THAMES VALLEY DISTRICT SCHOOL BOARD
PLANNING AND PRIORITIES ADVISORY COMMITTEE AGENDA

May 14, 2019, 6:00 p.m.
London Room

THAMES VALLEY DISTRICT SCHOOL BOARD

PLANNING AND PRIORITIES ADVISORY COMMITTEE

2019 April 30
London Room

1.   **Approval of the Agenda**

       The meeting was called to order at 6:07 p.m. The agenda was approved on motion.

2.   **Conflicts of Interest -** None declared.

3.   **Minutes of the Previous Meeting**

       The minutes of the 2019 April 9 meeting were provided for information.

       a.   **Business Arising from the Previous Meeting -** None.

4.   **2019-2020 Budget**

       The Finance team presented, in video format, an overview of the budget process highlighting key budget pressures, such as transportation and special education needs.

       a.   **Salaries and Benefits Budget Information**

               J. Knight referred to the written report provided to Trustees in their agenda package; he presented information on how salary and benefit calculations are developed for the budget noting they are fixed costs and constitute over 80% of the TVDSB budget expenditures.   J. Knight advised increases in the pay grid will not be reflected in the draft budget as the majority of contracts expire on August 31, 2019. Exceptions were noted.

               Questions of clarification regarding WSIB costs, remittance to the Health Trust for benefits, and pension plan benefits were addressed by J. Knight and J. Pratt.

       b.   **Revised Budget Calendar**

               S. Macey presented for information and discussion the revised budget calendar.   Key dates were reviewed.

               The Special Planning and Priorities Advisory Committee meeting scheduled for May 21 likely will be cancelled given the delay in receiving the Education Finance Information System (EFIS). Current messaging from the Ministry is that EFIS will be released in 2-3 weeks. This represents a significant delay relative to previous years and may impact the current schedule of budget meetings.

1

The 2019 June 4 Special Meeting of Board is being held for the presentation of the preliminary budget.

It was noted the preliminary Special Education budget is scheduled to be presented to the Special Education Advisory Committee (SEAC) 2019 May 27. In response to a question, it was confirmed the Special Education budget typically goes to SEAC in advance of the Board as part of their advisory role.

S. Macey advised written public input currently is being accepted online through to June 10. Discussion considered the timeline for submitting applications for public delegations. There was general agreement to post the preliminary budget publicly on the same day as it is received by Trustees (May 30 or 31). The deadline for submitting an application to make a public delegation will be June 6. Information will be posted on the website in advance.

J. Pratt advised Administration is focused on budget reductions this year in order to balance the budget as required by the Ministry. As such, there will not be budget initiatives similar to previous years. Currently, the only initiative being looked at is the operating costs for the new phone system. Discussion on budget initiatives will come forward to the May 14 meeting. There was a request that proposed budget reductions also be presented in advance for the Advisory Committee to review.

In consideration of the budget timeline and potential delays, discussion considered the need for the Board to meet later in June or the first week of July to pass the budget.

5. **Other Business**

L. Elliott advised the rebranding initiative previously approved by Trustees has been put on hold in consideration of the current budget pressures affecting staffing.

6. **Questions and Comments by Members**

In response to a question, J. Pratt advised it is not unusual that budgeting and negotiations occur at the same time noting negotiations often take a year or more. An overview of the collective bargaining model has been scheduled for the 2019 May 14 meeting.

In reference to the discussion under item # 4.b regarding the preliminary Special Education budget, J. Bennett invited Trustees to attend the Special Education Advisory Committee meeting on May 27 should they wish to hear the presentation on the preliminary Special Education budget.

7. **Date and Time of Next Meeting –** 2019 May 14, 6:00 p.m.

8. **Adjournment**

On motion, the meeting adjourned at 7:00 p.m.

J. SKINNER
Committee Chair

2

REPORT TO:	☐ Administrative Council	☒ Program and School Services Advisory Committee
	☐ Policy Working Committee	☐ Planning and Priorities Advisory Committee
	☐ Board	☐ Other:
	☒ PUBLIC	☐ IN-CAMERA

TITLE OF REPORT:	Strategic Objective: Improve the five year graduation rate
PRESENTED BY:	Paul Sydor, Superintendent of Student Achievement Michelle Deman, Superintendent of Student Achievement Mary Roes, Learning Supervisor Kevin Auckland, Learning Supervisor Melanie Stanley, Learning Supervisor Norah Rayfield, Research & Assessment Associate Melanie Ferdinand, School Counselling and Social Work Services, Manager
PRESENTED FOR:	☐ Approval ☒ Information ☐ Advice
Recommendation(s):	
Purpose:	To provide an update to the Board of Trustees
Content:	Lead representatives for the Strategic Objective: Improve the five year graduation rate. Provide the Board of Trustees with an update on our actions and short-term indications for this Strategic Objective.
Cost/Savings:	N/A
Timeline:	May 13, 2019: Administrative Council May 14, 2019: Program & School Services Advisory Committee
Communications:	Administrative Council Program & School Services Advisory Committee
Appendices:	PowerPoint

Strategic Priority Area(s):

Relationships:	☒ Students, families and staff are welcomed, respected and valued as partners. ☒ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☒ Create opportunities for equitable access to programs and services for students. ☒ Students and all partners feel heard, valued and supported. ☒ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☒ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☒ Staff will demonstrate excellence in instructional practices. ☒ Enhance the safety and well-being of students and staff.

