



For further information on this agenda or how the Committee of the Whole meeting works, please contact, Nicole Guthrie, Manager of Board Services, at 596-8211 ext.8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)

**COMMITTEE MEMBERS:**

All Trustees

**STAFF:**

Camille Williams-Taylor, Director of Education and Secretary of the Board

**ASSOCIATION REPRESENTATIVES (NON VOTING):**

Ottawa-Carleton Assembly of School Councils (OCASC), Christine Moulaison, Alternate: Malaka Hendela

Ottawa-Carleton Elementary Operations Committee (OCEOC), Christine Lanos, Alternate: Rob James

Elementary Teachers' Federation of Ontario (ETFO), Elizabeth Kettle, Alternate: Brian Lesage,

Ontario Secondary School Teachers' Federation (OSSTF), Cathy Bailey (Teachers), Kelly Granum (OSSTF – OT), Nancy Akehurst (OSSTF - ESP, PSSU, PSSP, EA, PECCS), Alternate: TBC

Ottawa-Carleton Secondary School Administrators Network (OCSSAN), Rupi Bergamin and Steven Spidell  
Alternates:

Student Senate (OCSPC or STAC), TBC

Special Education Advisory Committee (SEAC), Rob Kirwan, Alternate: Mark Wylie

Advisory Committee on Equity (ACE) Harvey Brown, Alternate: Elaine Hayles

**DISTRIBUTION:**

All Board Members, Senior Administration

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**ABOUT COMMITTEE OF THE WHOLE (PUBLIC):**

- The Committee of the Whole (Public) is comprised of all members of the Board with the Vice-chair presiding.

**ABOUT THIS AGENDA:**

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works. please contact Nicole Guthrie, Manager, Board Services at 596-8211, ext. 8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)

**IN CAMERA MEETINGS:**

- Under provincial law, “A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,  
(a) the security of the property of the board;  
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;  
(c) the acquisition or disposal of a school site;  
(d) decisions in respect of negotiations with employees of the board; or  
(e) litigation affecting the board.”

**HOW TO APPEAR AS A DELEGATION:**

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
  - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
  - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Please note, if the Friday prior to the regularly scheduled Board meeting is a statutory holiday, then the deadline is 4:00 pm on Wednesday. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Manager of Board Services at 596-8211, ext. 8643 or [nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.

## COMMITTEE OF THE WHOLE PUBLIC AGENDA

**Tuesday, March 3, 2020, 7:00 pm**

**Board Room**

**Administration Building**

**133 Greenbank Road**

**Ottawa, Ontario**

**Pages**

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
6. Report from Statutory and Other Committees
  - 6.1 Advisory Committee on Equity, 23 January 2020 2
7. Matters for Action:
  - 7.1 Report 19-019, Process for the Advisory Committee Review (M. Giroux, ext. 8310) 12
8. Matters for Discussion:
  - 8.1 Report 19-024, Academic Staffing Plan for 2020-2021 (J.McCoy, ext. 8207) 18
9. Information Items:
  - 9.1 Report from OPSBA (if required)
  - 9.2 New Ministry Initiatives Update (if required)
  - 9.3 OSTA Update (if required)
10. New Business - Information and Inquiries
11. Adjournment





## ADVISORY COMMITTEE ON EQUITY REPORT

January 23, 2020

6:00 pm

Continuing Education - Library - Room C210

440 Albert Street

Ottawa, Ontario

Voting Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Ruth Sword (Spiritual Care in Secondary Schools), Riaz Mostaghim (Spiritual Care in Secondary Schools), Susan Cowin (Special Education Advisory Committee, Alternate), Ryan Doucette (Young Leaders Advisory Council)

Non-Voting Members: Rob Campbell (Trustee), Chris Ellis (Trustee), Dorothy Baker (Superintendent of Curriculum Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Joy Liu (Student Senator)

Staff and Guests: Shannon Smith (Superintendent of Instruction), Naya Markanastasakis (System Vice Principal ESL/ELD Programming K-12, Multicultural Liaison Officers in Schools), Nicole Guthrie (Manager of Board Services), Sue Rice (OCDSB), Ken Mak (OCDSB), Fatuma Samatar (OCDSB), David Sutton (OCDSB), Maria Teresa Garcia (Manager, Multicultural Liaison Officer Program, OCISO), Nimao Ali

### 1. Welcome

Chair Hayles called the meeting to order at 6:14 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

### 2. Approval of the Agenda

Moved by Sue Cowin,

THAT the agenda be approved.

Carried

### 3. Community Voice (delegations)

No delegations - Maxine unable to call in - technical difficulty she will be asked to an upcoming meeting.

3.1 Maxine Adwella - National Collaboration for Youth Mental Health

Ms. Adwella was unable to attend the meeting to present to the committee.

4. Review of Advisory Committee on Equity Report

4.1 28 November 2019

**Moved by Ryan Doucette,**

**THAT the 28 November 2019 Advisory Committee on Equity report be received.**

**Carried**

In response to a query regarding the workshop on unconscious bias as referenced on folio 2, Superintendent Baker noted that it was a part of a workshop presented by the District's Equity team and an element of the District's Equity Learning Plan. The workshop was delivered to all central staff. The District welcomed the insight and assistance of the Canadian Centre of Diversity and Inclusion (CCDI) equity, diversity and inclusion trainer, Renee Bazile-Jones in presenting the workshop to principals and vice-principals.

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

Superintendent Baker noted that the Annual Student Achievement Report (ASAR) and the Board Improvement Plan for Student Achievement and Wellbeing (BIPSAW) are available. She advised that the members may wish to invite central staff to provide a presentation on the reports at an upcoming meeting.

Superintendent Baker noted that a consultation on the revisions to the safe schools' policies will be held on the following dates.

Safe Schools Policy Community Consultation

Merivale High School - cafeteria

March 2nd

7:00 - 9:00 p.m.

Ottawa Technical Secondary School - cafeteria

March 4th

7:00 - 9:00 p.m.

Earl of March Secondary School

March 23rd

7:00 - 9:00 p.m.

Trustee Campbell remarked that many of the items on the long range agenda are identified as "to be confirmed". He queried the plan for reviewing the items and the creation of a more precise long-range agenda. Staff advised that ACE membership has been a top priority and that when the new members are in place a priority item will be to create a work plan and determine a long range agenda. It is anticipated that small working groups may be established to explore the work of the committee as it relates to the District's strategic plan.

In response to a query regarding the strategic plan and priorities, Superintendent Baker advised that each department has its own action plan with a tracking and monitoring system. She noted that her team is in the process of developing an equity action framework and anticipates this to guide the implementation of the strategic plan initiatives related to equity over the coming years.

#### 4.3 Action Tracking Report

The action tracking report was provided for information.

Diversity Coordinator Lawrence noted that there has been no change to the action tracking report.

### 5. Action/Discussion/Information Items

#### 5.1 ACE Membership

Diversity Coordinator Lawrence provided an update on membership. During the discussion, the following points were noted.

- A matrix of recommended candidates was provided;
- The matrix outlines members, alternates and waiting list members;
- Members may be utilized in working committees for each of the pillars of the 2019-2023 Strategic Plan as well as communication and membership sub-committee;
- Staff commented on the diverse group of applicants;
- Some of the candidates will be a part of a working group only, which will capture the experiences of their community;

- Several community organizations including Jaku Konbit, Algonquin College, Parents for Diversity and Youth Ottawa have indicated they will put forward representatives;
- An orientation session will be held on 27 February 2020;
- Ms. Ali noted that as a non-voting representative of ACE for several years, she experienced some confusion in completing the application and as a result, some spaces on her application were missed. Diversity Coordinator Lawrence advised that there will be a space for Ms. Nimeo and that the committee will continue to be an open space;
- Trustee Campbell queried the role of the alternates. Diversity Coordinator Lawrence noted that the members would be paired with alternates and that the voting member and the alternate would make arrangements among themselves to ensure participation in the event of absence;
- Section 4.17 of Policy P.00.GOV Advisory Committee on Equity notes that a member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice;
- Those individuals outlined on pages 3 and 4 of the matrix are individuals who are considered members at large and will be on a waiting list. Those individuals will be invited to attend meetings, engage and participate in the meetings;
- The draft procedure was used to inform the work of the membership sub-committee in the selection process;
- 613819 was supportive of the membership campaign and helped share and distribute communications regarding the committee but have declined to put forth an individual to sit as a community representative;
- The 27 February 2020 orientation session will onboard the new members. Members will elect a Chair at the first meeting of ACE with the new members;
- All members, both primary and alternate as well as members at large, may attend and participate in the meetings but only the voting member or their alternate may vote;
- Members at large and non-voting can be appointed to be representatives on other advisory committees as required.

**Moved by Ryan Doucette,**

**THAT the Advisory Committee on Equity accepts the recommendation of the membership committee.**



## **Carried**

### **6. Department Update**

#### **6.1 Superintendent's Report**

Superintendent Baker introduced new Superintendent Shannon Smith and noted that she will assume the portfolio that includes Continuing Education, Alternate schools, and Adult High School.

Superintendent Baker announced that Raigelee Alorut has accepted a position as the Strategic Planning Resource Advisor for the Ministry of Education in the Inuvialuit Settlement Region. Chair Hayles thanked Ms. Alorut for her participation and on behalf of ACE wished her all the best in her next journey.

