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**Questions and Answers for Trustees**

**TDSB 2019-2020 Proposed Balanced Operating Budget**

**Revised June 6, 2019**

**1. If the Board’s intent is to streamline FI programs, could the Middle Immersion Program potentially be cut?**

**Answer:** Program delivery for French Immersion and Middle Immersion will be addressed with the recommendations coming forward from the French Review.

**2. Regarding the school budget reductions chart for schools with specialized programming, are any of the surplus funds attached to big, multi-year projects, meaning that they cannot be used to support the regular or specialized programs at the school because they are already allocated elsewhere?**

**Answer:** Staff will review school budgets to determine if there are any large multi-year projects being considered by schools and work with the schools to ensure funds are supporting school improvement plans.

**3. A few schools (eg. Claude Watson, Wexford) do not have enough surplus funds to cover the proposed cuts.  What will happen to the specialized programs in these schools? A few schools only have enough surplus funds to support programming for a short time.  What is the long-term plan for these programs?**

**Answer:** Superintendents will work with principals to ensure that school budgets focus on school improvement plans and support student achievement.

**4. Can PD be done more efficiently to save money?  For example, more sessions in school locations rather than paying fees to conference centres/halls/etc. Can we offer more on weekends so that we do not have to pay supply staff?**

**Answer:** A very small percentage of our professional learning sessions are offered in non-board venues. Off-site venues are used to accommodate large groups. Most of the professional learning sessions for educators and leaders occur at board sites.  There is no cost for venues when this occurs. Our Multi-Year Strategic Plan addresses the importance of job-embedded learning where coaches and other learning professionals work in classrooms and schools with educators and leaders to build capacity and support instructional practice.  Our coaching and hybrid teacher models, as well as our Exploration Classrooms, are approaches to professional learning that encourages educators to work collaboratively with their colleagues in classrooms rather than attending workshops or conferences. A large proportion of leader learning is also done after school, during Learning Network sessions, and through virtual online modules.

**5. Regarding profile staff, is this something we are going to discuss as part of budget discussions?**

**Answer:** As shared in a previous Budget Q and A, information regarding profile teachers has been provided in previous Q and As and also detailed in the Stage 1 and Stage 2 FBEC reports when school based staff allocations were approved. There is also some “profile” support staff.  Like profile teachers, these support staff only serve a limited number of schools.

In today’s Q and A, the following “profile” support staff are reflected in Appendix G:

* Bus Attendants            1.0    (Westmount PS)
* Ceramics Technician        0.5    (Central Technical School)
* Community Checkers        1.0    (Mill Valley PS, Twentieth Street)
* Household Science Assistant    1.0    (Central Technical School)
* Theatre Technicians        1.0    (Etobicoke School of the Arts)
* Technology Program Assistants -        (Danforth Technical and  
  Transportation Technology        1.0    Collegiate Institute)
* Computer Technician        0.5    (City Adult Learning Centre)
* Library Technician            0.5    (City Adult Learning Centre)
* Office Assistant            3.0    ( Burnamthorpe Adult Learning

Centre, Emery Adult Learning Centre, Yorkdale Adult Learning Centre)

* Social Worker            0.5    (Bendale BTI - school closure)
* Student Safety Travel Assistant   1.0    (Amesbury Middle School)

**6. Please clarify what fundraising could and could not be used for in terms of the IB program, given that TDSB has previously stated "schools could fundraise for IB?” Is school fundraising only applicable to secondary IB fees, or both elementary and secondary?**

**Revised Answer:** Schools could fundraise for the fee component of the IB program, however, they cannot fundraise for permanent staff positions.

**7.  What does the 24% reduction to the Itinerant Music Instructor Program mean?**

**Answer:** The proposed 24% reduction to the IMI budget is a reduction in IMI hours, travel time and expenses.  It’s important to note that no Itinerant Music Instructor will lose their job; however some IMIs may have reduced hours. The new model will allow us to continue to offer both Enrichment (Strings, Band, and Steel Pan) and Staff Development (Recorder, Orff, and Vocal).

**Proposed Model Using 2 hour blocks compared to 2.5 hour blocks**

Using delivery model of instruction where IMIs work either in the am or pm during school hours and only travel once per day.