Form Revised October 2018
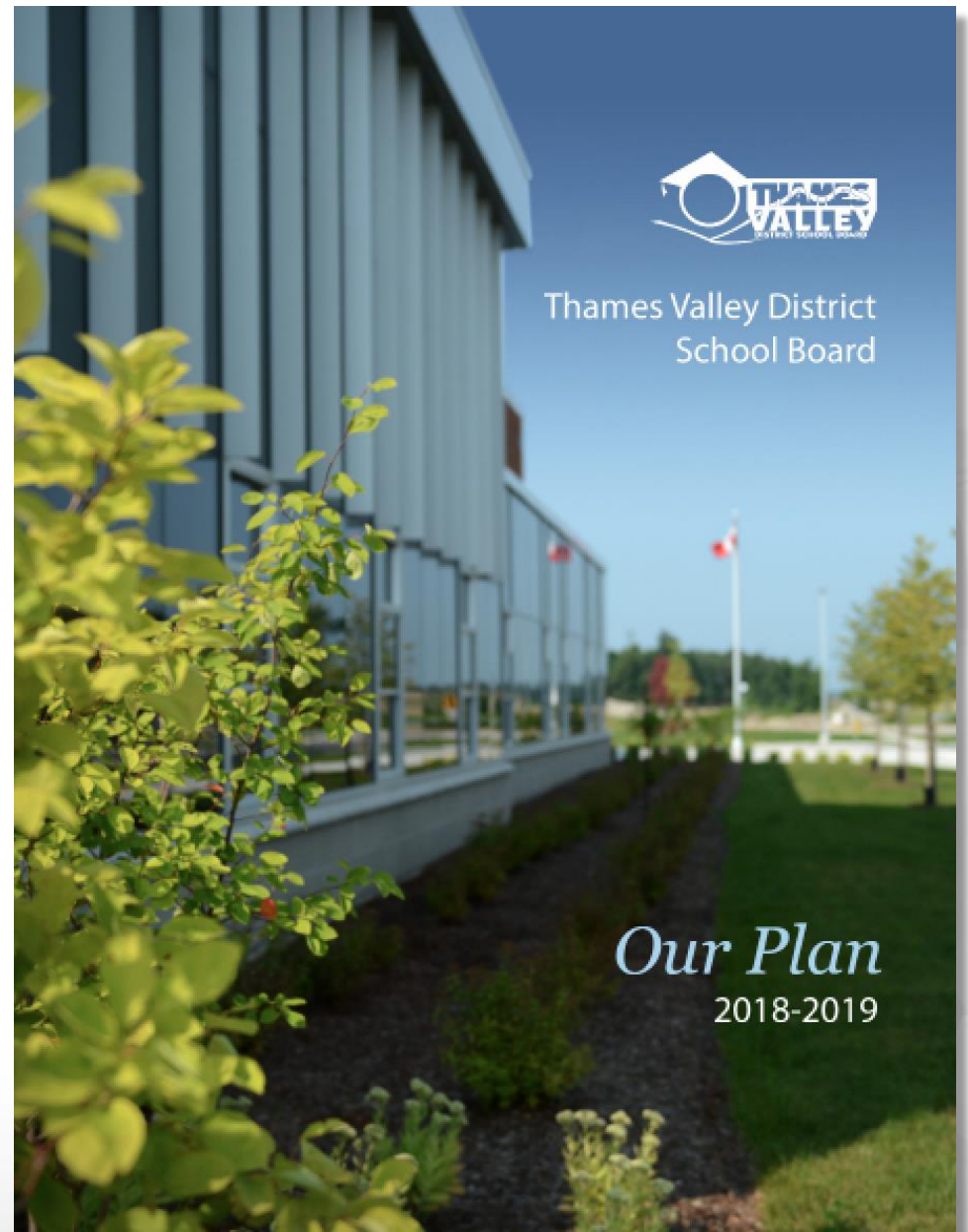
We build each student's tomorrow, every day

New TVDSB Strategic Plan

Mission
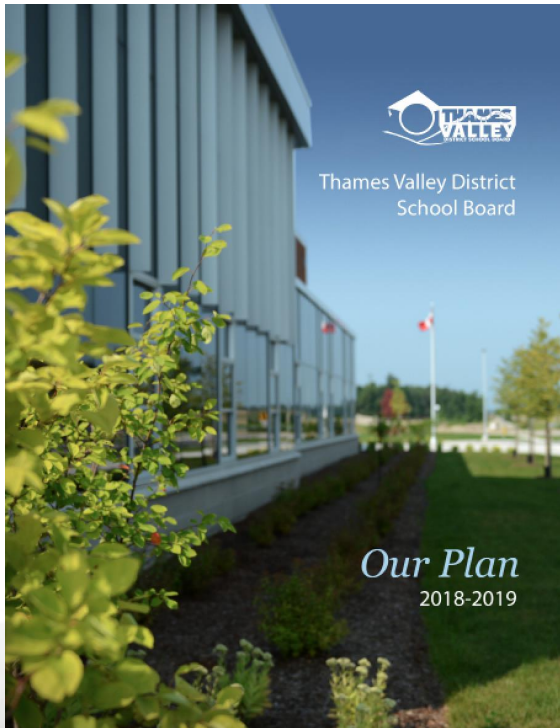
We build each student's tomorrow, every day.

Vision

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - *a strong foundation for all students.*

Thames Valley District
School Board

Our Plan
2018-2019

Strategic Priority

RELATIONSHIPS

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.

2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.

3. Create opportunities for collaboration and partnerships.

Strategic Priority
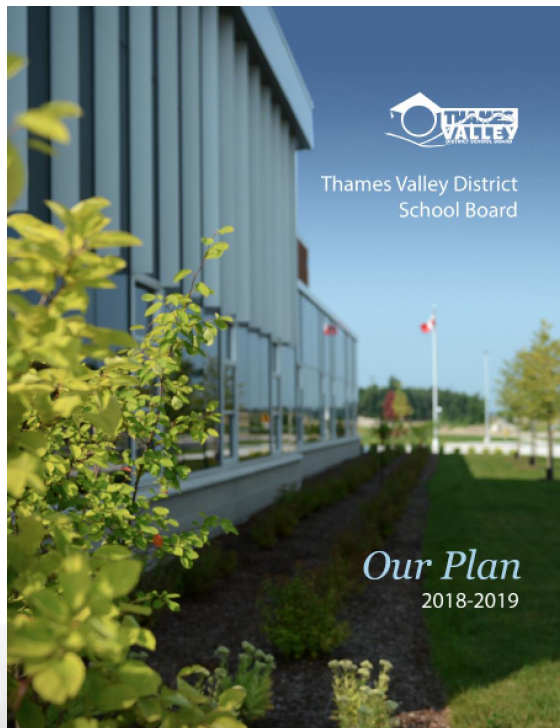
ACHIEVEMENT AND WELL-BEING

We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.