Superintendent Baker introduced Naya Markanastasakis, System Vice-principal for ESL/ELD Programming and the Family Reception Centre. She noted that the Family Reception Centre welcomes families new to Canada, to the OCDSB, and families returning to the OCDSB. Through the intake and assessment service, the staff of the FRC advocate for each student so that their diverse educational and academic needs can be met. The FRC also utilizes Multicultural Liaison Officer(s) (MLOs) who provide relevant settlement information. She added that the FRC provides a supportive beginning for students and their families so that they can commence their educational journey on a positive note and eventually achieve personal excellence in learning.

Superintendent Baker announced that the District will be hiring a Human Rights and Equity Advisor (HREA). Reporting to the Director of Education, the HREA will work alongside senior system leaders to proactively address human rights concerns and foster cultures of respect for human rights and equity. The HREA's key responsibilities include supporting the District's efforts to identify and address systemically-based human rights and equity issues and build capacity to ensure compliance with the Ontario Human Rights Code. She noted that the HREA will be in place by the end of February 2020.

Superintendent Baker advised that the District will be advertising for two Graduation Coaches for Black Students. The Graduation Coaches will support Black students and act as mentors and advisors, collaborating with school-based and other staff and the broader community to identify and address barriers to engagement, learning, and well-being. The District will also be seeking an Indigenous Graduation Coach who will be assigned to Gloucester High School.

Ms. Cowin queried whether or not any thought has been given to the creation of a Disability Graduation Coach, she noted the importance of

strong mentors and assistance for students with disabilities and how the model could make a difference with students with disabilities.

Ms. Ali expressed the view that sensitivity training should be a priority. She noted that recent experiences in her child's school have highlighted the concern and that the District must educate its educators to be sensitive to issues of diversity.

Superintendent Baker advised that the District recognizes there is still work that needs to be done and that the Equity team endeavors to provide necessary training to principals, front line staff and teachers. The District's Equity learning plan is ongoing. She added that all staff will be completing Equity Learning Modules that were prepared with the assistance of the Canadian Centre for Diversity and Inclusion (CCDI).

Diversity Coordinator Lawrence advised that staff have engaged in module-based learning programs to learn the basics of equity language, and human rights and how to apply them to their environment. Staff aims to build capacity among staff to address sensitivity issues. She added that the training opportunity will be extended to both new ACE members and trustees.

Student Senator Liu expressed the view that as a student, she finds that the curriculum also requires alignment with an Equity framework. She noted that many of the required readings for English courses features books with white, male authors and predominantly white characters.

Superintendent Baker advised that while labour relations negotiations with both the Elementary Teachers' Federation of Ontario (ETFO) and Ontario Secondary School Teachers (OSSTF) unions are ongoing, educators are still working hard. The District recognizes the challenges for families and hopes the matter will be resolved soon.

## 7. Standing Items

### 7.1 Identity-based Data Collection

The survey closed on 19 January 2020 with several schools exercising the option to extend the administration of the survey until 24 January 2020 to allow for further student participation.

The District received 11,750 responses from parents of students in Kindergarten to Grade 6. This represents a response rate of 35 percent.

The District received 22,000 responses from students in grades 7 to 12. This represents a 62 percent response rate.

Ms. Samatar requested that the deadline be extended as she felt that she could encourage more of the parents she engages with to participate.

Superintendent Baker advised that staff contacted schools that had a 50 percent or lower response rate and provided assistance in the completion of the survey. She added that the strike had an impact on the collection in some instances as the data collection was part of the union's struck work.

## 7.2 OCDSB Mental Health Strategy 2019-2022

Staff advised that staff are preparing a literature review on mental health and Indigenous students and identifying mental health gaps for students of African descent. There are plans to engage with student focus groups and to listen to their experiences with mental health.

## 8. Committee Reports

### 8.1 Committee of the Whole

Mr. Brown noted that the Committee of the Whole (COW) meets the first and third Tuesday of each month and that he attended the 7 January and 21 January meetings.

During the discussion of his report and in response to queries, the following points were noted:

- The 7 January 2020 COW meeting featured a lengthy discussion on the English with Core French program. It was noted that structural changes to the program are required to provide equitable access to resources;
- Trustee Campbell noted that there are important differences in the outcomes of students in the English program for those living in poverty and with special education challenges that the committee may wish to monitor;
- Student Senator Liu expressed the view that among students there is a perception that French immersion students are smarter and the quality of the teachers is higher;
- The District's Mental Health Strategy was discussed at the 21 January 2020 meeting;
- Equity is generalized in the plan but it does not contain a specific reference to students of African descent. Diversity and the lived experiences of students is reflected but Mr. Brown expressed the view that the plan was weak in terms of key performance indicators and measurement tools;
- Ms. Ali noted that Muslim youth encounter stress related to their faith and queried how the District plans to address the issue. Superintendent Baker advised that the mental health strategy was prepared by Dr. Petra Duschner and the Learning Support Services

team and that it is written at a high level to respond to the Ministry. She encouraged the members to review the minutes of the COW meeting where the strategy was discussed and to bring their concerns and comments to the attention of Dr. Duschner. She added that she will also speak to Dr. Duschner to alert her to the issues of those with disabilities and students dealing with islamophobia;

- Program choice ultimately belongs to the parent;
- Members noted that it is important for parents of students in grades 8 and 9 to speak to their child's teachers about pathways and options at the secondary level;
- Some members expressed the view that it would appear that schools that have the most vocal parent councils seem to get the resources they seek. All schools should be provided with the resources required to ensure student success;
- Parents often feel unwelcome in the schools and many do not know how to communicate with the school administration;
- Student Senator Liu commented on the importance of public education on childhood development. She noted that families from low socioeconomic status may have difficulty advocating for their schools and their children;
- Ms. Garcia noted that the District's acknowledgment of mental health issues and its creation of a strategy to address the issues is an important step forward; and
- Trustee Campbell noted that the Board is ultimately accountable for student success through the decisions it makes on supports, program choices, and program locations.

## 8.2 SEAC

There was no update from the Special Education Advisory Committee.

## 9. New Business

Mr. Doucette invited members to participate in the many Black History Month events taking place in the city during the month of February including the official launch on 25 January 2020.

Student Senator Liu encouraged ACE members and guests to attend and speak at Student Senate meetings. She noted that the Student Senate is pleased to provide a student voice to a variety of education-related issues.

Diversity Coordinator Lawrence noted that Parents for Diversity will host a workshop on 15 February 2020 focussed on supporting the mental health of the

black child. She will provide members with more details as they become available.

Ms. Hussien encouraged members to be proactive in their support for those families impacted by the displacement and forced evictions within the Heron Gate Community. She noted that the children of these communities currently attend Arch Street Public School and Charles H. Hulse Public School.

Ms. Sword noted that Spiritual Care in Secondary Schools will have a new chair and are in the process of contracting a new coordinator. Spiritual Care in Secondary Schools intends to strengthen their caring presence and listening ear in schools and anticipates new representatives will be present at ACE. She expressed enthusiasm for the positive revitalization and transition happening within the organization.

Ms. Ali advised that she is currently involved with the chaplaincy at Carleton University. She noted the importance of spiritual care as a tool to aid in the support of students mental health and well-being.

Ms. Ali encouraged members to be supportive of the Muslim community as they approach the three year anniversary of the 29 January massacre. She noted that the Muslim community is still suffering and that local families may be affected by the tragedy.

Mr. Sutton encouraged ACE members to be mindful of their roles and responsibilities in developing an understanding and encouraging communication with partners to foster meaningful engagement.

10. Adjournment

The meeting adjourned at 8:39 pm.

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Elaine Hayles, Acting Chair, Advisory Committee on Equity





## **COMMITTEE OF THE WHOLE REPORT No. 20-019**

**3 March 2020**

### **Process for the Advisory Committee Review**

**Key Contact: Michèle Giroux, Executive Officer, Corporate Services, ext. 8310**

### **PURPOSE:**

1. To obtain approval for the process for a review and analysis of Ottawa-Carleton District School Board (OCDSB) advisory committees and their role in effective decision-making and community engagement.

Building authentic engagement with and among our communities is one of the goals of the Culture of Caring in the Board's 2019-2023 Strategic Plan. Some of the activities to build system capacity for engagement include initiating an advisory committee review and facilitating partnerships with community groups and agencies to enhance student learning and opportunities.

### **CONTEXT:**

2. For several years, the Board has identified a need for a review of its advisory committees as part of its ongoing governance practice improvements. The review will create an opportunity for advisory committee members, trustees and staff to review current practices, research and identify best practices, and make recommendations for change. The review will commence in the spring of 2020 and report back to Board in October 2020.

### **KEY CONSIDERATIONS:**

3. History of OCDSB Advisory Committees

Prior to amalgamation on 1 January 1998, the Ottawa Board of Education and the Carleton Board of Education had a number of advisory committees to provide advice to their individual Boards of Trustees. The newly amalgamated Ottawa-Carleton District School Board (OCDSB) began operations under the new Board's interim by-laws and standing rules for the period 1 January 1998 to 31 December 1998. The following special purpose committees and advisory committees were included in the interim by-laws:

- Special Education Advisory Committee;
- Anti-racism and Ethnocultural Equity Committee;
- Inter-Board Coordinating Committee for the Education of Pupils with Development Disabilities (agreement with Ottawa Catholic School Board);
- Supervised Alternate Programs for Excused Pupils Committee;
- Contractual Committees required under collective agreements; and
- Appeals and Expulsion Hearing Panels.

