

Trustee Ward Forum Presentation of Proposed Budget Drivers

2019-2020 Budget Information



A G E N D A

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Budget Information

Board Budget website contains:

- Meeting agendas;
- Videos of meetings;
- Ward forum schedule; and
- Budget information.

[2019 - 2020 Budget](#)

www.tdsb.on.ca/About-Us/Business-Services/Budgets-and-Financial-Statements/2019-20-Budget

What are the Grants for Student Needs (GSNs)?

- GSNs are the province's mechanism to determine funding to school boards based on funding determined by formulas set out in regulations each year;
- GSN funding is announced in late March or April of each year;
- GSNs represent approximately 94% of the school board budget; and
- The actual funding for GSNs comes from two sources: Property Taxes and Provincial Funding. The GSN determines the percentages of each.

History of the GSNs

- Prior to 1998-99 school boards funded education using property taxes;
- There was inequity between rural and urban boards;
- The Province introduced GSNs to create funding and program equity;
- The initial GSN funding formula was built on averages across the province; and
- Revisions over the years for new Ministry programs have meant changes to the GSNs.

History of the GSNs *(con't)*

- The development of the GSNs in trying to respond to various drivers and inputs required a complex structure and regulations; The current GSN structure is complex;
- New GSNs were added to address classroom costs and unique needs of each school board, schools, staff, and students;
- There are two main types of GSNs:
 - **2 Foundation Grants** which cover the basic costs of education common to all students and schools; and
 - **13 Special Purpose Grants** that address the unique needs of students, schools and school boards.

Updates

- December – Ministry announced changes to EPO grants
- March 15th – Ministry announced budget assumptions to be used by school boards for 2019-20 school year
 - Grade 4 to 8 class size will increase to 24.5 over a maximum of 4 years based on teacher attrition. TDSB collective agreements requires class sizes to remain at 23.24, therefore the impact is a funding reduction of approx. \$9.6M
 - Grades 9 to 12 class size would increase from 22 to 28 based over a maximum of 4 years based on teacher attrition (TDSB's impact on teachers would be approx. 800)
 - Secondary Program Teachers would be eliminated in 19-20 (TDSB's impact would be approx. 72 teachers)

Updates (con't)

- Designated Early Childhood Educators (DECE) funding would be reduced from 1.14 FTE to 1.0 FTE. This does not change the allocation of DECEs to schools but reduces TDSB funding by approx. \$7.9M.
- Cost Adjustment for non-teaching funding to be eliminated in 19-20. This funding represents for TDSB approx. \$9.9M.
- Human Resource Transition funding which was provide for the last two years of collective agreements will end in 19-20 and represents approx. \$1.3M.
- School Operations funding will be reduced due to increase class sizes in secondary schools. The impact of this reduction is unknown at this time.

TDSB Financial Facts

Summary of TDSB financial information from 2014 to 2019:
Financial Facts February 2019

Contains information for the last five years about:

- Provincial Funding:
 - Grants for Student Needs (GSNs); and
 - Education Program Other (EPOs) grants.
- Expenses;
- Demographic Information;
- Capital Expenses; and
- Historical Funding Gaps.



Financial Accountability

The Ministry monitors school board spending through the following mechanisms:

1. **Legislative requirements** – such as a balanced budget;
2. **Financial reporting** – these include budget reports and audits;
3. **Enveloping** – refers to funds that are restricted in their use, such as Special Education and class size; and
4. **Program/Grant specific reporting** specific funds, such as Education Program Other (EPO) grants, come with specific reporting requirements and agreements.

TDSB Operating Budget Profile

- Annual operating budget is approximately \$3.4B;
- 244,600 students in 582 schools;
- Over 100,000 adult learners;
- Funding Sources:
 - Provincial Grants \$2.9B; and
 - Other Revenues \$0.5B.
- 28,400 school-based staff and school support staff; and
- 1,600 central staff.

TDSB Operating Budget Profile *(con't)*

- 82% of budget is salaries and benefits:
 - 65% of the budget is school-based staffing.
- Remaining 18% of the budget includes:
 - Debt and Amortization \$224M (6.7%);
 - School Budgets and Fundraising \$97M (2.9%);
 - Utilities \$76.5M (2.3%);
 - Transportation \$62M (1.8%);
 - Maintenance, Renewal and School Operations Supplies \$57M (1.7%); and
 - Insurance \$5M (0.2%).

External Factors Impacting Budget Development

- Class size requirements:
 - JK-SK – class size average system-wide of 26 with a cap of 29 (some exceptions);
 - Grades 1 to 3 – cap of 20 with 10% of classes as high as 23;
 - Grades 4 to 8 – Provincial Funding in 19-20 at average of 24.5 TDSB collective agreement average is 23.24; and
 - Secondary class size is mandated by collective agreement but will be funded at 28 to 1 ratio starting in 19-20.
 - Attrition funding available to ensure no teachers are laid off due to class size changes in first 4 years.
- Special Education funding can only be spent on special education expenses; and
- “Enveloped” or “Restricted” funding - these are funds limited to specific programs.

Fixed vs Flexible Costs

- To help with an understanding of how money is spent in the TDSB, the current budget allocation has been categorized into either fixed or flexible costs. [TDSB Fixed vs Flexible Analysis of 2018-2019 Budget, TDSB Fixed vs Flexible Costs-Feb 21, 2019](#);
- The **Fixed Costs** have restrictions placed on their use based on Ministry Regulations, contractual obligations with all staffing groups, or board policy and motions;
- The **Flexible Costs** are those that the Board has some discretion on how these costs are used;
- It is the flexible costs that will be impacted as the Board works through the budget process;
- As the Board considers the development of their strategic drivers that support the MYSP, difficult choices will need to be made; and
- Even if provincial funding does not change, the Board will still need to review current allocation patterns to implement the MYSP.

