



ACADEMIC STAFFING REPORT 2023-2024

Updated March 24, 2023

Introduction

1. Academic Staffing Plan – Overview

This document sets out the elementary and secondary academic staffing plan for the 2023-2024 school year. Academic staffing includes school based positions such as classroom teachers, special education teachers, English as Second Language (ESL) teachers, guidance teachers and teacher-librarians. It also includes system or central positions such as special education consultants, instructional and equity coaches, principal and vice principal allocations.

Academic staffing consists of classroom teaching positions and discretionary academic positions.

- Classroom teaching positions are generated either by regulation (*Ontario Regulation 132/12, Class Size*) or by staffing formulae in the elementary and secondary collective agreements, representing approximately **81%** of elementary teaching positions and **88%** of secondary positions.
- Discretionary academic positions include those assigned to support Indigenous education, special education and English as a Second Language programs, and centrally assigned positions in various departments, such as instructional and equity coaches.

The academic staffing plan is the first step of the annual budget process. The staffing timelines are established in collective agreements and are based on timelines necessary to plan timetables and assign staff for the upcoming school year. Unfortunately, the Ministry often does not release the Grants for Student Needs (GSN) in alignment with academic staffing timelines. This means that the Board is required to make academic staffing decisions before there is a full understanding of the budget reality for the upcoming school year. This is not a significant issue for formulae driven staff positions, but it can be problematic for forecasting discretionary academic staffing positions.

This year, staff is recommending an academic staffing plan for 2023-2024 that includes an overall reduction of 21.23 full-time equivalent (FTE) positions in our discretionary staffing allocation due to the current budget deficit.

The District was advised by the Ministry on March 24, 2023 that the Supports for Students Fund (SSF) is expected to continue for the 2023-2024 school year and we should plan for this funding consistent with the previous use. This was welcome news, as that funding provides 32 positions; 21 elementary academic full-time equivalent (FTE) and 11 secondary academic FTE positions.

Following the approval of academic staffing by the Board, it is possible to add positions as part of other budget deliberations, but it is not possible to decrease positions in some areas. This is because teachers cannot be declared surplus after a certain date. The surplus date is May 1 for elementary teachers and the second Monday in May for secondary teachers.

2. Enrolment Projections

Enrolment for 2023-2024 is projected to be stable at secondary and increase slightly at elementary relative to last year’s projected and actual enrolments.

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

Enrolment projections have historically been within 1% to 2% of actual enrolments at the system level; however, there can be greater fluctuation at the school level and this can impact class sizes and overall staffing levels. The number of classroom teaching positions is then adjusted to reflect changes in actual enrolment and to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval.

3. Class Size Regulations

Ontario Regulation 132/12 sets out the class size requirements that apply to elementary and secondary classes. Class sizes for specialized program classes are subject to distinct regulatory caps, differentiated by exceptionality, as set out in *Ontario Regulation 298, Operation of Schools – General*.

Division	Summary of Regulatory Requirements (Ontario Reg. 132/12)		Funding Divisor
Kindergarten <i>does not include Early Childhood Educator (ECE) allocation</i>	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*	
Grades 1 – 3	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)	

Grades 4 - 8	24.5	maximum board- wide average class size	24.50
Grades 9 - 12	23.0	maximum board-wide average class size	23.00

* *Conditions that allow for increases to Kindergarten class size include:*

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

As an example of how the regulation affects staffing levels, student enrolment projections are 26,958 for junior-intermediate (Grades 4 to 8) next year. Applying the regulated class size average, this means the District will have a minimum of 1101 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 14,521; applying the funding ratio of 18.99 generates 765 primary classrooms, requiring a minimum of 765 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).

The requirement to meet the regulated class size does not apply throughout the school year, but rather is tied to a particular date near the beginning of the school year.