#### Current Statutory Committees Required by the Ontario *Education Act* and *Regulations*

- Parent Involvement Committee (*Regulation 612/00*);
- Special Education Advisory Committee (*Regulation 464/97*);
- Audit Committee (*Regulation 361/10*); and
- Supervised Alternative Learning Committee (*Regulation 374/10*).

#### Other Advisory Committees Established by Board Motion

- Advisory Committee for the Arts (Board, Policy P.065.GOV, August 1998);
- Alternative Schools Advisory Committee (Board, Policy P.065.GOV, August 1998);
- Advisory Committee on Equity (Board, Policy P.065.GOV, January 1998 and Policy P.008.GOV);
- Advisory Committee for Extended Day and Child Care Programs (Board, Policy P.111.GOV, January 2014); and
- Indigenous Education Advisory Council (Board, Policy P.140.GOV, 14 June 2018).

Some of the Board's advisory committees were established prior to the availability or general use of electronic and social media tools. As a result, a formal advisory committee structure was a direct way for the District to engage with and receive feedback from parents and the community.

The current environment is more complicated and has been affected by:

- An evolving organizational structure of the OCDSB, different legislative requirements, education policy priorities, an increased focus on diversity and equity, Indigenous education, and parental and community engagement;
- The establishment of administrative steering committees as directed in policy P.002.COM Board-Community Relations to consider matters of current interest in which there is a need for community involvement;
- Development of the Board's Strategic Plan for 2019-2023;
- Increased transparency/accountability measures;
- Increased opportunities to provide information and resources to assist the public in learning about advisory committees;
- Opportunities to gather public input on policy and program matters through public open houses, social media, task forces, community forums, zone meetings, working groups, focus groups, expert panels, online electronic surveys and questionnaires, District and school websites, or other mechanisms; and



- Higher expectations that the community has around public engagement.

#### 4. Current OCDSB Advisory Committees Included in the Review

The OCDSB By-Laws and Standing Rules include advisory committees under the umbrella of special purpose committees established by the Board by resolution or policy to provide advice in a specific area. The following five special purpose advisory committees are included in the review:

- Advisory Committee on Extended Day and Child Care Programs;
- Advisory Committee on the Arts;
- Alternative Schools Advisory Committee;
- Advisory Committee on Equity; and
- Indigenous Education Advisory Council.

Statutory committees are established in accordance with the *Education Act, Regulations* or other legislation for the purpose specified. The following two statutory committees are included in the review:

- Parent Involvement Committee; and
- Special Education Advisory Committee.

NOTE: Although the Audit Committee and Supervised Alternative Learning Committee are statutory committees required by the *Ontario Education Act*, they are not included in this review as their mandates are operational in nature and do not include a primary focus for providing advice to the Board.

#### 5. Scope of the Review of OCDSB Advisory Committees

In order to undertake a review, it will be necessary to gather information about our current structures and process. For each current OCDSB statutory and other advisory committee, the following information will be gathered and reviewed:

- Mandate/Terms of reference;
- Relevant legislation and OCDSB policies and procedures;
- Committee membership;
- Membership term limits;
- Quorum;
- Meeting and agenda protocols;
- Staff support provided to the committee;
- Recruitment, selection, appointment and resignation process for voting and non-voting committee members;
- Orientation, training and facilitation needs of advisory committees;
- Representation as non-voting members of Committee of the Whole and Committee of the Whole Budget as provided in policy P.110.GOV and procedure PR.644.GOV Consultation by the Board, Schools and School Councils with Constituent Groups and the Wider Community;

- Monthly and/or annual reporting requirements to the OCDSB Committee of the Whole and/or Board; and
- General observations.

#### 6. Creating an Advisory Committee Review Panel

In the spirit of “building engagement”, staff is recommending the creation of an Advisory Committee Review Panel to undertake a review of the advisory committees. Having an Advisory Committee Review Panel manage the review will be a key mechanism for keeping all advisory committees informed of the process as it moves forward.

It is suggested that the Review Panel would include two trustees: one trustee to act as Chair of the Advisory Committee Review Panel and a second trustee to be a member of the Panel. Each of the Board’s advisory committees would be invited to appoint a representative to the Advisory Committee Review Panel.

The Advisory Committee Review Panel may wish to explore the possibility of engaging an external consultant experienced in reviewing governance structures to provide input, facilitation, and/or audit services as an advisor to, or member of the Review Panel.

#### Mandate and Terms of Reference

The mandate and terms of reference for the Advisory Committee Review Panel would include the following:

- Review the current status of OCDSB advisory committees;
- Consider mechanisms for broader communication and consultation with other advisory committee members, parents/guardians, school councils, and the wider community
- Identify what works well for each advisory committee;
- Determine where there are any opportunities for growth to facilitate the role of advisory committees in effective decision-making and community engagement; and
- Make recommendations to the Committee of the Whole with respect to the structure and function of OCDSB advisory committees.

It will be important for the Review Panel to consider and respect the differences between the Board’s advisory committees. For example, the Arts and Alternative Schools Advisory Committees have very few members this year and there may be a better way to engage these audiences. The Indigenous Education Advisory Council has a unique structure that is viewed as an exemplary model across the province. Care must be taken to ensure the review process does not introduce challenges to that model as Council continues to establish its goals and membership.

#### 7. Key Findings and Recommendations

Following the consultation period, the Advisory Committee Review Panel will present a report to the Committee of the Whole in October 2020 on key findings and recommendations arising from the review of the Board’s advisory committees.

## RESOURCE IMPLICATIONS:

8. The cost of engaging an external expert to provide input or facilitate the work of the Panel, should the Advisory Committee Review Panel determine it to be appropriate, is estimated to be in the range of \$15,000.

## COMMUNICATION/CONSULTATION ISSUES:

9. It will be essential that the review provide an opportunity for members of the Board's current advisory committees, trustees, students, and administrative staff who provide support to the advisory committees to provide their perspective on:
  - The role and function of the committee as an advisory body, public consultation mechanism, and communication tool;
  - Do advisory committees meet the requirements specified in the *Education Act*, *Regulations*, or Board policies;
  - The expectations that advisory committee members have with their role;
  - How well current practices meet those expectations;
  - Voting and non-voting members representing the diverse demographic composition of the District;
  - Changes required to the committee membership selection and appointment processes; and
  - Other possible options or changes needed to address current challenges.

The consultation may include attendance at advisory committee meetings, focus group sessions, public meetings, an electronic survey or questionnaire, and written submissions.

## STRATEGIC LINKS:

10. Providing an up-to-date process that allows members of the OCDSB community to seek and/or provide meaningful consultation and engagement in a variety of ways is in alignment with the following goals of the 2019-2023 Strategic Plan :
  - Culture of Innovation - Promote collaborative environments which foster innovation and creativity;
  - Culture of Caring - Build authentic engagement with and among our communities; and
  - Culture of Social Responsibility - Improved decision-making and governance practices.

## RECOMMENDATIONS:

- A. THAT a review of Ottawa-Carleton District School Board advisory committees be undertaken as outlined in Report 20-019;

- B. THAT a special purpose Advisory Committee Review Panel be established with a mandate to manage the advisory committee review process; and
- C. THAT two trustees be appointed to the Advisory Committee Review Panel: one trustee to act as the Chair of the Advisory Committee Review Panel and a second trustee as a member of the Advisory Committee Review Panel.

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Michele Giroux  
Executive Officer, Corporate Services  
(ext. 8310)

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board



**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 20-024**

**03 March 2020**

**Academic Staffing Plan for 2020-2021**

**Key Contact: Janice McCoy, Superintendent of Human Resources**  
**613-596-8207**

**PURPOSE:**

1. To provide to Committee of the Whole (COW) for discussion, information with respect to the academic staffing plan for the 2020-2021 school year and to highlight areas being considered for recommended changes.

**CONTEXT:**

2. The approval of the annual budget is one of the most significant decisions made by the Board. Through that process, trustees can ensure that financial resources are aligned with the Board's priorities for improving student achievement and well-being, and for meeting any applicable legislated or contractual obligations.

Academic staffing represents a significant portion (almost 60%) of the total operating budget. The academic staffing plan covers all of the District's school-based and central teaching positions, including classroom teachers; guidance teachers; teacher librarians; student success teachers; school-based special education and English as a Second Language (ESL) teachers; and central instructional coaches and consultants.

The collective agreements with the Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO), and the Ontario Secondary School Teachers' Federation - Teachers Bargaining Unit (OSSTF), each set out specific timelines related to the staffing process. For example, Article L25.02 of the collective agreement with OSSTF requires that principals be notified of their schools' initial staff allocation by the second Monday in April (April 13), and principals are required to present a tentative organizational structure to the in-school staffing committee by the third Monday in April. (Article L25.07). The collective agreement with ETFO requires that the Elementary Staffing Committee be provided with the number of approved teaching positions for the upcoming school year by no later than the first Wednesday in April (April 1). In order to meet these timeline obligations, academic staffing levels need to be approved by the end of March, in

advance of the regular budget cycle. Once approved, Human Resources staff works closely with senior staff, principals and the joint staffing committees from April through June, and continuing over the summer, to ensure schools are staffed for the following year.