Budget Process 2019-2020



Budget Timelines

- **March:**
 - Public consultation on draft budget drivers.
- **April:**
 - Approval of draft budget drivers; and
 - Ministry announcement of funding.
- **May:**
 - Presentation of draft operating budget built using budget drivers; and
 - Discussion of operating budget including public delegations.
- **June:**
 - Continued discussion and delegations on operating budget; and
 - Approval of 2019-2020 Operating budget.

Multi-Year Strategic Plan (MYSP)

The Multi-Year Strategic Plan outlines five pillars:

1. Transform Student Learning;
 2. Create a Culture for Student and Staff Well-Being;
 3. Provide Equity of Access to Learning Opportunities for All Students;
 4. Allocate Human and Financial Resources Strategically to Support Student Needs; and
 5. Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being.
- As part of the 2019-20 budget process the Board will use the MYSP to set the budget drivers on which to allocate resources.

[TDSB Multi-Year Strategic Plan](https://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan)

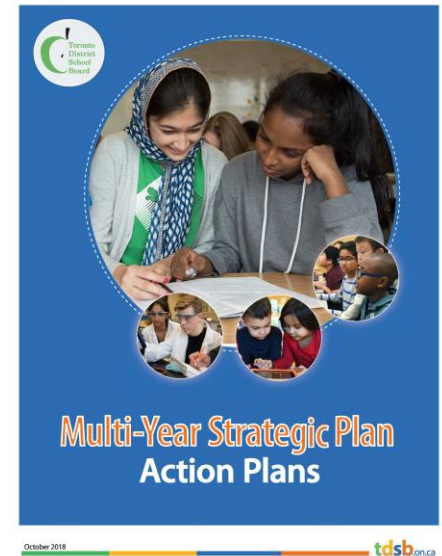
<www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan>

Action Plans

- Outline specific work to be undertaken over the next several years to achieve the goals of the Multi-Year Strategic Plan (MYSP).
- These plans also include how we will measure our success.

[Multi-Year Strategic Plan Action Plans](#)

<www.tdsb.on.ca/Portals/0/leadership/board_room/Multi-Year_Strategic_Plan_AODA.pdf>



Proposed Budget Drivers

(alphabetical order)



Different Approaches to Serve our Students

- Support all students learning needs;
- Eliminate the disproportionate low outcomes among such groups and low family income, race, gender, ethnicity, sexual orientation and disability, among others;
- Toronto has the highest rate of family poverty, which impacts student achievement and well-being that needs to be considered; and
- Ensuring schools can access appropriate programs and resources for their students, including Special Education.

Early Years

- Supporting students in early years from grades JK to 3;
- Reading by the end of grade one;
- Foundational math skills by the end of grade two;
- Provide early literacy interventions and math programs aimed at student achievement in reading, writing and mathematics; and
- Professional Development for teachers and Early Childhood Educators.

Hiring Staff to Support All Students

- Allocate resources as required under provincial regulation;
- Where there is flexibility allocate staff resources to align with our Multi-Year Strategic Plan, including:
 - Staff who support professional development;
 - Student mental health and well-being;
 - Inclusion of students with Special Education needs;
 - Academic pathways; and
 - Equity, human rights, anti-oppression and anti-racism.

Indigenous Education

- Building relationships with Indigenous communities to address knowledge gaps;
- Work with Indigenous communities to close gaps through professional development for trustees and staff; and
- Create culturally-safe and trauma-informed schools so that staff are better able to support the achievement and well-being of all students.

Modernization and Accessibility

- Develop a technological modernization and accessibility strategy to innovate new ways to digitalize, automate and streamline our administrative and classroom systems;
- Develop modern spaces for more inclusive environments where students and educators have access to a wide range of learning tools and resources; and
- Improve access for all by working to remove physical and attitudinal barriers that prevent students and staff with disabilities from accessing opportunities.

Parent Engagement and Student Voice

- Key factor in the enhancement of student achievement and well-being;
- Facilitate parent and community engagement and leadership opportunities;
- Support advisory committees and school councils, interpreters and translation services;
- Support parents and students with Special Education needs; and
- Train staff on relationships and creating spaces where all voices are valued and can be heard.

Professional Development

- Research indicates professional development (PD) leads to significant improvements in student achievement and well-being;
- PD allows for the change in practice to fulfill our commitments;
- PD will enable the development of shared leadership across the system;
- Promote a deep understanding of human rights, equity, anti-racism, anti-oppression, anti-black racism, anti-indigenous racism, anti-Semitism, islamophobia, anti-Asian racism and other forms of racism and discrimination; and
- Develops skills in math, global competencies and technology.

Student Success

- Targeted at grades 7 to 12;
- Offer programs in dual credit and other work experience opportunities;
- Invest in Science, Technology, Engineering, Arts and Math (STEAM) which promote global competencies; and
- Create programs that support student choices and credit accumulation.

Next Steps

- During the month of March, consultations are happening across the district at Trustee Ward Forums;
- Feedback from stakeholders is being sought by one of the following methods (deadline April 2):
 - On-line Survey; and
 - Manual Forms.
- Feedback will be presented to the Finance, Budget and Enrolment (FBEC) Committee on 15 April; and
- FBEC and Board will approve the final strategic drivers staff will use to develop the operating budget aligned to the MYSP.

Next Steps *(con't)*

- Late April or early May Operating Budget will be presented to FBEC for discussion;
- The public can comment on the draft operating budget by making a presentation to our Finance, Budget and Enrolment Committee or by submitting comments online; and
- Final budget approval at the FBEC meeting on 11 June 2019 and presented for Board approval on 19 June 2019.

Questions