2. Staff will demonstrate excellence in instructional practices.

3. Enhance the safety and well-being of students and staff.

Strategic Priority
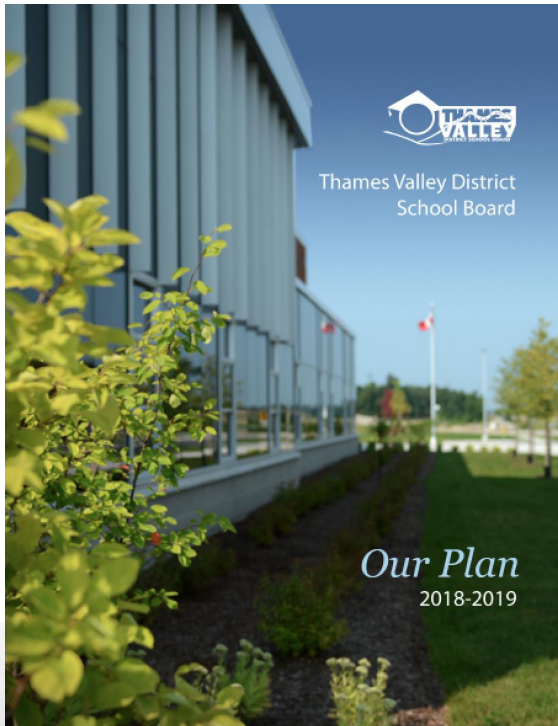
EQUITY AND DIVERSITY

We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.

2. Students and all partners feel heard, valued and supported.

3. Programs and services embrace the culture and diversity of students and all partners.

5 Strategic Objectives
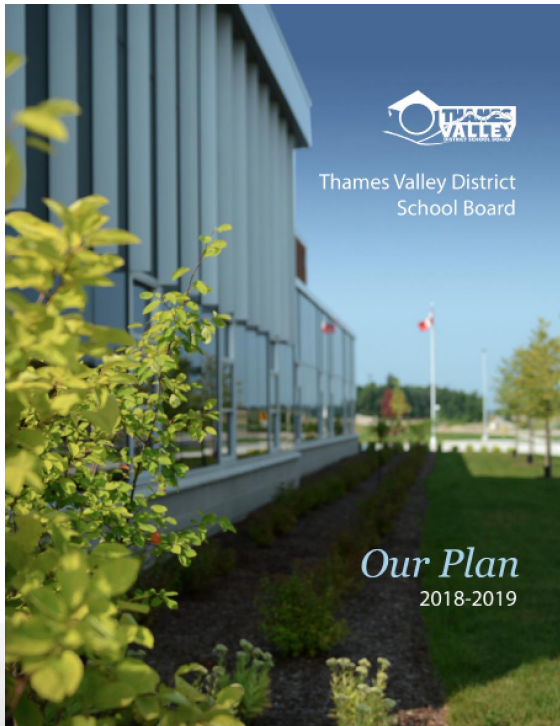
1. Improve student achievement in mathematics

2. **Improve the five year graduation rate**

3. Create secondary learning experiences and environments that are engaging, inclusive and relevant (Implement Rethink Secondary Learning Plan by 2023)

4. Create equitable and inclusive learning and working environments for students and staff to achieve success

5. Enhance communication and engagement within our TVDSB community

Improve the Five Year Graduation Rate

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students. Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.	System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation. Student data used to provide differentiated supports for students not on-track for graduation. A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills. Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.	Evidence of individualized supports for students not on-track for graduation. Schools proactively intervene prior to extended student absence. Increase in grade 9 and 10 credit accumulation. Development of Board Literacy Plan, including an OSSLT system support plan. Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8. There is evidence of effective transition planning to support student achievement in literacy. Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs. Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.	Improvement in the five-year graduation rate by 5%. Implementation of the Board Literacy Plan. Evidence of effective partnerships between Elementary and Secondary teachers for literacy success. Comprehensive transition plans are in place for students requiring additional supports. EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%. Increase in the number of first-time eligible students passing OSSLT by 1%. Establish and implement system-wide plan for literacy interventions and supports for OSSLT.

GRADUATION REQUIREMENTS

Students must meet all of the following requirements to obtain the Ontario Secondary School Diploma (OSSD):