The academic staffing recommendation will also include the recommended complement of principals and vice-principals for next year. Although there is no requirement to bring these positions forward for approval at this time, vice-principal allocations are provided to schools as part of their staffing allocation in April. Principals need to accommodate the teaching portion, if any, of the vice-principal position when they are creating staff assignments and school timetables.

Prior to bringing forward the recommended staffing levels for approval, a discussion report is provided to COW in early March to outline preliminary thinking with regard to any potential changes to the discretionary areas of the academic staffing complement. This report includes a description of changes to academic staffing for next year, including changes driven by projected enrolment and those being considered to accommodate changing program needs, to meet strategic plan priorities and objectives or in anticipation of overall budget adjustment requirements. The discussion report provides trustees with an opportunity to inform staff's thinking and identify additional areas for consideration prior to the final academic staffing recommendations coming forward.

Once the academic staffing plan is approved by the Board, it is senior staff's responsibility to ensure the positions are allocated to schools and central department portfolios consistent with the Board's direction and aligned with District priorities. Principals are responsible for creating assignments and school organization structures that are compliant with regulatory and collective agreement obligations and which are consistent with creating the best learning conditions for students.

## **KEY CONSIDERATIONS:**

### **3. Principles that Inform the Academic Staffing Plan**

There are a number of considerations that impact the academic staffing plan for the District. In general, the academic staffing plan should:

- Align with the strategic priorities identified by the Board for improving student achievement and wellbeing;
- meet Ministry, regulatory and collective agreement obligations;
- maintain, to the extent possible, existing core services and supports provided by teachers;
- prioritize services and supports for students who may be at risk, students who have traditionally been underserved by typical structures, and students with the highest needs;
- consider the impact on the overall budget, including other staff supports that may be required to meet student needs and District priorities; and
- consider, but not be unduly constrained by potential funding and funding parameters.

These considerations are provided in more detail below:

### a) Compliance Considerations

There are several compliance considerations related to academic staffing levels, including regulatory, collective agreement and Ministry directives as follows:

- i) As set out in more detail in the addendum attached to Report No. 20-024, Ontario Regulation 132/12, Class Size, sets out both system average class size maxima for kindergarten, junior-intermediate (grades 1 to 4), and secondary (grades 9 to 12) classes, and individual class size maxima requirements for kindergarten and primary (grades 1 to 3) classes. Based on projected enrolments, staff determines the number of teaching positions that would be required to meet each of the regulatory requirements. By way of illustration, the projected enrolment for junior-intermediate students for 2020-2021 is 26,288, which would generate 1073 classrooms and 1073 classroom teachers (not including preparation time).

In 2019, for the first time in many years, the provisions of the regulation applicable to secondary classes were revised to reflect the government's stated intention of increasing the average class size from 22 to 28 students, over time, based on the rate of attrition of classroom teachers in each board. This issue remains a significant point of contention in the current round of collective bargaining. For reasons set out below, the change in regulation is not being reflected in the OCDSB's staffing projection.

- ii) Each of the collective agreements with ETFO and OSSTF (Teachers) also includes provisions which affect staffing levels. These are also discussed in more detail in the addendum to this report. Of most significance, are the staffing generators set out in the collective agreement with OSSTF (Teachers). These staffing generators are applied to the projected average daily enrolment (ADE) to generate the minimum number of teachers that must be employed in each category. The categories include: basic classroom staffing (classroom teachers assigned to credit generating or equivalent courses), which is approximately equivalent to a system class size average of 22:1, guidance teachers, and learning support teachers. In addition, the collective agreement requires that all secondary schools be assigned a 1.0 FTE teacher librarian. Notwithstanding the change in regulation outlined in paragraph a), the collective agreement provisions continue to apply pending any changes that might result from collective bargaining. On that basis, the academic staffing plan outlined in the addendum is based on the staffing generators in the current collective agreement.

The collective agreement with ETFO provides that each teacher is entitled to a minimum of 240 minutes of preparation time per week. From a staffing perspective, this means ensuring that additional teachers (0.19

FTE per 1.0 FTE classroom teacher) to the school to ensure that students are supervised during their classroom teacher's preparation time. Using the example provided above, an additional 203.87 FTE teachers would be required to provide coverage for preparation time for the 1073 junior intermediate classroom teachers.

Each of the collective agreements also provides for a staffing resource positions (0.67 FTE secondary teacher and 1.0 FTE elementary teacher) to support the work of the joint staffing committees. An additional 0.5 FTE elementary health and safety position is also established through the elementary collective agreement.

- iii) In addition to the regulatory and collective agreement obligations that impact staffing, there are also instances where staffing levels may be impacted by specific Ministry funding restrictions or parameters. For example, special education funding provided by the Ministry must be spent on special education supports, including human resources. In other cases, the Ministry provides specific special purpose funding normally aligned with a particular Ministry priority or initiative. For example, for the last two years, the Ministry has provided funding to engage 20.0 FTE teachers (Intermediate Student Success Teachers, or ISSTs) to support the transition of elementary students to secondary school.

**b) Provincial Funding**

The proposed academic staffing plan is in many respects, a balance of maintaining services and supports at a time when there is evidence of pending reductions in potential Ministry funding. Fortunately, enrolment in the OCDSB is projected to increase at both the elementary and secondary panels, allowing the District to maintain current classroom levels and other supports.

Funding for the 2020-2021 school year will not be confirmed until the release of the Grants for Students' Needs (GSNs), which are not expected to be announced until late March or early April. Following the GSN announcement, it typically takes Finance a couple of weeks to work through the technical papers to confirm available funding and/or changes from current funding levels. The academic staffing plan for next year has been developed in consideration of some uncertainty with regard to funding for next year.

**c) Academic Staffing and the Strategic Plan**

The approval of academic staffing provides an opportunity for the Board to ensure that resources are allocated in such a way as to support the priorities outlined in the 2019-2023 Strategic Plan.

While there is likelihood that overall discretionary funding may be reduced, the District must consider the allocation of human resources in support of its strategic priorities. This can be achieved through the addition of resources, the reallocation of resources and the reprioritization of the work of staff. The allocation of academic staffing is a first step in this process, and is further



supported by investments from targeted transfer payment agreements with the Ministry, and through the annual budget process.

The proposed increases in academic staffing for 2020-2021 are most notably aligned with our strategic priorities in the area of innovation, specifically, investments which help to support the pursuit of high learning expectations for all students in all programs. Each of the additions currently being considered are designed to support desired outcomes set out in the strategic plan, and further detailed in the addendum.

Some areas identified through the strategic plan have received investments in recent years, which will continue to have an impact. For example, the investment made this year to continue some of the positions originally added through LPF funding are very much aligned with the District's strategic priorities. Also, some areas will benefit from enhancements or investments outside of academic staffing, and will come forward as part of the recommended budget later in the spring.

A detailed overview of the academic staffing being proposed for 2020-2021 is outlined in the addendum to this report.

## **RESOURCE IMPLICATIONS:**

4. A summary of the costs associated with adjustments in academic staffing relative to the 2019-2020 budget, including changes in enrolment and discretionary changes being proposed, and included as part of the attached addendum.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. The recommended changes to academic staffing positions are the result of discussions among senior staff and based on feedback and input received from principals, central managers and others. In addition, staff has considered the priorities articulated by Board members during COW and Board meetings, as well as the comments made at previous COW Budget meetings. The discussion generated by this report will be considered when staff makes its final recommendations for staffing at the 24 March 2020 COW meeting.

## **STRATEGIC LINKS:**

6. Decisions related to the 2020-2021 Budget, including those related to academic staffing, should be guided by the priorities articulated through the strategic plan. This means ensuring, to the extent reasonably possible, that appropriate resources are in place to support the Culture of Innovation, Culture of Caring, and Culture of Social Responsibility identified in the current 2019-2020 Strategic Plan.

This report provides staff's professional opinion as to where academic staffing resources should be directed in order to have the greatest impact and benefit across the District.

## GUIDING QUESTIONS:

7. The following guiding questions are provided to support the discussion at Committee of the Whole:
1. Does the proposed plan for academic staffing support the Board's priorities for student achievement and wellbeing?
  2. Do the potential changes in the discretionary areas of academic staffing being considered align with current and future priorities, in particular, a commitment to high expectations for all students in all programs and achieving equitable outcomes for all students?
  3. Are the additional investments aligned with the District's commitment to maintain a fiscally responsible and sustainable budget?

## SUBMITTED FOR DISCUSSION

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Janice McCoy  
Superintendent of Human Resources

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Camille Williams-Taylor  
Director of Education and Secretary of the Board

Attach.

