.ca">elizabeth.sinasac@ontario.ca</a>	437-216-5796
	Andrew Yang	<a href="mailto:andrew.yang@ontario.ca">andrew.yang@ontario.ca</a>	416-937-3767
SIP and SEA Funding	Tony Dias	<a href="mailto:Tony.Dias@ontario.ca">Tony.Dias@ontario.ca</a>	647-242-6436
	An Tran-Vo	<a href="mailto:An.Tran-Vo@ontario.ca">An.Tran-Vo@ontario.ca</a>	647-289-5657

#### NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Original signed by

Med Ahmadoun  
Director  
Financial Analysis and  
Accountability Branch

Claudine Munroe  
Director  
Special Education /  
Success for All Branch

c. Directors of Education

## TCDSB's Local Priorities Amount by Employee Group

Local Priorities Amount by Employee Group	\$ Impact	FTE	Comments
			Ministry of Education's (EDU) Memorandum of Understanding (MOU) Extension Agreement committed funding for 2 years ending August 31 <sup>st</sup> 2019
OECTA – TECT	\$2.4	24.0	5 <sup>th</sup> Block Teachers
OECTA – TECT	\$1.4	14.2	Regular Classroom Teachers
OECTA – TSU	\$1.3	12.5	ESL/ELL Teachers
OECTA – TSU	\$0.6	6.0	Special Education Teachers
CUPE	\$1.7	30.5	Ed. Assistants, Child & Youth Workers
CUPE	\$0.1	2.2	Library Technicians
CUPE	\$0.4	6.7	School Secretaries
CUPE	\$0.8	10.9	Custodians, Trades & Maintenance Staff
CUPE	\$0.1	1.5	Bd. Admin. Clerical & Technical Staff
CUPE	\$0.3	3.3	ESL & Nursery Instructors
CUPE	\$0.2	3.6	Programmers, Sec. Student Supervisors, Life Guards, Sign Language Interpreters
EWAO	\$0.2	2.0	Professional Student Services Personnel
Principals & VPs	\$0.2	1.5	Principals & Vice Principals
All Employee Groups	\$1.1		Salary Increases & PD Amounts
<b>Total</b>	<b>\$11.1M</b>	<b>119.0</b>	