

Written Notice of Motion (Trustees Laskin and Moise)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaws 5.15.2, the following motion is submitted as notice at this time and for consideration at the special meeting of the Finance, Budget and Enrolment Committee on May 13, 2019.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

Response to Minister's Offer to Work With School Boards

Whereas, Education Minister Lisa Thompson told the Star newspaper on Friday, April 26, 2019, that the education grants announcement shows school boards “that they have a ministry of education and a minister who wants to work with school boards as partners with a commitment to getting education back on track” with a focus on student achievement; and

Whereas, the Ministry's website indicates that Toronto District School Board's grant allocation will drop from \$2,992,738 billion to \$2,971,490 billion — a drop of \$21.2 million. Add to this the TDSB's projected structural estimate we believe that the TDSB's overall forecasted budget shortfall remains at approximately \$54.4 million; and

Whereas, the TDSB's most recent graduation rate has increased to an all-time high of 86%, representing an overall increase of 17% since 2000 when the TDSB began tracking rates; and

Whereas, through targeted supports for underserved students, re-engaging early school leavers, expanding partnership opportunities with college, university, government and community agencies, the TDSB can connect students with the right programs and supports to help students graduate from high school; and

Whereas, TDSB's Multi-Year Strategic Plan sets direction and identifies system goals to support our 246,000 students and 583 schools to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success; and

Whereas, this plan – and its action plans – provide access to the programs, resources and learning opportunities that students require, while removing systemic barriers that may exist for them are at risk with diminished resources; and

Whereas, funding will be provided to top-up school boards where the change in funded secondary classroom teachers exceeds the actual attrition and other voluntary leaves,

(average from 22 to 28 students over the next four years) still means that the TDSB will have 800 fewer high school teachers by the 2022-23 school year which fewer course offerings for students which will have negative impacts on student achievement and well-being; and

Whereas, no top-up funding is provided for elementary schools, meaning the TDSB faces a \$9.6 million budget shortfall because of the Ministry's increase to the class size average to 24.5 students from our collective agreement commitment that states our Grades 4 to 8 class size average must be 23.24 and in order to meet that commitment we require 216 more elementary teachers than what the Ministry is funding for the new larger class size average; and

Whereas, in order that we can continue to support central teaching staff (leadership and support for schools in K- 12 Programs such as ELearning, ESL, FSL, Guidance, New Teacher Induction Program (NTIP), Special Education, Health and Physical Education, Mathematics, STEM, Literacy, Global Competencies, Digital Lead Learners, Digital Lead Administrators, The Arts, Special Education and Professional Learning, Leadership Development) and not return them to classrooms which would result in a current teacher at that school becoming surplus and therefore would need to be laid off – for the government to keep their commitment that no teacher will involuntarily lose their job; and

Whereas, the TDSB's International Student Services Department acts as a recruiting office and helps provide access to quality programs for international students in our elementary and secondary schools and provides the TDSB with \$28,726,606 in revenue that allows for the TDSB to supplement core teaching, learning and educational programs that are not fully funded through the GSNs; and

Whereas, some of the structural deficit are in part discretionary, some are attached to the delivery of either essential operational services or have been used to respond to gaps or enhancements to educational programs and services; and

Whereas, a full understanding of the GSN announcement will not be provided until school boards receive technical papers in mid-May and yet school boards must submit balanced operating budgets by June 30th; and

Whereas, we still are unclear of the implications to the reductions in Public Health but know that we are already facing a deficit of \$54.4M and as a result, face significant challenges and difficult choices that will impact on our ability to implement our Multi-year Strategic Plan in support of continued student achievement and well-being;

Therefore, be it resolved that the Chair to write to the Minister of Education, in the spirit of her invitation to work with school boards as partners to:

- (i) reconsider increasing the secondary school class size average from 22 to 28 students over the next four years, which will mean the TDSB will have 800 fewer high school teachers by the 2022-23 school year;
- (ii) not financially penalize the TDSB and other school boards for elementary teacher collective agreements that do not allow larger class sizes in Grades 4-8;

- (iii) not financially penalize the TDSB and other school boards by cancelling the new provincial surcharge on International students;
- (iv) continue to allow the TDSB and other publicly-funded school boards in Ontario the ability to either use reserves or run a 1% deficit and balance over two years

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We Value

- Each and every student’s interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

- (i) To consider and make recommendations to the Board on finance matters, including procurement and contract awards, referred to it for consideration.
- (ii) To review the impact of enrolment and policy change on the Board's budget, including reviewing the impact of enrolment trends, and marketing strategies to bolster enrolment in declining areas of the city; and
- (iii) To consider strategies to balance the capital and operating budget over a multi-year period, and to make recommendations to the Board to balance the annual capital and operating budget.