

<b>Regular Board Meeting</b>
<b>March 26, 2019</b>
<b>REPORT ON NEW VISION FOR EDUCATION</b>
<b>Strategic Goal: Catholicity, Catholic Learning Environment, Catholic Community Engagement, Stewardship of our Physical Environment, Parish-Home-School, Stewardship of our Environment, Technology</b>
<b>Administration / Operational</b>

*“And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.”*

Colossians: 3:17

## **BACKGROUND**

On March 15, 2019 the Ministry of Education announced the *New Vision for Education – Education That Works for You*, as outlined in their 2019:B08 memorandum. The information provides an overview of the vision and key elements that the Ministry proposes to modernize curriculum, modernize classrooms and empower educators to better prepare students for the realities of today's modern world.

The memorandum precedes the release of the 2019-2020 Grants for Student Needs (GSN) and technical paper, therefore the information is considered preliminary for planning the 2019-2020 budget. The Ministry of Education has indicated that further consultation will take place until the end of May 2019 to ensure all education partners can provide feedback on the proposed plans.

This report provides a preliminary analysis of the memorandum and potential impact to Dufferin-Peel Catholic District School Board (DPCDSB).

## **DISCUSSION**

The purpose of this report is to highlight proposed changes to education as presented by the Ministry of Education in their *New Vision for Education* memorandum as they attempt to modernize classrooms in Ontario.

### **Class Size and Attrition Protection**

Proposed class size changes for 2019-2020 include maintaining a board wide average of 24.5 in Grades 4 to 8 and increasing from 22:1 to 28:1 in secondary Grades 9 to 12 to more closely align with other jurisdictions across Canada. Kindergarten and primary Grades 1 to 3 would not be changed. The government plans to continue consultations with education partners regarding the proposed class size changes, however all boards have to proceed with staffing procedures now for the 2019-2020 year.

### **Potential Impact**

DPCDSB has always maintained a board wide average class size of 24.5 in Grades 4 to 8, therefore minimal impact will be realized in this area. However, the reduction in funded average class size from 23.84 to 24.5 will have an impact as shown in the GSN section below.

The change in secondary class size from 22:1 to 28:1 is significant. The Ministry has proposed a new attrition funding allocation that will top-up where the change in funded teachers exceeds the actual retirements and other voluntary leaves over a four-year period. This attrition protection does not cover declining enrolment or local priorities staffing changes.

### **E-learning**

Starting in 2020-21, the government will centralize the delivery of all e-learning courses provided to students throughout the province. The average class size would be adjusted to an average of 35 students to one teacher. In the memo, the government has identified that 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 (OSSD), equivalent to one credit per year, with exemptions for some students on an individualized basis.

#### **Potential Impact**

The government has identified that further information regarding delivery and structure of the e-learning course offerings will be provided to school boards closer to the 2020-2021 implementation date. Board staff will take Ministry of Education direction in order to comply with the new direction. Considerations such as preserving and protecting the Catholic nature of our program content and delivery, expectations for students who may be enrolled in a pathway not necessarily bound for OSSD completion, and semantics with regard student access to technology to obtain the e-learning credit (i.e., at school during the school day or away from school outside of school hours), will need to be clearly communicated and understood by school boards in order to ensure efficacy of implementation, integrity of programming, and opportunity for all students.

### **Hiring Practices**

Along with the memo that was released on March 15, the government also released a *Class Size Consultation Guide*. In the consultation guide, the government shares proposed teacher hiring practices plans and next steps which are guided by the following key goals:

- **Student Achievement:** Success and well-being of every child.
- **Protect Front Line Staff:** Improve access to employment opportunities for teachers.
- **Fiscal Responsibility:** Deliver services in an effective and efficient manner.
- **Evidence-based Decision Making:** Grounded in sound policy and empirical research.
- **Diverse Teaching Staff:** Enhance the quality of student education through a diverse teaching staff.