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| --- | --- | --- | --- |
| Program | **Current number of schools that have this program (some schools currently  have more than one program)** | **Example of # of schools that can be served using 2.0 hour learning blocks** | **Increase in the Number of Schools Served with NEW 2.0 hour learning blocks** |
| Band | 201 | 268 learning blocks  *1 learning block for* ***150 schools;*** plus  *2 learning blocks for* ***59  schools*** | 8 more schools |
| Strings | 152 | 208  *1 learning block for* ***144 schools***  *2 learning blocks for* ***32 schools*** | 24 more schools |
| Steel Pan | 32 | 50 learning blocks  ***32 schools*** *with 1 block*  ***9*** *with 2 blocks* | 9 more schools |
| Orff/Recorder/Vocal | 154 | 164 learning blocks  *1 learning block for* ***164 schools*** | 10 more schools |

The new delivery model will see an increase in the number of schools that are able to access the program.  Programs will be allocated based on priority using these factors:

* IMI hours will be based on 2 hour blocks (rather than the current 2.5 hour blocks)
* LOI ranking
* P/J Programs in schools that have NEVER had an itinerant Recorder, Orff, or Vocal program
* Current capacity of school staffing of music, band, strings, or steel pan teachers
* Using a delivery model of instruction where IMIs work either in the a.m. or p.m., during school hours, with school staff, and only travel once per day

**8. How often is the Learning Opportunities Index (LOI) calculated?  Please include the link to the full report in the next version of the Q&A.**

**Answer:**  The LOI is refreshed every four years.  The last update was done in 2017. The full report is available by clicking on the link below:

<https://www.tdsb.on.ca/research/Research/Learning-Opportunities-Index>

**9. Has staff considered changing the distance eligibility requirement for transportation as a method to bridge the funding gap?**

**Answer:** As per committee recommendation, staff is presently working on this.

**10. Does the proposed 2019/2020 budget contain reductions or program closures related to EarlyOn CFC's, and if so, which programs and what is the budget reduction?**

**Answer: Effective September** 2019 75 EarlyON Centres will operate, a reduction of two centres, due to an increased need for classroom space in these schools.

As directed by the May 22, 2019 board decision, TDSB staff will engage with the City to discuss transitioning the programs to the City of Toronto.  No final determination has been made about total number EarlyON Centres that will operated by TDSB in 2020 or beyond. The annual cost to the Board for operating these programs is expected to increase unless there is additional grant funding for these programs.

**11. What formal communication or agreement does the TDSB have with the City of Toronto that imposes mandatory pay rates or changes in service hours? What do the provincial guidelines require?**

**Answer:**There is a Service Agreement between TDSB and The City of Toronto Children’s Services to operate EarlyON Child and Family Centres. Toronto Children’s Services’ cap on hourly wage, benefit and supply rates are published in its EarlyON Child and Family Centres 2019 Operating and Business Practice Guidelines (Guidelines). This document includes the policy, operational and business practice requirements for EarlyON Child and Family Centre service providers who have a Service Agreement with City’s Toronto Children’s Services (TCS). These Guidelines are publicly available.

**Link to TCS’s Guidelines:**

<https://www.toronto.ca/wp-content/uploads/2018/10/969f-cs-earlyon-to-2019-guidelines.pdf>

The TDSB received a letter from TCS on 19 March 2019 which states that the hourly wage for parenting workers, benefit and supply rates have exceeded their 2019 Operating Guidelines.

As of January 1, 2020, the cap on hourly wage, benefit and supply costs will be in effect.  This will add to the EarlyON funding deficit.

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| --- | --- | --- |
| **Cost** | **City Funded** | **TDSB EarlyON** |
| Salary | $38.02 / hour | $43.94/ hour |
| Benefits | 25% | 34% |
| Supply Cost | 10% | 12% |

The Ontario Early Years and Child and Family Centres Business Practice and Funding Guidelines for Service System Managers was issued by The Ministry of Education in 2018. These Guidelines state the following:

* Expanding access to programming (increased hours, including afternoons, summer hours, weekends and evenings)
* Opportunities for Program Involvement (more programming hours on more/different days/hours)

**Link to the Ministry’s Guidelines:**

[**https://efis.fma.csc.gov.on.ca/faab/Memos/CC2017/EYCC8\_attach\_EN.PDF**](https://efis.fma.csc.gov.on.ca/faab/Memos/CC2017/EYCC8_attach_EN.PDF)

**12. Is the City providing less funding than the Province did prior to the transfer of responsibilities? If so, how much less?**

**Answer:** Although the grant from Toronto Children’s Services is higher than the total grant received from the Ministry of Education in 2017 it does not cover the total cost of operating these programs. Funding did not keep current with previous wage increases and changes to benefits.

**13. What communication has staff had with the union about EarlyON?**

**Answer:** Staff has provided information and updates to the union on a regular basis since the first provincial announcement in 2016 about the changes to Ontario Early Years Child and Family Centres. Some of the communication strategies used include a standing item on Labour Management Meeting Agendas, direct notice about related reports to Board and preplanned meetings and email communication.