4. **Collective Agreement Provisions**

In addition to staffing timelines, the elementary and secondary collective agreements contain provisions that affect the number of teaching positions:

Elementary Collective Agreement	Secondary Collective Agreement
<ul style="list-style-type: none"> ● Article L27.01, Preparation Time: <ul style="list-style-type: none"> ○ Each full-time teacher is entitled to a minimum of 240 minutes of preparation time in each five day cycle ● Article L26, Staffing: <ul style="list-style-type: none"> ○ L26.04, 1.0 FTE Staffing Resource ● Letter of Understanding: 	<ul style="list-style-type: none"> ● Article L21.03, Staffing and Working Conditions: <ul style="list-style-type: none"> ○ Basic Staffing Entitlement (BSE) (classroom teachers) – 23:1 (or the regulated class size average) ○ Teacher Librarians – 1 per school; ○ Guidance Teachers – 2.6 FTE per 1000 ADE; and

<ul style="list-style-type: none"> ○ 0.5 FTE Health and Safety Release Officer 	<ul style="list-style-type: none"> ○ Learning Support Teachers – 1.41 FTE per 1000 ADE ● Article L24, Secondary Staffing Committee: <ul style="list-style-type: none"> ○ 0.67 FTE Staffing Resource
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The requirement to provide elementary teacher preparation time means that additional staff is required to cover the classroom teacher during their scheduled preparation time. The 240 minutes equates to an additional 0.19 FTE for each classroom teacher. Teachers who are not assigned directly to classrooms do not require additional staffing as their preparation time can be built into their regular timetable.

5. Total Academic Staffing Plan - Summary

- **3292.33 FTE** elementary teaching positions are proposed, of which 2669.34 FTE are required by the collective agreement (eg. preparation time) or legislation (Appendix A); and
- **1692.34 FTE** secondary teaching positions are proposed, of which 1456.00 FTE are required based on the collective agreement staffing formulae (Appendix B).
- The allocation for principals and vice-principals is explained in paragraph 18.

	Elementary (FTE)	Secondary (FTE)
Required Academic Staffing (includes basic classroom, prep time & collective agreement requirements)	2669.34	1456.00
Discretionary Academic Staffing	636.56	243.50
Recommended Reductions ¹	-13.57	-7.16 ²
Total Academic Staffing	3292.33	1692.34
Total Staffing Costs	\$352M	\$176M

¹The recommended reductions in discretionary teacher staffing represents less than 0.50% of the overall academic staffing FTE.

²This does not include the 0.50 reduction to central principal as it is only reflecting teaching positions. More detailed information about the costs and allocations for academic staffing is included in the addendum to this report.

Classroom Staffing

6. Elementary Basic Classroom Allocation

The elementary classroom allocation for 2023-2024 is **2667.84 FTE**, which is **152.26 FTE** higher than the number approved for 2022-2023. (This figure does not include the 1.5 FTE for collective agreement based positions.) This figure includes positions

required to meet current Ministry class size requirements for Kindergarten, primary (grades 1 to 3), 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 (GSNs) school operations grant that uses a funding formula aligned with the class size regulation.

Elementary Basic Classroom Allocation vs. Last Year			
	2022-2023	2023-2024	Delta
FTE	2515.58	2667.84	+152.26

Needs Allocation

In addition to the above positions, **31.0 FTE** positions are included as a “needs allocation.” This allocation is used to address a multitude of unique staffing issues that can arise through the staffing process. For example, 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 the People, Culture and Leadership team in consultation with senior staff, principals and the joint staffing committee.

7. 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 are funded specifically as part of the elementary pupil foundation grants and no change is anticipated to this funding for next year.

As part of the Learning Disability Specialized Intervention Program (LDSIP), students experience a partially integrated model. A contingency of **4.76 FTE** positions is established and used, as required, to create additional classes in the schools where the programs are located to mitigate the pressure in large integrated classrooms. Since these positions are used to staff additional regular classrooms, they are funded outside of special education.

8. Secondary Basic Classroom Allocation

The classroom allocation for 2023-2024 is projected to be **1301.67 FTE**, approximately **39.33 FTE** more than the number approved for 2022-2023. This represents the basic allocation generated by calculating the number of full-time classroom teachers required to meet the class size average of 23:1 based on the projected average daily enrollment (ADE).