The proposed changes to Regulation 274 and School Board Hiring Practices include provisions by which teachers would be able to apply to a school board's single hiring pool for permanent positions in any

Ontario school board for which they are qualified and ensuring that new teachers would have direct access to apply to permanent positions in any school board. As well, removal of the maximum number of interviewees required for any vacant position are recommended. The proposed changes would result in the elimination of the Occasional Teacher (OT) roster and Long Term Occasional (LTO) list, amending the Regulation to provide the parameter for a separate OT hiring process.

To ensure transparency and accountability, Boards will be required to include measures to address conflicts of interest as part of the local hiring process. The government has provided a commitment to develop a Policy and Program Memorandum (PPM) to be developed on equity and diversity in hiring practices.

**Potential Impact**

The *Consultation* Guide puts forth an argument that this proposed model would provide increased mobility for teachers and ensure that teaching positions are filled by the right candidate, simplifying the hiring practice with the goal to reduce turnover in the classroom.

**Grants for Student Needs Funding (GSN)**

The GSN announcement for 2019-2020 and the accompanying technical paper are expected to be released by the end of April 2019, however some immediate financial impacts have been shared in the 2019:B08 memorandum.

The Local Priorities Fund (LPF), established during 2017-2018 collective bargaining, expires on August 31, 2019. Whether this funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. LPF funding for DPCDSB totals \$9.5 million.

**Potential Impact**

<b>GSN Area</b>	<b>Description</b>	<b>Financial Impact</b>
Grade 9 -12 Staffing ratio and Secondary Programming Amount	Funding adjusted from 22:1 to 28:1 <i>Financial Impact will depend on how the Attrition top-up is applied</i>	<i>To be determined</i>
ECE Funding ratio	1.14 FTE to 1.0 FTE	\$ (1.8) M
Grade 4-8 Staffing ratio	Funding adjusted from 23.84 to 24.5	\$ (2.5) M
Cost Adjustment Allocation		\$ (2.2) M
Human Resource Transition Supplement	One-time funding allocation	\$ (0.4) M
Classroom Loading Factor in Operations Grant & Renewal	Five year phase-in of new Supplementary Area Factor	<i>unknown</i>
Utilities Funding	2% cost update	\$ 0.2 M
Student Transportation Funding	4% cost adjustment	\$ 0.4 M
Student Transportation Funding	Funding for demonstrated efficient transportation consortia	<i>unknown</i>

## Technology (Broadband)

The Ministry identified that *all “Ontario students and educators will have access to reliable, fast, secure and affordable internet services at schools at a speed of one megabit per-second per-students in all regions of the province.”* This proposed increase in broadband technology is designed to support modernized and digital learning in the classroom. The project will be completed by 2021-2022 and will include all boards, schools and students.

### **Potential Impact**

DPCDSB recognized the importance of a robust infrastructure and continues to invest in an enterprise grade environment for all students and staff. As such, the existing DPCDSB technology infrastructure far exceeds the one megabit per-second, per-student speed as proposed by the Ministry.

While this initiative will benefit other school boards throughout the province, especially in rural and northern areas, it will have no impact on DPCDSB.

## Cellphones

In response to the feedback obtained by parents, students and teachers during the government’s consultation on education reform in the fall of 2018, the *Provincial Code of Conduct* will be updated to prohibit cell phone use in schools during instructional time as of September 2019. The memo indicates that use of personal mobile devices (e.g., cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator;
- For health and medical purposes; and
- To support special education needs.

### **Potential Impact**

The DPCDSB currently enacts policies and procedures with regard to cellphone use by teachers and students while on school property. Board Policy 25:00: *Students Using Personal Electronic Devices (PEDS) on Board Premises and/Or at Board Sanctioned Events for Educational Purposes* states that:

*“It is the policy of the Dufferin-Peel Catholic District School Board that students are permitted to use personal electronic devices (PEDs) on board premises and/or at board-sanctioned events for educational purposes in order to support learning, under the direction of staff and only with parent/guardian permission by the use of the personal electronic device used with WiFi Network Student Agreement.”*

Board staff will await to receive revisions to the *Provincial Code of Conduct* to ensure alignment of Board policy and procedure and work with the Communications and Community Relations Department to ensure clear and concise communication to all stakeholders regarding expectations for cellphone use during instructional time for students, educators, and visitors.

