



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

**03 March 2020**

**Academic Staffing Plan for 2020-2021**

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**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