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**TDSB At-A-Glance Overview**

**March 15 Announcement by Ontario’s Minister of Education**

Modernizing Classrooms

**Technology (Broadband)**

All 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 for every 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 underway at a majority of northern and rural schools. Already 32 per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

This infrastructure will support enhanced e-learning opportunities and access for students to the ministry's Virtual Learning Environment wherever educational resources are available.

**E-learning**

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.

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 will be phased in, starting in 2020-21.

With these additional modernizations, the secondary program enhancement grant will no longer be required.

**Cellphones**

The Provincial Code of Conduct will be updated to prohibit cellphone use in schools during instructional time, as of September 2019.

Use of cellphones 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 students with special education needs.

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

**EQAO**

The government is working with the Education Quality and Accountability Office (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.

The government will work with EQAO on promising themes in education:

* Transferable skills like collaboration, problem-solving and citizenship.
* Supporting greater parent engagement.
* Using digital platforms for student learning, assessment and evaluation.
* Learning from other high-performing education jurisdictions.
* Assessing learning in ways that feel comfortable for students.
* Providing useful feedback to teachers and parents.

**Class Sizes**

The government will protect the current framework for class size caps for students from Kindergarten

to Grade 3.

The proposed changes for 2019-20 are as follows:

* Kindergarten - no changes to the class size caps.
* Primary (grades 1 to 3) - primary class size 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 was 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 to 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 proposed changes in class size would be phased in, with attrition protection.

**Hiring Practices**

Ontario Regulation 274/12, under the *Education Act*, establishes mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers. These processes prioritize seniority, rather than specific skills or previous performance, as the most important criteria in hiring.

However, since the regulation was implemented 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 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. Ontario's students deserve the best teacher available in each and every classroom, and principals should be empowered to hire teachers based on merit and fit for the role.

**Grants for Student Needs**

The 2019-20 GSN will reflect modest changes focusing on providing the resources to support outcomes for students and a sustainable funding model that can deliver for years to come.

While adjustments will be made to the following components of GSN funding, it is important to note that key program areas will not be changed, specifically to special education and student transportation funding.

**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.

Modernizing Learning

**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 approach will:

* Improve student performance in math
* Help students solve everyday math problems
* Increase students' employability for 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 would require new teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, the legislation would ensure teachers are confident and capable in teaching math and, by the spring of 2020, would 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.

**STEM**

The new K-12 Ontario STEM Education Strategy will enable our province to become a global leader in STEM learning. By partnering with educators, students, parents and postsecondary 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, which will include a strand on the changing nature of work, the role of transferable skills, and the importance of STEM in key high growth industries. This course is scheduled to 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 we will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

**Skilled Trades**

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 these high-demand career pathways.

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 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.

**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.

**Modernizing Health and Physical Education**

**What will Change in the Primary Grades (1 to 3)?**

* Students begin to learn knowledge and skills related to important concepts to support their mental health, including resiliency (grades 1 to 3), as well as healthy eating (grades 1 to 3); personal safety, including concussions (grades 1 to 3); and caring behaviours, including preventing bullying (grade 1 and 3). Students will also learn the proper names of body parts, including genitalia (Grade 1).
* Students will also begin to learn knowledge and skills on important topics like building positive body image (grades 2 and 3), consent (grades 2 and 3), family and healthy relationships (Grade 2) and online safety (grades 2 and 3).

**New Learning in the 2019 curriculum will include:**

* Body image in grades 2 and 3 (not previously taught in primary grades)
* Bullying in Grade 3 (in addition to existing learning in grades 1 and 2)
* Concussions in grades 1 to 3 (new mandatory learning)
* Consent in grades 2 and 3 (not previously taught in primary grades
* Family and healthy relationships in Grade 2 (new content for mandatory learning)
* Mental health in grades 1 to 3 (new content for mandatory learning)
* Online safety in grades 2 and 3 (not previously taught in primary grades)

**What will Change in the Junior Grades (4 to 6)?**

* In the junior grades, students will build on their learning related to the important concepts introduced in grades 1 to 3.
* Students will also begin to learn knowledge and skills on important topics related to substance use, addictions and related behaviours. This is when students learn new information on cannabis and the significant risks of opioids (Grade 6).
* Puberty (grades 4 to 6), sexual reproduction (Grade 5) and sexual orientation (grades 5 and 6) are also introduced.

**New Learning in the 2019 curriculum will include:**

* Concussions in grades 4 to 6 (new mandatory learning)
* Consent in grades 4 to 6 (not previously taught in junior grades)
* Family and healthy relationships in grades 5 and 6 (new content for mandatory learning)
* Mental health in grades 4 to 6 (new content for mandatory learning)
* Online safety in Grade 6 (in addition to existing learning in grades 4 and 5)
* Sexual orientation in Grade 5 (in addition to existing learning in Grade 6)

**What will Change in the Intermediate Grades (7 to 8)?**

* In the intermediate grades, students will build on their learning related to the important concepts introduced in the primary and junior grades.
* Students will also begin to learn knowledge and skills on important topics like abstinence (grades 7 and 8), sexting (Grade 7), contraception (grades 7 and 8), tolerance and respect (grades 7 and 8), intercourse (grades 7 and 8), and sexually transmitted infections (grades 7 and 8).
* Additionally, in the second half of the Grade 8 school year, students will learn about gender identity and gender expression.

**New Learning in the 2019 curriculum includes:**

* Abstinence in Grade 8 (in addition to existing learning in Grade 7)
* Bullying in Grade 8 (in addition to existing learning in Grade 7)
* Cannabis in grades 7 and 8 (in addition to existing learning in Grade 6, as well as new learning on vaping and opioids)
* Concussions in grades 7 and 8 (new mandatory learning)
* Family and healthy relationships in grades 7 and 8 (new content for mandatory learning)
* Mental health in grades 7 and 8 (new content for mandatory learning)
* Online safety in Grade 8 (in addition to existing learning in Grade 7)
* Sexual orientation in Grade 7 (in addition to existing learning in Grade 8)