✓ 18 compulsory credits

A total of 30 credits

✓ 12 optional credits

✓ 40 hours of community involvement activities
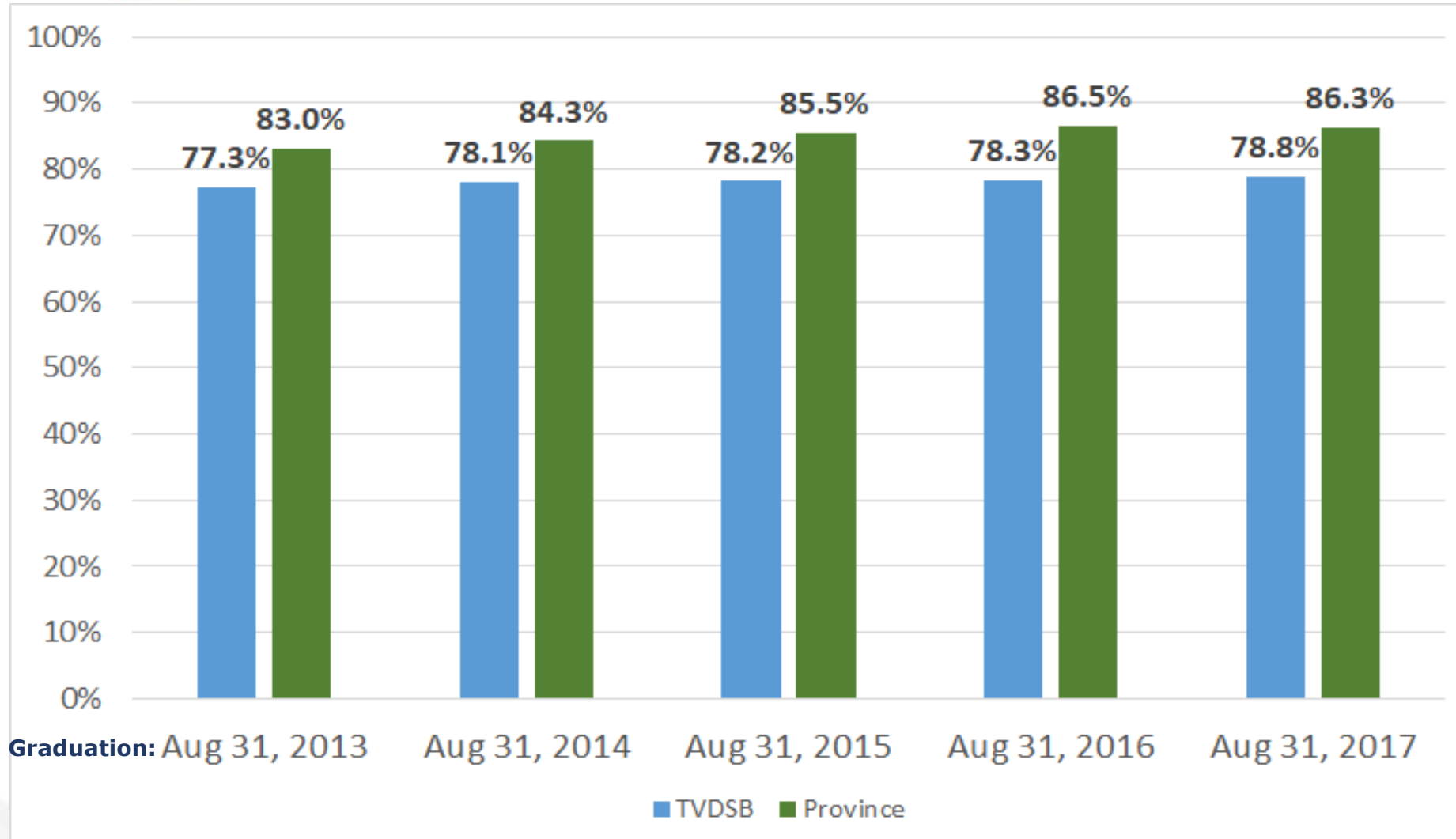
✓ Meet the provincial literacy requirement

✓ Calculated by the Ministry of Education

✓ The formula (5 year rate):

$$\text{5 year graduation rate} = \frac{\text{\# of Graduates within 5 years}}{\text{Total \# of students in cohort} - \text{Deceased or left Ontario}}$$

✓ Cohort: Student belongs to board that they registered in upon entering Grade 9 for the first time

Five Year Graduation Rates

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Focus on increasing the Data Literacy Skills of Secondary School Administrators via monthly presentations at TVSSAC

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

March 26, 2019

High School Graduation Rates: RISA Reports
Key Indicators (Attendance, Behaviour, Course Performance)

RESEARCH and ASSESSMENT

Introduction

Monitoring all students' progress using three key indicators – attendance, behaviour, and course performance – is one of the recommended evidence based strategies to help keep all students on track for graduation[1]. Below is a list of RISA reports that contain ABC data to help Secondary Administrators and their teams track student progress. Descriptions of each report are found on page 2 of this document.

RISA Report Title	Attendance	Behaviour	Course Performance	Student Cohort	Early Fall	Fall, after midterms	Winter, end of Sem. 1	Spring, after midterms	Spring, end of Sem. 2
A 1	Secondary Consecutive **Day** Absence	X			All Grades					
A 2	Secondary Consecutive **Class** Absence	X			All Grades					
B 1	Incident by Infraction		X		All Grades					
C 1	Grade Nine Profile			X	Grade 9					
C 2	Course Mark Distribution			X	All Grades					
C 3	TVDSB Grade 9 Cohort Credit Accumulation Report			X	Grades 9 - 10					
C 4	Secondary Semester One Credit Attainment			X	All Grades					
C 5	Students At Risk of Not Meeting OSSD Requirements			X	All Grades					
C 6	Skopus: Credit Accumulation Data			X	Grades 9 - 10					

[1] Rumberger, R. W., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing Dropout in Secondary Schools. Educator's Practice Guide. What Works Clearinghouse. NCEE 2017-4028. *What Works Clearinghouse.*
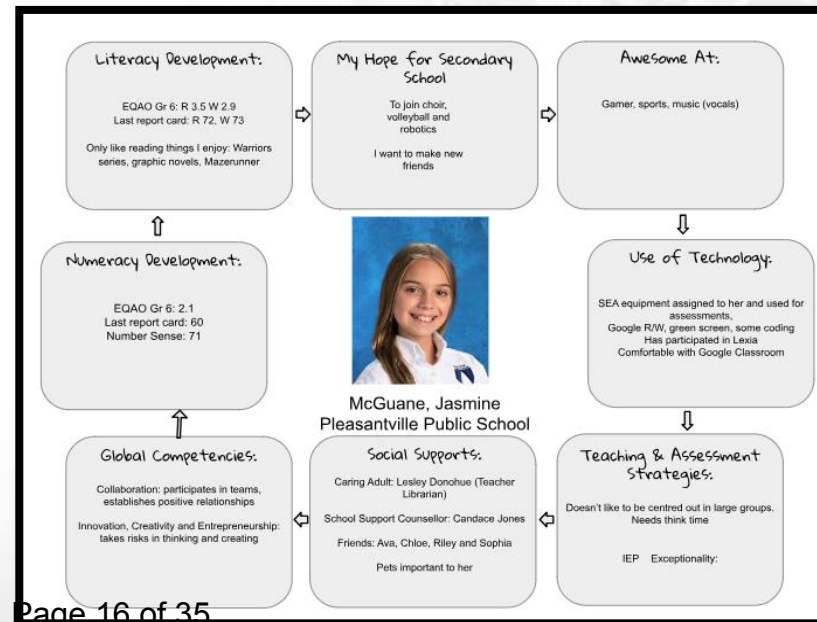
Improve the Five Year Graduation Rate