Addendum - Academic Staffing Report 2020-2021

Appendix A - Proposed Elementary Staff Chart

Appendix B - Secondary Staff Chart

Appendix C - Proposed Secondary Administration Chart

Appendix D - Potential changes to Academic Staffing



# **ACADEMIC STAFFING REPORT 2020- 2021**

**03 March 2020**

## Table of Contents

### Introduction

a. Academic Staffing Plan 2020-2021 – Overview .....	Page 2
b. Enrolment Projections .....	Page 2
c. Class Size Regulations .....	Page 3
d. Collective Agreement Provisions .....	Page 4

### Classroom Staffing

a. Elementary Basic Classroom Allocation .....	Page 5
b. Other School-based Elementary Supports .....	Page 5
c. Secondary Basic Classroom Allocation .....	Page 6
d. Other School-based Secondary Staffing .....	Page 6
e. Secondary Program Overlays .....	Page 6
f. Alternate Programs .....	Page 7
g. Adult High School .....	Page 7

### English Second Language (ESL) Staffing

a. Elementary .....	Page 8
b. Secondary .....	Page 8

### Special Education Staffing

a. Elementary .....	Page 9
b. Secondary .....	Page 10
c. Specialized Program Class Changes .....	Page 10

### Centrally Assigned Academic Staff

a. Elementary .....	Page 12
b. Secondary .....	Page 12

### Principals and Vice-Principals .....

Page 13

### Summary .....

Page 14

## Introduction

### a. Academic Staffing Plan 2020-2021 – Overview

The purpose of this document is to set out the elementary and secondary teacher staffing plan which senior staff will be recommending for the 2020-2021 school year. This includes school based positions, for example, classroom teachers, special education teachers, English as Second Language teachers (ESL), Student Success teachers, guidance teachers and teacher librarians. It also includes system or central positions, for example, special education consultants and instructional coaches.

The academic staffing plan is submitted for approval in advance of the annual budget process as a result of the staffing process timelines established in the collective agreements. There is some latitude to add , but not to decrease, positions later, because teachers cannot be declared surplus after a certain date, which is also established by the collective agreements. The surplus date for secondary teachers is the second Monday in May and the surplus date for elementary teachers is

For 2020-2021, academic staffing levels will remain relatively stable, with no significant changes being proposed from current levels or positions. As in previous years, a majority of the teaching positions identified are required by to ensure compliance with obligations arising from regulation (Ontario Regulation 132/12, Class Size) or collective agreement. In total, approximately 81% of elementary teaching positions and 88% of secondary positions are mandated. The basic classroom allocation, that is the teachers assigned to classroom positions, makes up the largest number of positions within each panel, generated either by class size regulation or by staffing formulae in the collective agreement.

### b. Enrolment Projections

The number of teaching positions required is, of course, directly tied to student enrolment. The academic staffing plan is developed based on preliminary enrolment projections, which means that positions which are tied to enrolment (e.g. classroom positions) are subject to change as the enrolment figures are adjusted. Projections are monitored and updated as required through the early spring and actual enrolments are confirmed in September. Formal enrolment count dates for purposes of funding are submitted as of 31 October and 31 March each year.

Enrolment projections have historically been within 1% to 2% of actual enrolments at the system level; however, there can be larger fluctuations on a school-by-school basis and this can impact class sizes and overall staffing levels. The last few years have seen larger than normal increases in actual vs. projected enrolment at the elementary level, resulting in more classes being added in the fall. The number of classroom teaching positions is adjusted, as required, to reflect changes in actual enrolment and to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval. The requirement to meet the regulated class size does not apply throughout the school year, but rather is tied to a particular date on which actual enrolment is used to reconcile staffing.

**c. Class Size Regulations**

As indicated above Regulation 132/12: Class Size, as amended, sets out the class size requirements that apply to elementary and secondary classes. School districts are required to ensure that these class size requirements are met as part of planning for the next school year (see chart below). Class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in Regulation 298: Operation of Schools – General (as amended).

<b>Division</b>	<b>Summary of Regulatory Requirements (Ontario Reg. 132/12)</b>		<b>Funding Divisor</b>
<b>Kindergarten</b>  does not include Early Childhood Educators (ECEs) allocation	26.0	maximum board-wide average class size	25.57
	29.0	class size limit for all boards (hard cap)	
	32.0	up to 10% of classes may exceed the hard cap, under certain conditions*	
<b>Grades 1 – 3</b>	20.0	at least 90% of classes must have this limit or fewer students	19.80
	23.0	class size limit for all school boards - hard cap	
	23.0	class size limit for mixed grade classes - hard cap (primary and junior students, eg. grade 3-4)	
<b>Grades 4 - 8</b>	24.5	maximum board- wide average class size	24.50
<b>Grades 9 - 12**</b>	22.0 plus attrition	maximum board-wide average class size	28.00

\*Conditions which allow for increases to kindergarten class size include:

- a) lack of purpose-built accommodation;
- b) where a program will be negatively impacted (e.g. French Immersion); and/or
- c) where compliance will increase kindergarten/grade 1 combined classes.

\*\* Secondary class size average increased for 2019-2020 through non-replacement of classroom teachers who retired or resigned at the end of the 2018-2019 school year. The same formula applies for 2020-2021, that is through non-replacement of teachers who retire or resign this year.

As an example of how the regulation affects staffing levels, there are projected to be 26,288 junior/intermediate (Grades 4 to 8) students attending the district next year. Applying the regulated class size average, this means the district will have a minimum of 1073 junior/intermediate classrooms next year, and a corresponding number of classroom teachers. The calculation of the number of primary classrooms is more complicated because it provides for class size maxima. The projected enrolment for grades 1 to 3 students next year is 14,223; applying the funding ratio of 18.99, generates 749 primary classrooms, requiring a minimum of 749 classroom teachers. Primary class positions are allocated on a school by school basis, depending on the projected enrolment for each school, to ensure they meet the class size maxima. A similar process is followed for kindergarten classes, where there is both a system average (26) and a class size maximum (29).

As outlined below, the class size provisions applicable to secondary classes do not affect the district's secondary classroom staffing, on the basis that local collective agreement language takes precedence.

**d. Collective Agreement Provisions**

In addition to the staffing timeline provisions mentioned earlier in this report, each of the elementary and secondary collective agreements also contains provisions that affect the number of teaching positions required in each year (see chart below):

Elementary Collective Agreement	Secondary
<p>Article L27.01 Preparation Time Each full-time teacher is entitled to a minimum of 240 minutes of preparation time in each five day cycle.</p> <p>L26 Staffing 1.0 FTE Staffing Resource (L26.04) LoU – Health and Safety Release Officer 0.5 FTE health and safety release</p>	<p>Article L21.03-Staffing and Working Conditions</p> <p>Staffing entitlements:</p> <ul style="list-style-type: none"> <li>• Basic staffing entitlement (BSE) (classroom teachers) – 55.242 FTE per 1000 ADE;</li> <li>• Teacher librarians – 1 per school;</li> <li>• Guidance teachers – 2.6 FTE per 1000 ADE; and</li> <li>• Learning support teachers – 1.41 FTE per 1000 ADE</li> <li>• Student Success teachers – 30.0 FTE</li> </ul> <p>L24 Secondary Staffing Committee 0.67 FTE staffing resource</p>

Note: Based on current collective agreements which expired 31 August 2019.

In the case of elementary, in simplest terms, the requirement to provide preparation time means that additional staff is required to cover the classroom teacher during their schedule preparation time. The 240 minutes equates to an additional 0.19 FTE for each classroom teacher. In the case of teachers who are not assigned directly to cover classrooms, their preparation time does not require additional staffing, in that it can be built into their regular timetable.

e) **Total Academic Staffing Plan for 2020-2021**

In summary, for the 2020-2021 school year:

- a total of **3224.33 FTE** elementary teaching positions is being proposed, of which **2633.07 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1718.67 FTE** secondary teaching positions is being proposed, of which **1507.83 FTE** are required based on the collective agreement (e.g., staffing formulae); and (Attachment B; and
- a total of **148.0 FTE** principal positions and **106.42 FTE** vice-principal positions is being proposed; (Attachment C)

## Classroom Staffing

a. **Elementary Basic Classroom Allocation**

The elementary classroom allocation for 2020-2021 is **2,597.57 FTE**, which is **45.26 FTE** higher than the number approved for 2019-2020. This figure includes the positions required to meet current Ministry class size requirements for kindergarten, primary (grades 1 to 3) and junior intermediate (grades 4 to 8) and the collective agreement mandated preparation time for classroom teachers. These positions are funded through the Grants for Student Needs school operations grant that uses a funding formula aligned with the class size regulation.

In addition to the above positions, **31.0 FTE** positions have been identified again for next year to address a multitude of unique staffing issues that can arise through the staffing process; **14.0 FTE** of these positions are used to ensure the mandated preparation time under the collective agreement can be met. The remaining 17.0 FTE are discretionary and are allocated to schools over and above their basic allocation, for various reasons. For example, a small allocation of needs may be granted to support a timetabling anomaly, to avoid an awkward surplus situation or to alleviate class size pressures that emerge through the fall, after the reporting date. The allocation is determined by human resources in consultation with senior staff, principals and the joint staffing committee.

b. **Other School-based Elementary Supports**

In addition to the elementary basic classroom allocation, there are **20.0 FTE** positions funded to support intermediate students to prepare for the transition to secondary school. These positions would continue subject to the funding continuing.

