

Autism Ontario Questions re: Budget:

- Moving forward, could SEAC (and Trustees) receive a “budget booklet” that specifically provides financials and budget info/numbers for special education, including staffing numbers?
- I can't remember but was SEAC presented with board financials in the beginning of the year (as per Ont.Reg. 464/97)?
- The appendices show budget actuals from two budget cycles ago and just the revised estimates from last year? Could you please explain why not showing actuals from last year?

Pg.13 of 100 → what does the 34.4 FTE SET and the 33.5 elementary teacher allocation look like OTG? What are the total numbers of SETs and elementary + secondary teachers OTG with this addition?

Pg. 35, 4th bullet → which schools teach indigenous languages and how is that made known to the community? Is it a program run during or after school?

Pg. 37, 1st bullet → please explain which 7 FTE leadership positions and where do they move from and to?

Pg. 39, Student Achievement Envelope:

→ Many parents are encouraged by staff to seek private tutor services for their struggling (special ed needs) learners, how does OFIP and/or other student achievement funded programs support the equivalent of tutor services and won't place the financial burden on families to look outside of the education system to close the gaps not addressed at school? Which schools currently have OFIP and other remedial programs?

Pg. 40: SEG → total grant = \$124.1 million

→ what is the individual funded amount of each subcategory in this grant?

→ what and where are the gaps in each subcategory?

→ have there been any overages in any subcategories and if yes, to which subcategories have these overages been applied to fill gaps?

→ how do gaps and overages impact programs and services OTG?

→ please explain the DSENA and how the new changes relate OTG? (provide funding breakdown please)

→ SEA Claim amount → is this automatically received on an annual basis for individual students who have an active SEA claim or does the board have to renew application each year?

→ how many ADP applications have been made to MOHLTC and does it parallel the need?

→ when was the last time MoE reviewed or audited the TCDSB's SEA Claims and SEA PPA and what was the outcome?

→ How many students are using SEA and has there been an increase/decrease in SEA Claims this year?

→ How many students are using SIP and has there been an increase/decrease in SIP claims this year?

→ Is there an increase in FTE numbers directly related to SIP claims? Please explain what it looks like OTG.

→ When was the last time MoE reviewed or audited the TCDSB's SIP Claims and what was the outcome?

Pg. 42, 2nd last bullet → What does “enrollment increase of \$2K” mean?

→ what increases in FTE OTG have been made in this dept.?

Pg. 47, item 3 → have there been any increases in FTE to EA's?
 → have there been any increases in FTE to ECE's?
 → has there been an increase/decrease in FDLK enrollment?
 → has there been an increase/decrease to IEP students in FDLK

Item 5 → does this include the allocation which the MoE provided funding to hire a Board Certified Behaviour Analyst (BCBA) certification/qualification or equivalent qualification.

Item 7 → do accessible textbooks and curriculum/learning materials (digital format) fall into this category? If yes, how much is allocated? If no, where do those items fall under?

Item 12 → since 2017-18 budget, how much was EPO funding decreased? According to MoE, TCDSB received over \$6 million in EPO funding, which included specific funding for autism? Please explain breakdown of this funding envelope and if it is a dedicated envelope.

http://www.edu.gov.on.ca/eng/funding/1819/EPO_memo_Appendix_A_2018_19_gsn_en.pdf

Pg. 47, 2nd item → Who is the Chief of MH? Is this a new position?

→ please explain how the MH workers in secondary will support students through “continued and expanded MH awareness”? What would it look like OTG?

2nd last ¶ → please explain how this special ED teacher funding will look like OTG

Please explain, providing OTG detail, the highlighted items from pg. 42 of the budget book:

| Program | FTE |
|---|-------------|
| Special Education Teachers | 34.4 |
| Grades 4-8 Teachers | 18.5 |
| Health and Safety Elementary Teachers | 7.0 |
| Elementary Teachers Increase due to enrollment | 6.0 |
| Multi-Disciplinary Teams (Conversion of 4 FTE contract positions) | 4.0 |
| Increase of Vice-Principals | 4.0 |
| Health and Safety Secondary Teachers | 3.0 |
| Full Day Kindergarten (FDK) Teachers | 2.0 |
| Chief of Mental Health - EPO Funding | 1.0 |
| Mental Health Staff - EPO Funding | 2.0 |
| Mental Health Staff (Conversion of 4 FTE contract positions) | 4.0 |
| Increase in Autism Services | 1.0 |
| Secondary Teacher Reductions due to Enrolment | (2.0) |
| Increase Principal coverage for Professional Development | - |
| Total | 84.9 |