## **Education Quality and Accountability Office (EQAO)**

The memo articulates that EQAO can “provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.” The memo further identifies that the government is committed to working with 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.

### ***Potential Impact***

Board staff will await further direction from the government and implement new policies, procedures as they are communicated.

## **MODERNIZING LEARNING IN ONTARIO**

The government has made a commitment to “modernizing” learning and is committed to moving forward with changes in the following proposed areas:

### Math

The memo identifies that 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. The strategy will:

- Improve student performance in math;
- Help students solve everyday math problems; and
- Increase students; employability into the jobs of tomorrow.

As stated in the memo, the strategy will feature a new math curriculum for all students in all grades phased in over four years, emphasizing basic concepts and skills and contribute to students’ future success. The first elements of the new curriculum will be available in September 2019 and will be accompanied by parent and teacher print and online resources.

The government has also introduced legislation requiring teachers to pass a math content knowledge test in order to be certified by the Ontario College of Teachers (OCT). Furthermore, for teachers already employed, the government will provide funding to support additional qualification courses in math.

### Science, Technology, Engineering and Math (STEM)

The memo makes reference to preparing Ontario students for success by equipping them with the skills they need in STEM. There is an intention to partner with educators, students, parents, post-secondary institutions as well as industry leaders, and to revise the mandatory Career Studies Grade 10 course to be released in late May for implementation September 2019. There are also plans to revise the Business Studies and Computer Studies curricula focusing on developing job skills such as entrepreneurial skills, computational thinking and coding.

### Skilled Trades

The memo recognizes the success experienced by students through the Specialist High Skills Majors and Dual Credit programs. There are plans to 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 this high-demand career pathway. Board staff will await further direction in this regard, and anticipate that any movement forward will align with recent direction and support provided for elementary and secondary experiential learning.

### Financial Literacy

Financial Literacy can be found in various areas of current *Ontario Curriculum*; however, the memo makes reference to uplifting this area of focus by making it 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.

### Indigenous Education

The government is committed to work with Indigenous partners to strengthen Indigenous content and learning by revising the First Nations, Metis, and Inuit Studies curriculum for Grades 9 – 12 which will be released in late May for implementation in September 2019.

### Health and Physical Education (HPE)

Much of the government's public consultation in the fall of 2018 revolved around proposed changes to the HPE curriculum. Feedback from the consultation recommended the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for implementation in September 2019. In this period of transition from now until June 2019, the government expects that educators will continue using the 2018 curriculum, professional judgement, and age-appropriate resources to teach the students in their classroom.

Staff anticipate that the Institute for Catholic Education (ICE) and the Ontario Assembly of Catholic Bishops will also provide some direction with respect to the implementation of the new curriculum.

### Digital Curriculum

As part of its strategy to modernize the curriculum, the government has expressed a commitment to also modernize access to the curriculum by phasing in a digital platform to help educators, parents and students access curriculum and learning resources in a user – and mobile-friendly manner that will become increasingly interactive over time. The first phase of the resource will be launched in September 2019.

## **CONCLUSION**

The Ministry of Education's 2019: B08 Memo, *New Vision for Education* outlines various initiatives and direction to school boards for implementation in September 2019 and beyond. Staff has conducted a preliminary analysis of the contents of the memo. Although some direction has been provided to school boards as related to the various initiatives, the government has made a commitment to provide school

boards with further direction, as it becomes available, to ensure compliance with pending policy and regulation.

The Ministry has also invited partners to continue to provide consultation which will be received until May 31, 2019, and as such, staff will await further updates and next steps to be implemented in time for the next school year.

**THE FOLLOWING RECOMMENDATION IS PROVIDED FOR CONSIDERATION:**

- 1. THAT THE REPORT TO THE BOARD OF TRUSTEES, *REPORT ON NEW VISION FOR EDUCATION*, BE RECEIVED.**

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