As part of the Learning Disability Specialized Intervention Program (LD SIP), students are integrated for one half of the day. In order to mitigate against the possibility of the integrated classroom becoming too large, a contingency of **4.76 FTE** positions has been established each year since the program was introduced and used, only as required, to create additional classes in the schools where the programs are located to support the integration of the students in the LD SIP. Since these positions are used to staff additional regular classrooms, they are funded outside of special education.



c. **Secondary Basic Classroom Allocation**

The classroom allocation for 2020-2021 is projected to be **1,331.50 FTE**, approximately **2.17 FTE** greater than the number approved for 2019-2020. This represents the basic allocation generated by the collective agreement formula and the projected average daily enrollment (ADE). An additional **20.0 FTE** is allocated to ensure that all staffing requirements under the collective agreement are being met on the verification date of September 30.

As indicated elsewhere, class size is a key issue at the bargaining table and changes resulting from that process could impact staffing levels for next year, and may require the Board to reconsider staffing at a later date.

d. **Other School-based Secondary Staffing**

The chart below identifies the other school based secondary teaching positions required by the collective agreement:

<b>Secondary - Required by Collective Agreement</b>	<b>FTE</b>
Library	<b>24.00</b>
Guidance	<b>62.67</b>
Student Success <i>includes credit rescue, credit recovery and student re-engagement</i>	<b>30.00</b>
<b>Total</b>	<b>116.67</b>

Until this year, specific funding was provided through the GSNs which generated approximately **22.17 FTE** for program enhancements, positions that were used to support schools to expand their program offerings across the three pathways available for students. The program enhancement funding was discontinued for 2019-2020, however, a contingency of **5.00 FTE** was approved for this year as an additional discretionary allocation to help mitigate the impact of the reduction. The **5.00 FTE** positions, which can support an additional 30 classes or sections, were allocated across a number of secondary schools. Staff will be proposing that these positions continue next year.

e. **Secondary Program Overlays**

In order to support additional programs or initiatives, there are currently 12.5 FTE additional teaching positions allocated over and above the school based positions required by the collective agreement. These additional positions, which are referred to as 'overlay' positions, may be added as a result of specific Ministry funding, or as an initial investment in a new program to allow it to become established. Appendix B provides a list of current program overlays. Examples of the overlays currently in

place include the 0.5 FTE position assigned to the Youth Services Bureau, the 0.67 FTE position assigned to the Urban Aboriginal Program.

The following additional secondary overlay positions are being proposed for next year for the purposes described below:

- 1) **An increase of 0.83 FTE allocation is required to support the implementation of the District's second International Baccalaureate program, specifically the transition from a semestered system to a non-semestered system at Merivale High School.**

As part of the implementation of the IB program at Merivale High School, the Board approved a staff recommendation to transition the school from a semestered to a non-semestered model, to be phased in over several years. This means that the school will be running, in parallel, semestered and non-semestered classes. The additional **0.83 FTE** over and above the school's basic classroom allocation will help support the transition.

- 2) ***An increase of 1.0 FTE allocation is being proposed to support the implementation of a School Within a College program in partnership with Algonquin College (SWAC).***

In an effort to modernize instruction, staff is planning to introduce a School within a College program (SWAC) for secondary school students next year. The SWAC program is a dual credit program in which secondary school courses are taught by secondary school teachers, and college dual credit courses are taught by college professors or instructors, within a collaborative learning community on a college campus. These programs are specifically aimed at engaging students who have the potential to succeed but are at risk of not graduating, and/or to re-engage students who have left school before graduating.

These positions, if approved, would bring the total number of program overlay positions in the district to 14.33 FTE.

f. **Alternate Programs**

The District currently runs four alternate programs for secondary school age students who require an alternate format and setting to complete their secondary school courses. In general, staffing is provided through the basic staffing complement generated by the staffing formula in the collective agreement. No changes are being recommended with respect to how these programs are staffed.

g. **Adult High School**

Adult High School enrolment is comprised of students who are under and over the age of 21, for staffing purposes, to align with the different funding provided for these students. Students under 21 attending Adult High School are counted for the purpose of generating the basic classroom complement, since they are funded in the same way. Additional staffing is generated for students over the age of 21 based on a discretionary formula (currently 30:1) that is tied to projected enrolment for this group of students. This year's proposed allocation of **33.17 FTE** represents an

increase of approximately 2.5 FTE over the number of positions approved last year, based on a higher than projected enrolment this year, is projected to continue next year and is reflected in the new staff allocation.

## English as a Second Language (ESL) Staffing

The District allocates teaching positions each year to support English Language Learners (ELL) attending its elementary and secondary schools. There are no contractual or regulatory requirements dictating the number of teaching positions in this area. The number of positions assigned to support the District ESL program is based on the current and projected number of ELL students, and their relative needs.

The Family Reception Centre (FRC) supports the assessment and placement of ELL. The workload within the FRC has increased significantly in recent years in support of the increase in the number of families and students whose first language is not English. Although some consideration was given to enhancing the staff at the FRC, a decision was made to defer at this point, and staff will continue monitoring the needs, with a view to future investments or a possible re-allocation of resources.

### a. Elementary

There are currently a total of **93.25 FTE** ESL positions allocated, which includes **89.25 FTE** positions directly providing support in schools, and **4.0 FTE** itinerant ESL teachers.

For 2019-2020, a decision was made to retain the 4.0 FTE positions that had been funded through the Local Priorities Funding for another year, although the funding was discontinued. No changes are being proposed for ESL staffing for 2020-2021, and staff will be recommending that the 4.0 FTE positions continue for next year.

### b. Secondary

The proposed allocation to support secondary English Language Learners for next year is **33.17 FTE**, which includes positions assigned to directly support ESL/ELD students in secondary schools and **2.0 FTE** ESL Central Orientation Class positions located at the Adult High School. This allocation represents a slight decrease of 0.33FTE from this year, as a result of the removal of the additional allocation provided to Gloucester High School to support the transition of Rideau High School students. Staff will be reviewing options for maintaining the current complement prior to the final academic staffing plan coming forward, including exploring other options for funding.

## Special Education Staffing

The District allocates a number of resources and positions to support special education students, either in specialized program classes or to support students in regular classrooms. Staffing supports include teaching positions, educational assistants and various professional student services positions assigned to schools or central departments. This report references teaching positions only; decisions relating to social workers, psychologists, speech and language pathologists and educational assistants are made during the budget process.

According to the grant regulations, all of the funding provided within the special education envelope must be allocated to support special education programs and students through staffing and other resources. The Ottawa-Carleton District School Board (OCDSB) has consistently budgeted and spent more to support special education than the funding envelope provides. Staff does not anticipate this pattern changing next year.

### a. Elementary

For 2020-2021 a total of **448.25 FTE** teachers proposed to support special education. The number of elementary special education teachers is, in general, subject to Board discretion, as there are no specific regulatory or collective agreement formulae. The breakdown is provided below:

<b>Elementary Special Education Teaching Positions</b>	<b>FTE</b>
Specialized Program Classes (including prep)	<b>172.70</b>
Learning Support Teachers (LST)	<b>114.00</b>
Learning Resource Teachers (LRT)	<b>121.50</b>
Learning Support Consultants (LSC)	<b>14.00</b>
Itinerant Teacher of Assistive Technology (ITAT)	<b>4.00</b>
Social Emotional Learning Teachers (SELT)	<b>3.00</b>
Hearing and Visual – Specialist Teachers	<b>19.05</b>
<b>Total</b>	<b>448.25</b>

The largest pool of special education teacher supports is the Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs). These positions are allocated to all elementary schools based on consideration of various factors including (a) total school enrolment; (b) the nature of the programs offered; (c) grade configurations; and (d) needs. The role of these teachers is primarily to support students identified with special education needs in the regular classrooms.

Itinerant social emotional learning teachers (SELTs) provide additional support to schools experiencing challenges related to exceptional students' behaviours, including developing strategies and building capacity at the school level.

As part of the 2019-2020 academic staffing complement, 17.0 FTE Learning Support Consultants were approved. This figure included 4.0 FTE Itinerant Teachers of Assistive Technology (ITATs). An additional 1.0 FTE LSC allocation was approved mid-year specifically to support students with ASD. This additional position is reflected in the staffing assigned for next year.

In addition, 1.0 FTE elementary specialized teacher supporting deaf and hard of hearing students will be reallocated to support a secondary specialized deaf and hard of hearing program class.

**b. Secondary**

There are currently a total of **135.0 FTE** special education teaching positions, which can be broken down as follows (see chart below):

<b>Secondary Special Education Teaching Positions</b>	<b>FTE</b>
<b>Required by Collective Agreement</b> Learning Support Teachers (LST)	<b>36.5</b>
<b>Discretionary Positions</b> Specialized Program Classes	<b>90.17</b>
Learning Support Consultants (LSC)	<b>3.0</b>
Itinerant Teacher of Assistive Technology (ITAT)	<b>2.0</b>
Learning Support Teachers (LST)	<b>0.33</b>
<b>Total</b>	<b>135.0</b>

**c. Specialized Program Classes**

Based on an assessment of current and anticipated future needs, Learning Support Services staff has identified potential changes to specialized program classes for next year. These changes are summarized in the following chart below. The projections for specialized program class needs for next year are based on the current cohorts advancing through the system, new enrollment and projected identification and placement of students.