Pg. 51, Appendix 3B → please explain what the reductions mean OTG....in particular 19.4% reduction to staff development

Pg. 53, Arrowsmith → please explain 61% increase from 2016-17 to 2017-18 and please advise when students that were “grandfathered” in program will graduate.

Pg. 52, Guidance Teachers – Elementary – Benefits → is 70.1% increase in salaries reflective of increased FTE for this category?

Pg. 54, VISA commission, etc. → please explain what this all is.

Pg. 55, PD provision, both panels → please explain what PD will be increased, which staff and how this increased PD will impact students in the classroom

Pg. 55, decrease in school office furniture, etc → please explain what this means OTG

Pg. 56, → Board meeting staff answer to question about any increase to CYWs was there was no increase. Please explain increases to wages and salaries

→ EAP Costing Shepell, please explain what this serves and why 33.7% increase

→ Explain the SEF funding removal

→ Secondary school supervisors...how many supervisors does this reflect?

Pg. 57, → Coordinator & Resource teacher salaries and benefits increase. Does it reflect increase to FTE or just wage increase?

→ CO-OP. Please explain large increase and drop in funding last year.

Pg. 58 → Explain reduction to NTIP

Pg. 59 → Although there is no increase to Literacy meeting expenses in this cycle, please explain huge increase between 2016-17 and 2017-18.

→ Numeracy is a provincial priority, please explain reduction to PD for Occasionals

→ Pathways, please explain varied increases and decreases in this category (including 16-17)

Pg. 61 → Please explain and provide breakdown of increase in Autism Services funding.

Pg. 65 → Please explain increases/decreases and what is categorized to staff/student performance in class/school vs. Board/staff higher level IT.

Pg. 69 of 100 of addendum:

→ 12 additional retired principals, please provide number of principals to be re-instituted. Also explain if they will also continue to receive benefits, pension payouts (since they had retired) during the time that they are re-employed

Pg. 74 of 100 → will equity and human rights advisor also address parent and student issues? If yes, in what capacity?

Pg. 88 & 89 of 100 → certain line items here seem to fall under special education...why are they not placed under the "Special Education" transportation sub-heading?

Please explain the following (pg. 135 of 165 of agenda) and how it applies to the TCDSB:

6. Behaviour Expertise Amount

The Behaviour Expertise Amount allocation provides funding for school boards to hire professional staff at the board level who have expertise in Applied Behaviour Analysis, and starting in 2018–19 it will also include a new Applied Behaviour Analysis (ABA) Training Amount. This new component was previously provided to school boards through the Autism Supports and Training funding allocation in Education Programs – Other.

In 2018–19 the Behaviour Expertise Amount Allocation will have two components:

- ABA Expertise Professionals Amount; and
- ABA Training Amount.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding to hire professional staff at the school board level who have expertise in applied behaviour analysis. Applied behaviour analysis is an instructional approach that has been shown to be helpful for many children with *autism spectrum disorder*, as well as students with other special education needs.

(pg. 136 of 165 of agenda)

What is the TCDSB's BEA allotment and what is the breakdown of what it covers?

What investments has the TCDSB made, using the BEA and what will it look like OTG?

Is all of the BEA allotment used up?

Is it underfunded?

Is there a surplus for this amount and can it be used to fill other gaps in special ed funding?

The main roles of the board-level professional are to:

- Support principals, teachers, educators and other school staff through applied behaviour analysis coaching, training and resources;
- Strengthen and facilitate collaborative working relationships among schools, parents, community members and agencies; and
- Support transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

The funding is made up of a fixed amount for each school board plus a per-pupil amount that reflects the school board's average daily enrolment of all students.

ABA Training Amount

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA.

The Behaviour Expertise Amount allocation is projected to be approximately \$15.2 million in 2018–19.