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Increased focus on Grade 8 – 9 transitions.

Elementary Guidance Lead Teachers creating Student Learning Individual Profile (SLIP) document as a deliverable for all grade 8s by June 2019.

Literacy Development:
EQAO Gr 6: R 3.5 W 2.9
Last report card: R 72, W 73
Only like reading things I enjoy: Warriors series, graphic novels, Mazerunner

My Hope for Secondary School
To join choir, volleyball and robotics
I want to make new friends

Awesome At:
Gamer, sports, music (vocals)

Numeracy Development:
EQAO Gr 6: 2.1
Last report card: 60
Number Sense: 71

Use of Technology:
SEA equipment assigned to her and used for assessments,
Google R/W, green screen, some coding
Has participated in Lexia
Comfortable with Google Classroom

McGuane, Jasmine
Pleasantville Public School

Global Competencies:
Collaboration: participates in teams, establishes positive relationships
Innovation, Creativity and Entrepreneurship: takes risks in thinking and creating

Social Supports:
Caring Adult: Lesley Donohue (Teacher Librarian)
School Support Counsellor: Candace Jones
Friends: Ava, Chloe, Riley and Sophia
Pets important to her

Teaching & Assessment Strategies:
Doesn't like to be centred out in large groups. Needs think time
IEP   Exceptionality:

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.
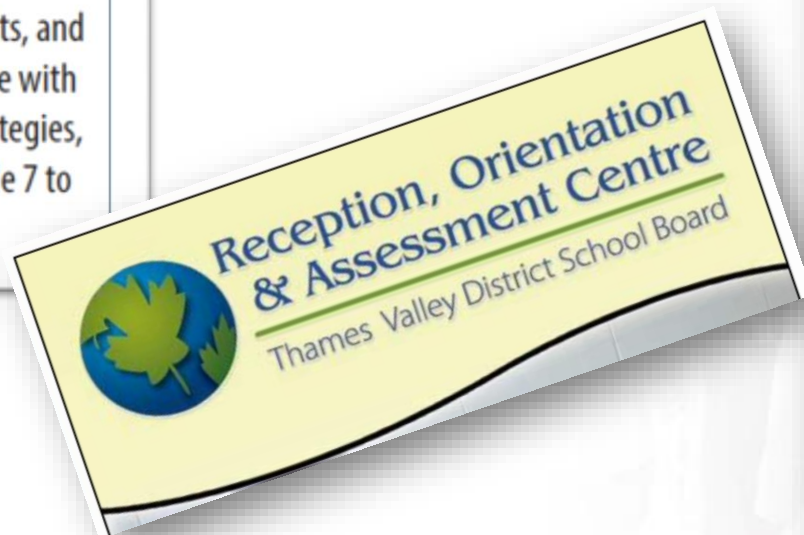
Two Foci:

1. Grade 9 & 10 Credit Accumulation

2. 5th Year Grad Rates

Secondary Semester One Credit Attainment Report: Exploring Semester One Marks Using RISA

This resource will outline how to Access, Understand, Apply, and Extend the Secondary Semester One Credit Attainment Report

The purpose of the Secondary Semester One Credit Attainment report is to provide the number and percentage of students in each credit range at the end of semester one. This report can be used to view the pattern of credit ranges across school years, determine the number of students not attaining credits, and identify individual students within a specific range of credits. Results are also presented by identified exceptionality and are provided for the current and previous three school years.

ACCESS

How to Access the Report:
The Credit Attainment report can be found on RISA by following these steps:
(1) Log on to the Employee Portal
(2) Click on "Report Interface (RISA)" from the panel on the left
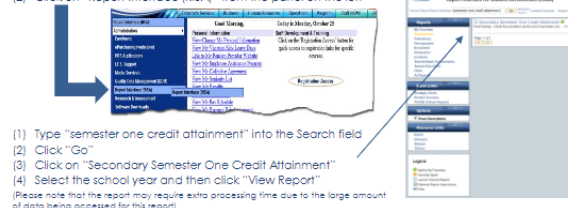
(1) Type "semester one credit attainment" into the Search field
(2) Click "Go"
(3) Click on "Secondary Semester One Credit Attainment"
(4) Select the school year and then click "View Report"
(Please note that the report may require extra processing time due to the large amount of data being accessed for this report)

Grade/Year
This report provides data for both first and second year secondary students. First Year students refers to students who are in their first year of secondary school and second year students refers to students who are in their second year of secondary school. Second year students who are enrolled in a Grade 9 course are not included in the Grade 9 (first year) credit ranges. First year credit ranges are presented first in the report, followed by second year credit ranges.

Filter Options

Select School Year
Data can be filtered (select the information that you want to see) by school year. Use the filter option "School Year" to select the current school year or a previous school year (as early as 2015-2016). This can be done once the semester one marks have been entered for that school year (approximately one week after the start of semester two).