Recommended Changes to Specialized Program Classes	FTE	
	Elementary	Secondary
Autism Spectrum Disorders (ASD) - 3 new classes	3.57	2.66
Behaviour Integration Program (BIP) - 2 new classes	2.38	
Dual Support Program (DSP) – 1 new class		1.33
General Learning Program (GLP) – 2 new classes	1.19	1.33
Primary Special Needs (PSN) – 1 new class	1.19	
Gifted – 2 fewer classes required based on advancement of current cohort and anticipated placements	-2.38	
Deaf/Hard of Hearing (D/HH) (reallocation of 1.0 FTE from elementary panel)		0.33
<b>Total</b>	<b>5.95</b>	<b>5.66</b>

Staff has identified a need for an overall increase of **5.95 FTE** elementary positions, which includes preparation time, to support seven (7) new elementary specialized program classes (net increase of 5).

Staff has identified a need for an overall increase of **5.66 FTE** secondary positions, which includes preparation time, for specialized program classes.

Although not currently reflected in the academic staffing plan, Learning Support Services has identified an additional need related to coordinating transition supports for students who are leaving the district, for example, because they have reached the age of 21 and no longer qualify to attend district programs. There is currently limited capacity to provide the supports required to ensure a successful transition for these high needs students or their families.

## Centrally-Assigned Academic Staff

### a. Elementary

There are currently a total of **21.5 FTE** centrally assigned teaching positions, including **19.0 FTE** discretionary teaching positions supporting Business and Learning Technologies (B&LT), Program and Learning K-12, and Early Learning. As part of the extension agreement funding a **1.0 FTE** Indigenous Education position was added as of 2017-2018. Consideration is being given to continuing this position, notwithstanding the end of the funding.

<b>Elementary Central Staff (2019-2020)</b>	<b>FTE</b>
<b>Mandatory Positions (Collective Agreement)</b>	
Staffing Committee Resource (OCETFO & OCDSB)	1.00
Health and Safety Resource (OCETFO & OCDSB)	0.50
<b>Discretionary Positions</b>	
Business & Learning Technologies	1.00
Instructional Coaches	18.00
Itinerant Indigenous Education Teacher	1.00
<b>Total</b>	<b>21.50</b>

Staff is considering recommending an increase of **4.0 FTE** in the number of central instructional coaches to increase capacity and effectiveness in numeracy (**2.0 FTE**) and literacy (**2.0 FTE**).

### b. Secondary

There are currently **17.67 FTE** centrally assigned discretionary teaching positions supporting B&LT and Program and Learning K-12. No changes are recommended to the number of central positions for next year.

<b>Secondary Central Staff</b>	<b>FTE</b>
<b>Mandatory Positions</b>	
Staffing Committee Resource (OSSTF & OCDSB)	0.67
<b>Discretionary Positions</b>	
Business & Learning Technologies Consultant	1.00
Instructional Coaches	16.00
<b>Total</b>	<b>17.67</b>

## Principals and Vice-Principals

The Board is not required to approve staffing levels for principals and vice-principals prior to the budget process; however, this information is included as many vice-principals have teaching responsibilities and the allocation of vice-principals should occur at the same time as other staffing to facilitate the creation of teaching assignments and timetables. As a result, the Board normally approves staffing levels for principals and vice-principals as part of the decision-making for academic staffing.

**Appendix C** sets out a summary of staffing levels for principals and vice-principals. In general, the number of school administrators, particularly principals, is driven by the number of schools in the District. The number of vice-principals assigned to a school is based on consideration of a number of factors associated with the school profile, including student enrolment, program and grade configuration, RAISE index and the number and nature of specialized program classes. Principal and vice-principal workload continues to be a concern, especially considering the increasing pressures in all schools associated with managing replacements behind staff absences, increasingly complex student behaviours and other demands.

Administration	FTE	
	Elementary	Secondary
<b>Principals</b>		
Schools	112.0	26.0
Centrally Assigned	4.0	6.0
<b>Vice-Principals</b>		
Schools	56.25	47.17
Centrally Assigned	2.0	1.0
<b>TOTAL</b>	<b>169.25</b>	<b>79.17</b>

At secondary, all but one secondary school is currently assigned a minimum of two vice-principals, although one or both may also have a small teaching assignment.

The allocation of vice-principals to elementary schools considers a number of factors including enrolment, the location of specialized program classes, socioeconomic factors and other information that helps to inform need.

For 2020-2021, staff will be recommending an increase of **1.0 FTE** in the total number of elementary vice-principals.

For 2020-2021, staff will be recommending an increase of **2.0 FTE** central principals to provide operational support and leadership to schools and support central portfolios,



such as concussion awareness and prevention, Commit to Kids program implementation and other supports to schools.

For 2020-2021, staff will be recommending that the vice-principal position currently assigned to the FRC be transitioned to a principal position to reflect the nature and level of responsibility of the role.

## Summary

In summary, the total number of academic staffing positions projected for next year will be maintained relatively unchanged, subject to changes directly tied to enrolment increases, and other changes in the discretionary areas of the academic staffing budget. Positions that were maintained this year in several priority areas such as ESL, Special Education and Indigenous Education will be recommended to be continued.

The following new investments are designed to support our desired outcomes of improved student achievement, increased graduation success in all pathways and increased sense of relevance and motivation for students:

- Addition of 4.0 instructional coaches to support instructional practice in targeted areas;
- Increase of 1.0 elementary VP FTE to better support schools;
- Additional 1.0 to support a School within a College (SWAC);
- Addition of 11.6 FTE to support specialized program classes (changes based on changing program needs); and
- Addition of .83 FTE to support the operation of the IB program at Merivale HS;

In some cases, an investment in academic staffing can support multiple strategic priorities. For example, the proposed increase of 2.0 FTE System Principals supports our desired outcomes to build leadership capacity in both Innovation and Social Responsibility.

The proposed academic staffing plan does not make any specific new investments in terms of our priorities under a Culture of Caring. This is an area that has received considerable investment in recent years, particularly in terms of enhancements to support equity. However, this is an area which will benefit from investments outside of the academic staffing process. Through targeted transfer payment agreements, the OCDSB is able to add the following positions to support work in this area; 1.0 Human Rights and Equity Adviser; 2.0 Black Student Graduation Coaches; and 1.0 Indigenous Student Graduation Coach.

Staff are continuing to monitor the provincial situation and potential changes impacting staffing, and will be prepared to respond appropriately as more information becomes available.

Summary of New Investment in Academic Staffing		
	Elementary (FTE)	Secondary (FTE)
<b>Mandatory - based on enrolment changes</b>		
Basic Classroom (plus secondary guidance increase of 0.17 FTE)	45.26	2.33
<b>Discretionary</b>		
Special Education - Specialized program classes	5.95	5.66
School based - Merivale HS transition		0.83
School within a College (SWAC) program (new)		1.0
Instructional coaches	4.00	
<b>Total</b>	55.21	9.66
<b>Principals &amp; Vice-Principals</b>		
School based Vice-principals	1.00	
Central Principals	1.00	1.00*

\*Central principal positions will be filled from among elementary and secondary candidates.

Costing information related to the potential changes is included in Appendix D to this Addendum.

02.26.20

Appendix A to Addendum for Report 20-024 Academic Staffing for 2020-2021

### Proposed Elementary Staff Staffing Chart for 2020-2021

	Approved for 2019-2020	2019-2020 October Actual	Proposed 2020-2021	change Oct to Proj	Proposed 2020-2021	
					Required by Contract or Legislation	Subject to Board Decision
<b>Enrolment</b>						
Enrolment (no Congregated Spec. Ed.)	48812.00	49000.00	49646.00 (ADE)	646.00		
Enrolment Congregated Spec. Ed.	1293.00	1343.00	1318.00	-25.00		
Total FTE	50105.00	50343.00	50964.00	621.00		
<b>Basic staff</b>						
Basic Total Staff	2143.00	2158.00	2181.00	23.00 (1)	2181.00	
Preparation time for basic	409.31	412.18	416.57	4.39	416.57	
Round Prep up to reduce needs requirement	14.00	14.00	14.00	0.00 (2)	14.00	
Needs Allocation	17.00	17.00	17.00	0.00 (3)		17.00
LD SIP Contingency with prep	4.76	3.57	4.76	1.19 (4)		4.76
Preparing for Success in High School (in school) (contingent on funding)	20.00	20.00	20.00	0.00	20.00	
	2608.07	2624.75	2653.33	28.58		
<b>ESL</b>						
In school and 5 itinerant. (0.5 OCENET funded)	89.25	89.25	89.25	0.00		89.25
Itinerant ESL	4.00	4.00	4.00	0.00		4.00
	93.25	93.25	93.25	0.00		
<b>Special Education</b>						
System Classes	141.75	140.00	140.00	0.00		140.00
Possible Increase System Classes			5.00	5.00 (5)		5.00
Prep. For System Classes	27.07	26.74	27.70	0.95		27.70
LST	114.00	114.00	114.00	0.00		114.00
LRT	121.00	121.50	121.50	0.00		121.50
SELT Social Emotional Learning Teachers	3.00	3.00	3.00	0.00		3.00
Hearing and Visual	21.00	20.05	19.05	-1.00 (6)		19.05
Learning Support Consultants	17.00	17.00	18.00	1.00 (7)		18.00
	444.82	442.29	448.25	5.95		
<b>Inclusive, Safe and Caring</b>						
Reality Check	2.00	2.00	2.00	0.00		2.00
First Place	2.00	2.00	2.00	0.00		2.00
	4.00	4.00	4.00	0.00		
<b>Curriculum Services &amp; Other (Central)</b>						
BLT Consultant	1.00	1.00	1.00	0.00		1.00
Instructional Coaches	18.00	18.00	22.00	4.00		22.00
Itinerant Indigenous Education Teacher	1.00	1.00	1.00	0.00		1.00
Staffing Committee Resource (OCETF/OCDSB)	1.00	1.00	1.00	0.00	1.00	
Health and Safety Resource (OCETF/OCDSB)	0.50	0.50	0.50	0.00	0.50	
	21.50	21.50	25.50	4.00		
<b>Total Staff</b>	<b>3171.65</b>	<b>3185.79</b>	<b>3224.33</b>	<b>38.54</b>	<b>2633.07</b>	<b>591.26</b>

