Response: The reduction is 49.5; most of the reduction is a result of the ending of the Local Priorities Grant which funded additional positions in 2017-18 and 2018-19.

2. Could staff provide clarity about the difference between 21.7 and 21.9 averages?

Response: For the past number of years, our Board wide student to teacher average in the secondary panel has been 21.7. In the previous school year, 2017-2018, that average worked out to 21.9 when measure

2019-2020 Category	2019 2020 Targets	10% Flex in up to 10% of Classes per School
Physical Education	up to 34	up to 37
ESL Credit (includes LEAP)	up to 20	up to 22
Computer	number of work	
	stations	
	note: if the class is	
	held in an	
	instructional area that	
	has a large number	
	of computers then	
	the target shall be	
	the category level	

4. With the secondary system-wide class size average increasing, does staff anticipate course selection being further reduced for students?

Response: With fewer teachers in schools there will be greater challenges in offering as wide a range of course selections to students. The manner in which this unfolds will vary from school to school. It is not unreasonable to expect that smaller schools, schools with multiple programming tracks and schools with very mixed offerings of programming will see greater challenges.

5. Will students be provided with the flexibility to take courses at other schools, if a particular course is not available at their own school?

Response: Staff is in the process of developing proposals to ensure that students continue to have access to a variety of programming options.

6. With the secondary system-wide class size average increasing, will this hasten the secondary school review work that is outlined in the Multi-Year Strategic Plan?

Response: The secondary school review is currently underway.

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8. Is it possible to project, as we move towards a class size average of 28, how many teaching jobs will be lost?

Response: If all other factors (e.g. enrolment) remain constant, the number is 800, over the next four years.

9. Could staff provide further clarity regarding the decease of the 72 secondary teachers connected to secondary programming? What did their job encompass and which schools were they located at?

Response: In 2009, as part of the Provincial Discussion Tables that were formed centrally/Provincially, during bargaining for the 2008-2012 Collective Agreements, funding for additional staffing was provided once local collective agreements were reached. The Toronto District School Board received funding for an additional 72 secondary teachers. That funding has remained in place until the current time. The announcement of the Ministry of Education on March 15 included information that funding for those additional teaching positions was ending at the end of this Collective Agreement on August 31, 2019. That funding was part of the total funding for secondary teachers in the Toronto District School Board and was used to provide support across the system to offer increased breadth of programming in schools when demand for certain courses would normally not be sufficient enough to run the course.

10. For the secondary schools that have small enrolments, will they experience a larger impact?

Response: With fewer teachers inse: feThat funding was se: fepa 73>c5i TJA(wou)]TJF4A(par)5-3(t

11. What is the breakdown of secondary schools, by student enrolment?

## Response:

Enrolment	Number of Regular Schools*
<500	4
501-700	13
701-1000	20
>1000	33

<sup>\*</sup>does not include Special Education, Edvance and Alternative Schools.

12. What consultation is taking place that requires a response by 31 May 2019? Can the documents be shared and how do parents provide input?

Response: Provided below are the links to access the two guides for the consultation process on class size and school board hiring practices:

- a) Class size: <u>https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B09\_attach1\_EN.pdf</u>
- b) Hiring Practices: https://efis.fma.csc.gov.on.ca/faab/Memos/B2019/B09\_attach2\_EN.pdf
- 13. If there is further consultation taking place, scheduled to conclude by 31 May, how can Trustees approve this report at this time?

Response: Our Collective Agreements require us to declare school based (site) surplus in early April. Therefore it is critical that staff allocations that are based on current parameters announced by the Ministry be allocated and approved at this time.

financial position is known for certain. However, larger classes will have an impact on student teacher interactions in schools.

25. With the impending transition that will be taking place on 1 April, will the TDSB be hiring additional teachers to support the students with special needs/autistic that may registering at TDSB schools?

Response: In collaboration with Surrey Place, the regional coordinating agency for Autism services, we are able to identify school-aged students who may be increasing their time or registering in TDSB schools. That data accounts for students who are already engaged in the transition process, students who are yet to begin, and student who may or may not register in TDSB schools. We are also able to identify individual students whose therapy is concluding at the end of April, May, and June therefore transitions will be staggered but on-going. Knowing this information allows TDSB staff to plan and partner with clinical agencies and families to support.

Based on this information, we will be able to successfully transition students into schools with the staggered and into a schools with the staggered and into a schools with the staggered and into a successfully transition students into schools with the staggered and into a school the staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered are staggered and staggered and staggered are staggered and staggered and staggered are staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered are staggered and staggered and staggered and staggered are staggered and staggered are staggered and staggered are staggered and staggered and staggered are staggered and staggered

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