UNDERSTAND
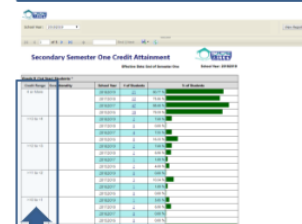
The number and percentage of students for each credit range is presented for the current school year as well as the previous three school years. Trends in semester one credit attainment can be tracked over time using this breakdown.
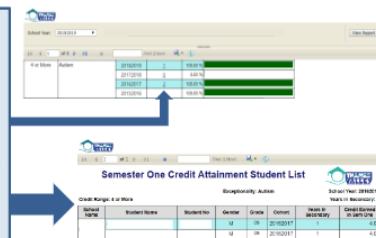
Results are first presented by credit range. Credit range refers to the number of credits attained by the student in semester one of each school year.
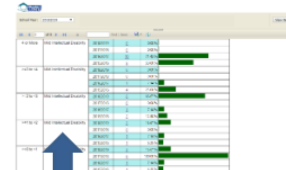
Results are also presented by exceptionality. The number and percentage of students for each credit range are presented by identified exceptionality starting with a blank space to indicate no exceptionality. Scroll down to view credit ranges for each exceptionality (Autism, Behavioural, Blind and Low Vision, Deaf and Hard of Hearing, Developmental Disability, Giftedness, Language Impairment, Learning Disability, Mild Intellectual Disability, Non Exceptional, and Physical Disability).

APPLY

Identify the individual students in a particular credit range by clicking on the number of students for that range under "# of Students" (e.g., click on "2" to get a list of the 2 students with Autism who attained 4 or more credits in semester one of the 2016-2017 school year). The student's full name, student number, gender, grade, cohort, years in secondary, and number of credits earned in semester one will then be displayed in a new table. Struggling students can be identified and individualized support can be provided.

Improve the Five Year Graduation Rate

Re-engagement of Inactive Students

✓ Funded by Ministry of Education
✓ TVDSB Social Worker contacts and attempts to re-engage students in years 12-12+ who have left school and are:
  - 1-4 credits short of graduation
  - Missing OSSLT
  - Missing community involvement hours
  - For FNMI students, any FNMI student who is off roll is contacted, regardless of grade
✓ To date, almost 200 students have been contacted
✓ Over 1/3 of those contacted have re-engaged
✓ 25 students have met graduation requirements (includes 3 FNMI)

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Support for students to earn 40 community involvement hours

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Reception, Orientation & Assessment Centre
Thames Valley District School Board

WELCOME BIENVENUE

We build each student's tomorrow, every day.

Track Fall 2018 & Spring 2019 mid-term marks and 2019 credit accumulation for all secondary newcomer students with ESL or ELD programming needs assessed through the Reception, Orientation and Assessment Centre (ROAC)

Improve the Five Year Graduation Rate

Actions

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Identify those English language learners (ELLs) struggling in their first year of schooling in Canada and/or TVDSB and provide necessary supports.

Improve the Five Year Graduation Rate

Literacy Support for Adolescent Learners

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.
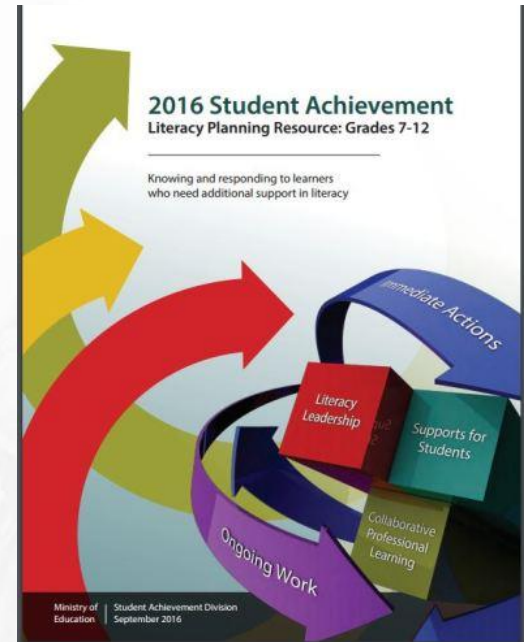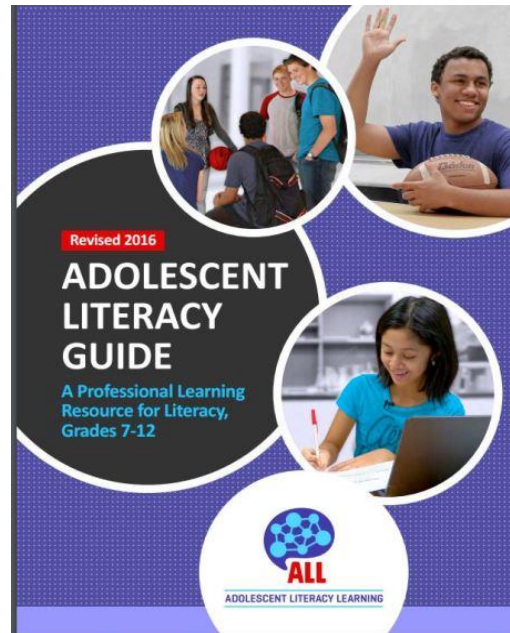
Provided consistent professional learning resource documents for literacy grades 7-12 to all Supervisory Officers, Secondary School Principals and school-based literacy teams.
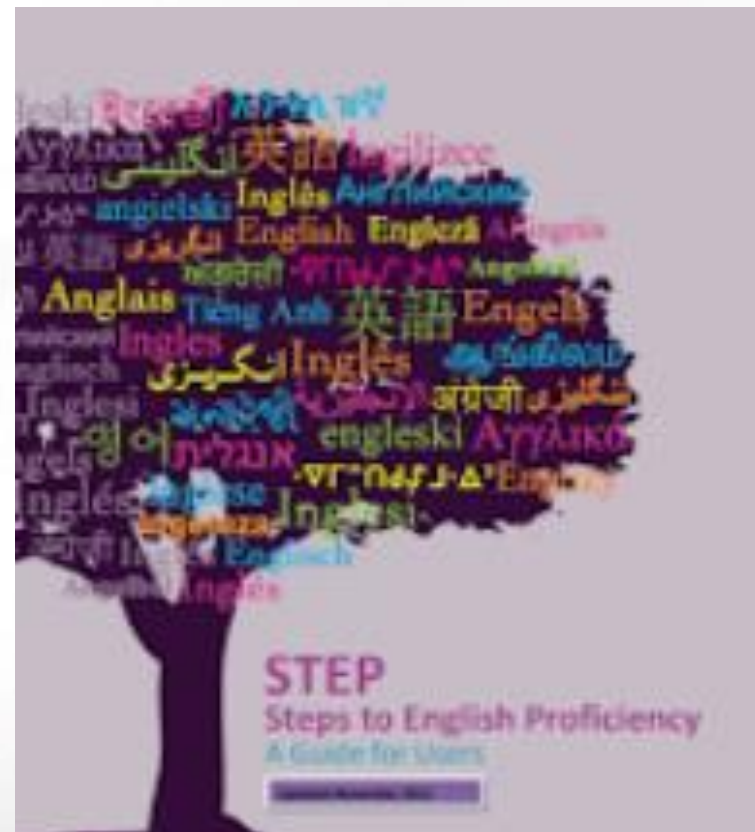
Improve the Five Year Graduation Rate