## Notes:

1. Projected Basic Classroom Allocation: 2181 JK to Grade 8 classroom positions. This includes 749 Primary Grades 1-3 (18.99:1 average), 359 Kindergarten (25.57:1 average) and 1073 Junior/Intermediate (24.5:1 average). Kindergarten includes 1 FTE for the Inuit Children's Centre, funded from Aboriginal funding allocation.
2. 14 FTE have been estimated for rounding up. This will decrease the number of schools requiring needs to meet contractual obligations with regards to preparation time.
3. Needs are used to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues. Total of rounding up and needs is capped at 31.
4. LD SIP Contingency. Integrated LD SIP students can trigger the need for an additional class. These positions will be used as needed. 3.57 was used in the current 2019/20 school year.
5. Possible increase of 5.0 FTE for System Classes. 3 ASD, 2 BIP, 1 GLP, 1 PSN
6. 1 FTE DHH moving from elementary to secondary.
7. LSC increase of 1.0 FTE - approved mid-year 2019-2020.
8. 4.0 central instructional coaches



as of Feb 26, 2020

App. B to Adden. for Report 20-024 - changes from budget 2020-2021

Secondary Staff Staffing Chart 2020-2021					Required by Contract or Legislation	Subject to Board Decision
	Approved March 2019 for 2019/2020	Final 2019/2020	Projected 2020/2021	change		
<b>Average Daily Enrolment</b>						
Total Projected ADE (over and under 21)	25,090.12	24,596.70	24,988.57	391.83		
<b>Basic staff</b>						
Basic staff allocated for classrooms	1329.33	1319.83	1331.50	11.67	1331.50	
September 30 adjustment	14.00		14.00	14.00	14.00	
Needs Allocation	6.00	0.33	6.00	5.67	6.00	
	1349.33	1320.17	1351.50	31.33 1		
<b>Other in school staff</b>						
ESL/ELD	33.17	33.17	32.83	-0.33 2		32.83
OCENET funded	5.67	5.83	5.83			5.83
Tchr Librarians	24.00	24.00	24.00		24.00	
Guidance	62.50	62.17	62.67	0.50 3	62.67	
Program Enhancements	5.00	5.00	5.00		5.00	
Student Success	30.00	30.00	30.00		30.00	
Program Overlays	12.50	12.50	13.50	1.00 4		13.50
First Place	1.00	1.00	1.00			
YSB (Pfaff)	0.50	0.50	0.50			
Winning Attitudes	2.00	2.00	2.00			
Safe Schools (Suspensions Program)	2.00	2.00	2.00			
Native Studies Courses	3.67	3.67	3.67			
School Within a College (SWAC)			1.00			
Merivale IB Implementation			0.83			
Urban Aboriginal	0.67	0.67	0.67			
Arts/IB/Athletes co-ordinators	2.67	2.67	2.67			
Adult over 21	30.83	33.17	33.17			33.17
	203.67	205.84	207.83	2.00		
<b>Special Education</b>						
LST	39.83	39.50	39.83	0.33 5	34.00	5.83
LST (Extension Agreement*)						
System Classes/Programs	90.17	90.17	96.83	6.67 6		96.83
Learning Support	5.00	5.00	5.00			5.00
	135.00	134.67	141.67	7.00		
<b>Curriculum Services &amp; Other</b>						
BLT Consultant	1.00	1.00	1.00			1.00
Instructional Coaches	15.00	16.00	16.00			16.00
Secondary Staffing Resource	0.67	0.67	0.67		0.67	
	16.67	17.67	17.67			
<b>TOTAL STAFF ALLOCATED TO DATE</b>	<b>1704.67</b>	<b>1678.33</b>	<b>1718.67</b>	<b>40.33</b>	<b>1507.83</b>	<b>210.00</b>

- 1 Basic staff allocated for classrooms: 31.33 increase based on the change in projected ADE and historical increase in enrolment over the summer. The Sept. 30 adjustment and Needs positions are used to address difficult staffing issues and to avoid disruptions due to the number of small schools and small programs and to meet the 22 to 1 Ministry average class size and the collective agreement
- 2 ESL/ELD 0.33 decrease due to ESL tracker at Gloucester (.67 to .33 like other schools)
- 3 Guidance 0.50 increase due to collective agreement enrolment changes
- 4 Program Overlays 1.83: 1.00 Algonquin Partnership, 0.83 IB Program
- 5 LST 0.33 increase. Collective agreement enrolment changes
- 6 Specialized Program Classes 5.33 plus 1.33 D/HH from elementary including 0.33 prep
- Notes: Status quo assumed for staffing subject to Board Decision  
 Adult over 21 based on status quo, note that projected ADE is down  
 OCENET status quo  
 LST includes: 34.00 formula on SSS + 2.50 increase last year, Bd to offset loss of ext agreement + 2.33 Bd historical + 1 ALT Bd



02.18.20

## Appendix C to Addendum for Report 20-024 Academic Staffing for 2020-2021

## Proposed Secondary Administration

## In School Staffing Chart 2020-21

In Schools	Actual 2019-2020	Proposed 2020-2021	change
Principals	26	26	0.00
Vice Principals	47.17	47.17	0.00
Total in school allocation	<b>73.17</b>	<b>73.17</b>	<b>0.00 (3)</b>

## Proposed Elementary Administration

## In School Staffing Chart 2020-21

In Schools	Actual 2019-2020	Proposed 2020-2021	change
Principals	112	112	0.00
Vice-Principals	55.25	56.25	1.00 (4)
Total in school allocation	<b>167.25</b>	<b>168.25</b>	<b>1.00 (1)</b>

## Proposed Central Administration Staffing 2019-2020

Central	Actual 2019-2020	Proposed 2020-2021	change
Principals	8 *	11	3.00 (2)(5)
Vice-Principals	3	2	-1.00
	<b>11</b>	<b>13</b>	<b>2.00</b>
Total Administration	<b>251.42</b>	<b>254.42</b>	<b>3.00</b>

Notes:

**Secondary**

P. Safe Schools  
 P. Curriculum Services - Innovation and Adolescent Learning  
 P. Curriculum Services - Secondary Program and Learning  
 P. Continuing Education  
 P. Learning Support Services  
 V.P. B&LT

**Elementary**

P. Learning Support Services  
 P. Curriculum Services -Elementary Program  
 P. Curriculum Services -School Effectiveness and Early Years  
 V.P. Indigenous Education  
 V.P. English Language Learning

Notes:

3 - secondary schools were allocated only 47.17 of the 47.5 previously allocated NLM  
 4 - 2.0 VP in elementary proposed  
 5 - 3 Central Principals proposed to be paid at secondary rate





# Potential Changes to Academic Staffing for 2020-2021

## Preliminary

Elementary		
	FTE	Cost
<b>Subject to Board Decision - Teaching Staff</b>		
Net Increase in Specialized Program Classes	5.95	\$639,577
Increase in Instructional Coaches	4.00	\$412,872
Reaslocation to Secondary - Specialized Teacher (Hearing and Visual)	(1.00)	(\$107,492)
<b>Sub-Total</b>	<b>8.95</b>	<b>\$944,957</b>

Secondary		
	FTE	Cost
<b>Subject to Board Decision - Teaching Staff</b>		
Increase to Support Merivale IB Program Transition	0.83	\$88,306
School Within a College Program - Partnership with Algonquin (New)	1.00	\$106,393
Increase in Specialized Program Classes	6.65	\$713,937
<b>Sub-Total</b>	<b>8.48</b>	<b>\$908,637</b>

Administration		
	FTE	Cost
Increase in Vice-Principals	1.00	\$133,779
Increase in Central Principals	2.00	\$298,434
Vice-Principal to Principal Position (Family Reception Centre)		\$15,438
<b>Sub-Total</b>	<b>3.00</b>	<b>\$447,651</b>

	FTE	Cost
<b>Total</b>	<b>20.43</b>	<b>\$2,301,245</b>

ADE based Changes (From Approved 2019-2020 Budget)		
	FTE	Cost
Elementary Teachers (38.0 FTE Teachers + Preparation Time)	45.26	\$4,671,647
Secondary Teachers (2.17 Basic Staff + .17 Guidance Teacher)	2.34	\$248,960
<b>Total</b>	<b>47.60</b>	<b>\$4,920,606</b>

Grand Total		
Board Decisions, Administration and ADE Based Changes	<b>68.03</b>	<b>\$7,221,851</b>