Secondary Basic Classroom Allocation vs. Last Year			
	2022-2023	2023-2024	Delta

FTE	1262.34	1301.67	+39.33
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An additional **20.0 FTE** is allocated each year to ensure that all staffing requirements under the collective agreement are being met on the verification date of September 30.

9. Other Mandated School-Based Secondary Staffing

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

Secondary Required by Collective Agreement	FTE
Library	25.00
Guidance	64.00
Total	89.00

10. Student Success

Student success positions are allocated across all secondary schools. At this time, the base of **30 FTE** non-discretionary student success positions remains in place for next year.

11. Secondary Program Overlay Positions

The secondary program overlay positions are used for extra sections to support specific programs or initiatives. Appendix B provides a list of current program overlays, including the School Within a College program offered in partnership with Algonquin College, the teacher assigned to the Youth Services Bureau, and teachers assigned to support the Urban Aboriginal Program. Appendix B shows a total of **19.33 FTE** overlay positions that are in place this year.

12. Alternate Programs

Staffing for the four secondary alternate programs is provided through the basic staffing complement generated by the staffing formula in the collective agreement.

13. Adult High School

Adult High School enrolment includes both students who are under 21 (but over 18) as well as those who are over the age of 21. For staffing purposes, each of these cohorts is considered separately, to align with the differences in the way funding is provided. Specifically, students attending Adult High School who are under 21 are included as part of the larger student enrolment for the purpose of generating the basic classroom complement. Additional staffing is generated to support students over the age of 21 based on a discretionary formula (currently 30:1). This year's proposed allocation of **33.17 FTE** to support the cohort of students over 21 is the same as previous years, but will be adjusted upwards or downwards through the spring as the over 21 enrolment at Adult High School becomes clearer.

English as a Second Language (ESL) Staffing

14. 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 ESL teaching positions. 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 students whose first language is not English.

a. **Elementary ESL**

There are currently a total of **97.25 FTE** ESL positions allocated, which includes 89.25 FTE positions directly providing support in schools. There are no additional positions being recommended in this area for 2023-2024.

b. **Secondary ESL**

The current allocation to support ELL is **33.17 FTE**, which includes 25.17 positions assigned to directly support ESL/ELD students in secondary schools, 2.0 FTE ESL Central Orientation Class positions located at the Adult High School, and 6.0 FTE ESL itinerant teachers. OCENET also provides additional staffing to support international students attending OCDSB schools.

Special Education Staffing

15. The model for the delivery of special education programs and services is established by each school district as approved annually in the Special Education Plan. Across the province, a wide range of program delivery options exist to support similar student learning profiles in each district. The OCDSB has a long history of allocating a significant amount of the special education budget to fully self-contained special education classes or specialized program classes. These types of classes have class size maximums based on the learning profile of the students (e.g., a specialized program class for students with severe learning disabilities may not exceed eight pupils).

While low ratio classes can provide enhanced staffing resources in some cases, schools are continually impacted by lack of qualified staff and high staff turnover in some specialized program classes. Additionally, this approach can separate students from their home communities, significantly increase transportation time to and from school, provide a more restricted range of peers and a higher ratio of students presenting with complex needs in a congregated setting. Among other complexities are the costs for transportation and challenges associated with accommodation of programs in all schools (i.e. as schools in the south and west do not have room for additional classes, those schools with additional classroom space tend to host more specialized program classes). The current referral model requires an intensive investment of professional student support (i.e., psychology, speech-language pathology) in order to complete formal assessments which then

reduces the time that can be allocated to supporting students in classrooms and building capacity of educators.

In some districts, there are none or very few fully self-contained classrooms and all students are supported in regular classrooms in their community school. Other districts offer a model that provides many fully self-contained classrooms or offer specialized classes that accommodate a select range of learning profiles (e.g. focusing exclusively on significant cognitive impairment or complex presentations of autism) versus the OCDSB model which provides exceptionality specific support for all exceptionalities (except for Blind/Low Vision which is an entirely integrated model). Further, we are increasingly understanding that student profiles are complex and often overlap in various ways (e.g. students can often have co-existing exceptionalities such as Learning Disability with Autism).