Degrees of Reading Power (DRP) Initiative

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Provided an on-line reading comprehension assessment for grade 9 and 10 students to allow for earlier identification for literacy supports and programming.

Improve the Five Year Graduation Rate

Support for Secondary school-based multi-disciplinary literacy teams to review:

- ✓ OSSLT and/or DRP data to understand students' current literacy strengths and areas for growth/needs.
- ✓ Reading and writing skills as identified on the OSSLT, linking literacy strategies to future instructional practices
- ✓ DRP results to plan and program for literacy development

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

RESEARCH and ASSESSMENT

OSSLT Performance: 2012-2017
SYSTEM REPORT
REPORT PREPARED FOR INTERNAL PLANNING PURPOSES
DATA NOT TO BE SHARED PUBLICLY

Prepared by:
RESEARCH AND ASSESSMENT
SERVICES

November 26, 2018

Improve the Five Year Graduation Rate

EQAO and OSSLT Best Practices Documents:

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

- ✓ Developed a month-at-a-glance best practices document for Primary/Junior EQAO
- ✓ Developing a month-at-a-glance best practices document for OSSLT

- ✓ Involved collaboration from Teachers, Principals and other support staff

May 2019: EQAO Suggested Practices

Administration	Instructional Leadership
	Climate
❑ *Refer to EQAO website frequently (www.eqao.com) throughout the year	❑ Provide food/snacks to ensure students have eaten except for those students who are fasting for Ramadan
❑ *Carefully read and follow all requirements for Teachers and Principals in the Administration Guide	❑ Prepare the room prior to test week so students are comfortable with the changes (removing instructional posters, posting EQAO posters) - see EQAO's *Guidelines for Classroom Displays: Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6)* for clarification
❑ Update Student Data Collection (SDC) system on EQAO's secure site	
❑ Review training procedures with scribes and have them sign training forms	❑ Ensure there are fans, if the school does not have air conditioning
❑ Ensure students and staff know what to do when completed assessments and what the plan is for students who have not completed in the set times, including plans for nutritional breaks/lunch times	❑ Remind parents/guardians about assessment timelines, and the importance of attendance and punctuality
❑ Ensure plan is in place for covering supervision duties if teacher is still administrating EQAO	**Scheduling**
❑ Remind staff and parents/guardians of the dates of the EQAO Assessment for Grades 3 and 6 (including LEARN)	❑ Schedule EQAO in the first block/morning for students who are fasting for Ramadan
❑ Remind staff not to schedule large school events during EQAO	❑ Review with staff the need to minimize interruptions, morning announcements, etc.
❑ Look for memo from R & A, Special Education and Curriculum with Assistive Technology reminders and support for scribing	❑ Ensure your scheduling (location, personnel, supplies) for students using technology is confirmed
❑ Check the EQAO Website regularly for updates including the Administration Guide	❑ Ensure your scheduling and training for scribes (location, personnel) is confirmed
	Organization

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

- ✓ Continuing to provide support to Secondary school-based literacy teams to develop literacy skills and strategies for students

- ✓ Creation and piloting of a Secondary English class text resource kit to support students unable to read at grade level

- ✓ Developing a variety of literacy resource materials to support all Secondary teachers with literacy

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

LLI Purple System

Levels R-W

- ✓ Implementing a running record/guided reading pilot for Secondary English teachers in Locally Developed, Applied and OSSLC courses
  - Teachers will be trained in June

- ✓ Early literacy guided reading pilot for students in ELD-coded courses at Westminster S.S.
  - Next step: Expand guided reading program to Montcalm, Beal and East Elgin secondary schools

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Implement Steps to English Proficiency (STEP) in secondary schools to track the language acquisition of English language learners (ELLs).

Improve the Five Year Graduation Rate

Actions

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Provide support and professional learning opportunities for teachers of English language learners (ELL) in the use of STEP to differentiate, accommodate and modify programming for ELLs.

THANKS!

REPORT TO:	☐ Administrative Council	☐ Program and School Services Advisory Committee
	☐ Policy Working Committee ☒	Planning and Priorities Advisory Committee
	☐ Board	☐ Other:
	☒ PUBLIC	☐ IN-CAMERA
TITLE OF REPORT:	Grants for Student Needs (GSN) Funding Overview for 2019-20	
PRESENTED BY:	Cathy Lynd, Superintendent of Business Sandra Macey, Manager of Financial Services	
PRESENTED FOR:	☐ Approval ☒ Information ☒ Advice	
Recommendation(s):		
Purpose:	To provide the committee with a high level review of the GSN funding changes for 2019-20 based on Ministry of Education Memorandum 2019:B14, dated April 26, 2019.	
Content:	**2019-20 GSN Increases**	

2019-20 GSN Increases
The 2019-20 GSN includes an increase in the Behaviour Expertise Amount allocation, and an increase in benchmarks to help boards keep up with the cost pressures in the areas of transportation (4%) and utilities (2%).

In addition, transportation stabilization funding is provided where costs exceed funding, based on the 2018-19 transportation deficit. Based on TVDSB's 2018-19 revised estimates, this is approximately $2.2 million.

A new per-pupil amount of $87.32 per Average Daily Enrolment (ADE) is included to support Early Childhood Educator (ECE) supply costs. This totals approximately $900,000.

The Ministry is also providing a 1% salary benchmark increase for staff in 2019-20 to reflect the 2017-19 central labour agreements.

2019-20 GSN Reductions
The Ministry proposed changes to class sizes effective for the 2019-20 school year and launched a consultation phase on class size that ended May 31, 2019. The proposed changes are subject to ongoing consultations, labour negotiations and potential legislative changes, but at this time, are the basis for the 2019-20 budget. Class size proposed changes include:
- Grades 4-8: Funded average class size adjusted from 23.84 to 24.5
- Grades 9-12: Funded average class size adjusted from 22.0 to 28.0

In addition, the secondary programming grant of 1.02 staff per 1,000 ADE does not continue in 2019-20.

We build each student's tomorrow, every day

Notes:
- Attrition Protection funding is provided for up to four years, to allow school boards to phase in the proposed class sizes and elimination of the secondary programming grant. This top-up funding is provided where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves.
- Classes for 2019-20 are staffed based on local collective agreement requirements, which, in some cases, are less than the proposed class sizes.
- TVDSB 2019-20 secondary staffing allocation includes approximately 42 unfunded FTE positions. These FTE are in addition to the positions funded through attrition protection but were deemed necessary to allow students to have access to classes already chosen before the Ministry of Education's release of the New Vision for Education on March 15, 2019.
- When the class size changes are fully implemented within four years, the projected reduction totals approximately 38 FTE in elementary and 270 FTE in secondary based on 2019-20 projected enrolment compared to 2018-19 approved budget.

To align with the proposed changes to secondary class size, the Supplementary Area Factor for school facility operations was updated, reducing the School Facility Operations and Renewal Grants.

The funded ECE classroom staffing ratio changes from 1.14 FTE to 1.0 FTE and results in a funding decrease of approximately $2.3 million.

The Local Priorities Fund (LPF) was established in 2017-18 during the last round of collective bargaining, and expires on August 31, 2019. This totals $8.6 million in 2018-19 and supports approximately 100 FTE.
- The 2019-20 budget includes 30.8 FTE that were previously funded through the LPF, creating a budget pressure of approximately $2.3 million.

New in 2019-20, operating grants will be reduced by a flat fee of $1,300 multiplied by the international student enrolment. This is projected to be a loss of funding totaling approximately $500,000.

In addition, the Cost Adjustment Allocation ($688,000) and the Human Resource Transition Supplement ($359,000) do not continue in 2019-20. The Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks and the Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements.

Cost/Savings:	n/a
Timeline:	
Communications:	
Appendices:	n/a

We build each student's tomorrow, every day

Strategic Priority Area(s):	
Relationships:	☐ Students, families and staff are welcomed, respected and valued as partners. ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☐ Create opportunities for equitable access to programs and services for students. ☐ Students and all partners feel heard, valued and supported. ☐ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☐ Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student's tomorrow, every day

REPORT TO:	☐ **Administrative Council**	☐ **Program and School Services Advisory Committee**
	☐ **Policy Working Committee** ☒	**Planning and Priorities Advisory Committee**
	☐ **Board**	☐ **Other:**
	☒ **PUBLIC**	☐ **IN-CAMERA**
TITLE OF REPORT:	Unified Communications 2019-20 Operational Funding Requirements	
PRESENTED BY:	Cathy Lynd, Superintendent of Business Sandra Macey, Manager of Financial Services	
PRESENTED FOR:	☐ **Approval** ☒ **Information** ☒ **Advice**	
Recommendation(s):		
Purpose:	To provide the Committee with information on the operational costs that will be included in the 2019-20 draft budget in order to support the previously approved capital request related to this item.	
Content:	TVDSB's phone system is a critical component of its communications infrastructure from a health, safety and operations perspective. TVDSB will be replacing its aged telephone system with a new unified communications (UC) solution. Approval of the one-time funding costs to replace the aged telephone system with a new solution were approved by the Board in February 2019. To annually sustain and support the system, additional operational funding is required. The Information Technology Services department (ITS) has made every effort possible to reduce costs in other areas of its budget to absorb and accommodate these additional expenses. The total operational funding requirements of $544,858 include: • $445,033 for Software Fees & Licenses (this represents an upgrade to the current licenses that will also provide more intensive security management and additional analytics tools) • $17,725 for School Telecom Line Charges to account for dedicated telephone line costs • An additional permanent ITS Telecommunications Specialist at an estimated annual expense of $82,100	
Cost/Savings:	$544,858	
Timeline:	To be included in the preliminary draft budget currently scheduled to be presented June 4, 2019	
Communications:		
Appendices:	n/a	

We build each student's tomorrow, every day

Strategic Priority Area(s):	
Relationships:	☐ Students, families and staff are welcomed, respected and valued as partners. ☐ Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. ☒ Create opportunities for collaboration and partnerships.
Equity and Diversity:	☐ Create opportunities for equitable access to programs and services for students. ☐ Students and all partners feel heard, valued and supported. ☐ Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	☐ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. ☐ Staff will demonstrate excellence in instructional practices. ☐ Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student's tomorrow, every day