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 OCDSB has consistently budgeted and spent more to support special education than the funding envelope provides.

The current budget process affords an opportunity to reflect and reframe the District's approach to special education programming. In doing so, careful consideration needs to be given to staff capacity, appropriate support and current educational research. However, the recommended changes below reflect some of the learning that has occurred over the last several years to initiate some slight shifts in approach.

a. Elementary Special Education

There are currently **450.55 FTE** special education teaching positions, which are broken down in the chart below. The number of elementary special education teachers is, in general, subject to local discretion, as there are no specific regulatory or collective agreement formulae.

The largest groups of special education teacher supports are the Learning Support Teachers (LSTs) at the elementary and secondary levels and Learning Resource Teachers (LRTs) in the elementary panel. These positions are allocated to all schools based on consideration of various factors including, for example, school enrolment, programs offered at the school, grade configurations, and needs. The role of these teachers is primarily to support students identified with special education needs in regular classrooms although their responsibility extends to supporting specialized program classes if present in the school.

Learning Support Consultants (LSCs) provide direct support to schools and families. While not exhaustive, their responsibilities include liaising between schools and central supports, specialized program class support, Individual Education Plans (IEPs), acquisition of Specialized Equipment Amount (SEA), safety plans, behaviour management plans in complex situations and are key members of the school-based multi-disciplinary team.

Itinerant Social Emotional Learning Teachers (SELTs) provide additional support to schools experiencing challenges related to exceptional student behaviours, including developing strategies and building capacity at the school level. SELTs were established when the Support for Students Fund (SSF) was first allocated to school districts. The OCDSB has come to understand the benefit of this layer of support. While also Behaviour Management Systems (BMS) trainers, SELTs support complex situations that might otherwise result in suspension or exclusion while helping the student to develop prosocial skills and behaviours and coaching/modeling for teachers, EAs and Early Childhood Educators.

Elementary Special Education Teaching Positions	Current FTE	Recommended Changes
Specialized Program Classes (including prep)	165.55	-3.57
Learning Support Teachers (LST)	116.50	
Learning Resource Teachers (LRT)	122.50	
Learning Support Consultants (LSC)	13.00	-2.00
Itinerant Learning Disabilities (LD) Teacher	1.0	
Itinerant Autism Spectrum Disorder/Developmental Disabilities Teacher	3.0	
Itinerant Teacher of Assistive Technology (ITAT)	4.0	
Social Emotional Learning Teachers (SELT)	3.00	
Hearing and Visual – Specialist Teachers	22.00	
Total	450.55	-5.57

Recommended Changes

A reduction of 2.0 FTE elementary Learning Support Consultant (LSC) positions is recommended. In order to minimize the impact to schools, the workload will be redistributed among the remaining LSCs as well as prioritizing where their time is devoted.

Elementary Specialized Program Classes

While the vast majority of students with special education needs are supported in the regular classroom at the elementary level, there are 11 types of specialized program classes that support students with specific exceptionalities and/or learning profiles. A total of 146 elementary specialized program classes are currently offered and are distributed across 66 school sites.

The District operates 10 Primary Special Needs (PSN) specialized program classes. These classes support students in grades 1 to 3 who are experiencing difficulties in learning and adaptive skills. Students at this young age present

with a broad range of developmental abilities. However, a student who enters a PSN at 6 or 7 years of age will typically spend their remaining academic careers in a specialized program class. The District's renewed focus on reading skills and developmentally appropriate programming for students in regular classes can support these students quite well.

By reducing 3.57 FTE (including preparation time) PSN teachers, the District is afforded the opportunity to work toward supporting students in a more inclusive way by opening up new pathways at secondary that will allow for some credit attainment and help to open doors for students post-graduation (see section on secondary specialized program classes). Additionally, delaying the decision to place a student in a specialized program class may alter trajectories/pathways by allowing these decisions to be made at a time when the diagnostic impression of the students becomes more clear.

b. Secondary Special Education

There are currently **150.67 FTE** special education teaching positions, which can be broken down as follows (see chart below).

As part of a school team of support staff (i.e., Student Success Teachers, Guidance), Secondary Learning Support Teachers (LSTs) support students with special education needs in their schools through the provision of a resource room, writing IEPs, and in-class support, as well as support for destreaming.

Secondary Special Education Teaching Positions	Current FTE	Recommended Changes
Required by Collective Agreement Learning Support Teachers (LST)	34.67	
Discretionary Positions		
Learning Support Teachers (LST)	5.83	-5.83
Specialized Program Classes	104.17	+4.67
Learning Support Consultants (LSC)	4.00	
Itinerant Teacher of Assistive Technology (ITAT)	2.00	
Total	150.67	-1.16

Recommended Changes

As not all secondary schools are allocated discretionary LST sections, the reduction of these sections will require some schools to adjust their special education delivery model, as well as alternative ways to support inclusive classrooms. Program and Learning (PAL), along with Learning Support Services (LSS) and Innovation and Adolescent Learning (IAL), will continue to work together to support educators in inclusive classrooms. Some of this support includes releasing school teams (e.g., administrators, department heads, student success teachers) to participate in professional learning opportunities.

c. Secondary Specialized Program Classes

At the secondary level, there are 10 types of specialized program classes that support students with specific exceptionalities and/or learning profiles. While the majority of students with special education needs are supported in regular classrooms/courses, approximately 80 secondary specialized program classes are offered and these are distributed across 23 sites.

Over the last several years, a large number of specialized program classes to support students with autism spectrum disorder (ASD) have been added at the elementary level. In order to accommodate the large number of elementary students entering the secondary panel, an additional 2.67 secondary academic FTE (including preparation time) are required to support the addition of two additional secondary ASD specialized program classes. It is important to note that ASD classes are also supported by 2.0 FTE EAs per class (i.e., 4.0 FTE EAs) which will need to be considered as part of the overall board budget.

The District also has a large number of students entering the secondary panel who are in the elementary General Learning Program (GLP). Students with this learning profile are served in a variety of ways. Traditionally, some of these students move to their community high school or to one of the adaptive high schools while others continue to be supported in secondary GLP classes. Aligned with current academic literature evaluating the impact of congregated programming for students with mild intellectual disability, the District has begun to explore providing a partially integrated pathway that would allow students to earn credits in inclusive courses (e.g., destreamed course, L-level pathways) while also receiving support in a special education class for a portion of the day.

In order to continue to scale up this pathway, it is recommended that an additional 12.0 discretionary secondary sections (equivalent of 2.0 FTE secondary teaching staff) be added to allow for some flexibility in providing support to students in this partially integrated model.

Centrally Assigned Academic Staff

16. Elementary Central Staff

The current allocation for elementary central academic positions is outlined in the chart below:

Elementary Central Staff	Current FTE	Recommended Changes
Mandatory Positions (Collective Agreement)		
Staffing Committee Resource (OCETFO & OCDSB)	1.00	
Health and Safety Resource (OCETFO & OCDSB)	0.50	
Discretionary Positions		
Business & Learning Technologies (B<) Coach	2.00	-1.00
Instructional & Equity Coaches	26.00	-7.00

Elementary Central Staff	Current FTE	Recommended Changes
Mandatory Positions (Collective Agreement) Staffing Committee Resource (OCETFO & OCDSB) Health and Safety Resource (OCETFO & OCDSB)	1.00 0.50	
Itinerant Indigenous Education Teachers	2.00	
Total	31.50	-8.00

Recommended Changes

The proposed reduction in the number of coach positions will change from 30.50 to 22.50. This District will continue the instructional coach model, but will shift from specific instructional areas (technology, science, arts, literacy, numeracy). Program and Learning will work with other departments, schools and partners to develop a less siloed, more generalist model at the elementary level and will provide more opportunities for cross-curricular support while still aligning with District identified areas of greatest need.

17. Secondary Central Staff

The current allocation for secondary central academic positions is outlined in the chart below:

Secondary Central Staff (2021-2022)	FTE	Recommended Changes
Mandatory Positions Staffing Committee Resource (OSSTF & OCDSB)	0.67	
Discretionary Positions Business & Learning Technologies Consultant Instructional & Equity Coaches*	1.00 18.00	-6.00
Total	19.67	-6.00

**Includes increase of 1.0 FTE for Jewish Equity Coach position, approved by Board in January 2023.*

Recommended Changes

At the secondary level, the total proposed reduction in instructional coaches is 6.0, which would result in a complement of 13.67 secondary instructional coach positions. Similar to the elementary coach model, these positions currently tend to be specialist positions (science, arts, numeracy, co-op, guidance) and the delivery model will be reimagined. Given some of the highlights in the recent provincial budget, it is possible that school districts may see some targeted funding for secondary programming related to skilled trades, co-operative education and career planning.

Principals and Vice-Principals

18. The Board is not required to approve staffing levels for principals and vice-principals prior to the budget process; however, the proposed staffing for administrators 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.

The current allocation for principals and vice-principals is as follows:

Current School Administration	Current FTE	Recommended Changes
School Based Principals		
Elementary Schools	114.50	+1.00
Secondary Schools	27.00	+0.50
School Based Vice-Principals		
Elementary	59.75	+1.00
Secondary	50.00	+0.50
Centrally Assigned Principals	15.00	-0.50
Centrally Assigned Vice-Principals	1.00	
Total Principals	156.50	+1.00
Total Vice-Principals	110.75	+1.50
TOTAL	267.25	+2.50

Recommended Changes

The number of principal and vice principal allocations will increase by 0.5 FTE (principal) and 1.0 FTE (vice principal) to support the opening of the second school in the Half Moon Bay community. These costs will be fully funded as part of the funding formula. At this time, it is anticipated that there will be a need for additional 0.5 FTE principal allocations to support the new school construction in Vimy Ridge and Stittsville. Given that these positions would not begin prior to January/February 2024, these allocations will be reviewed and addressed in the June budget recommendations.

A reduction of 0.50 FTE is recommended for the central Secondary Operations Principal position. This role would work collaboratively with Program and Learning (PAL), Experiential Learning and other divisions in the implementation of key initiatives for the first half of the school year, with additional school operations support provided by Superintendents and other system leads.

Supports for Students Fund (SSF)

19. The District was advised by the Ministry on March 24, 2023 that the Supports for Students Fund, subject to labour negotiations, is expected to continue for the 2023-2024 school year and we should plan for this funding consistent with the previous use. As such, the 32.0 FTE positions allocated to the elementary and secondary panels since 2018 will continue as follows, with no impact to the academic staffing budget.

Positions Funded through SSF	FTE
Elementary	
English as a Second Language (ESL) Teachers	9.00
Learning Support Teachers (LST)	5.00
Learning Resource Teachers (LRT)	3.00
Social Emotional Learning Teachers (SELT)	3.00
Itinerant Indigenous Education Teacher	1.00
Secondary	
Program Enhancements (distributed throughout system)	5.00
Support for Students (distributed throughout system)	6.00
Total	32.00

Summary of Recommended Changes

20. The following is a summary of the recommended changes to discretionary academic staffing positions for the 2023-2024 school year:

Position	FTE	Cost Impact
Central Coaches - Elementary	-8.00	-\$860,200
Central Coaches - Secondary	-6.00	-\$658,779
Principals and Vice-Principals		
Secondary Principal, Operations	-0.50	-\$75,317
Special Education - Elementary		
Learning Support Consultants (LSC)	-2.00	-\$218,394
Primary Specials Needs (PSN) Classes	-3.57	-\$389,833
Special Education - Secondary		
Learning Support Teachers (LST)	-5.83	-\$652,301
ASD Specialized Program Classes	+2.67	+\$298,738
Sections to Support Partially Integrated GLP	+2.00	+\$223,774
Total	-21.23	-\$2,332,312

