



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

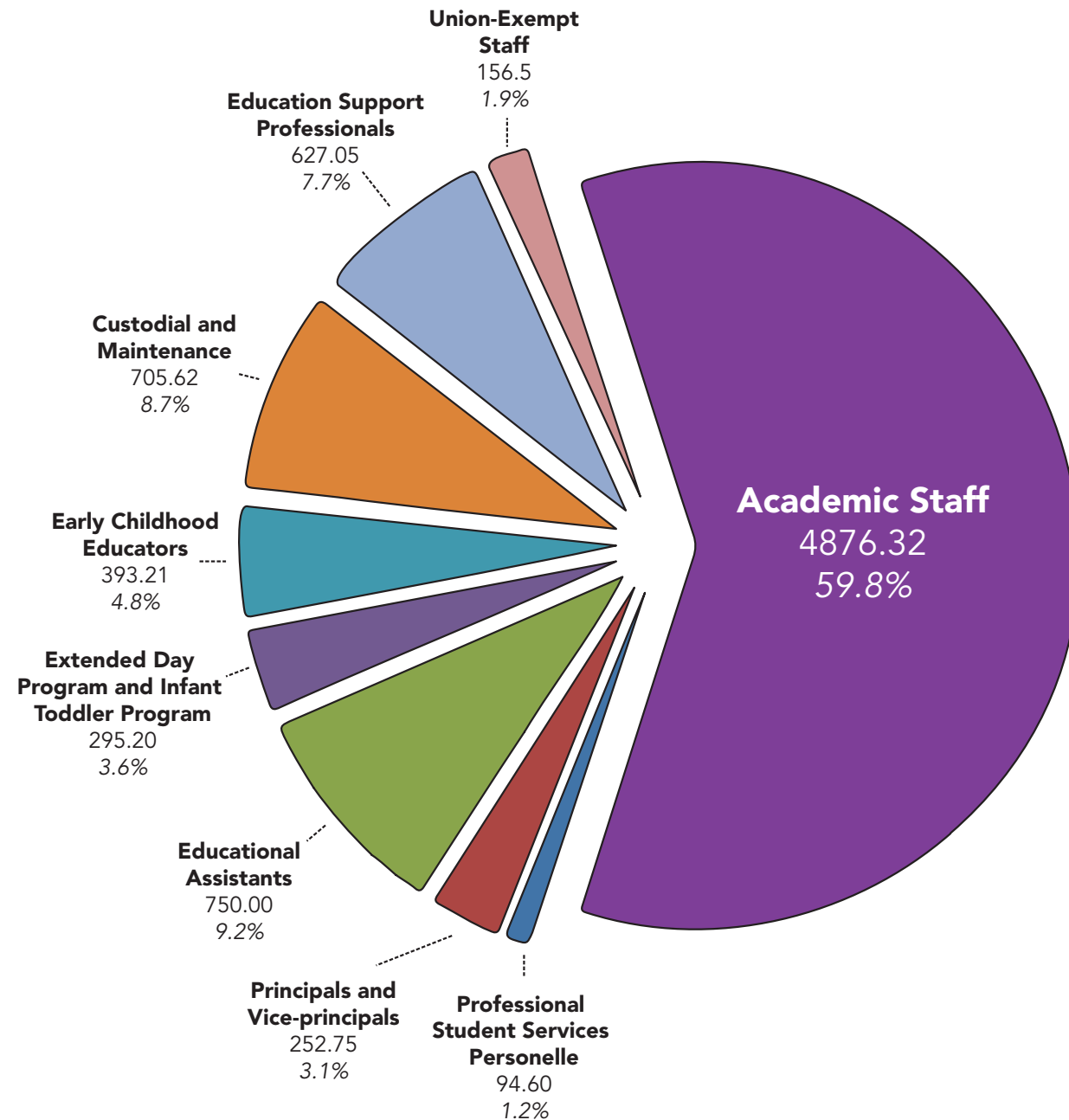
Academic Staffing 2020–2021

Creating a Culture of...
Innovation, Caring and
Social Responsibility



2019–2020 Approved Budget Staffing

Displayed by FTE and Percentage of Total



Note: 83.8% of the Academic Staffing budget is mandated.



What Informs Our Practice in Academic Staffing?

VISION

Strategic Plan

- high expectations for all students in all programs
- differentiation and timely intervention
- equitable and inclusive classrooms
- effective parent and community engagement

Innovation for Change

- specialized programs and staff supports

COMPLIANCE

Collective Agreements:

- staffing formulas
- teaching assignments and preparation time
- qualifications

Regulatory and Legislative Requirements

- Reg. 132/12, Class Size Regulation
- Reg. 274/12, Hiring Practices

ROLE OF TRUSTEES

Approval of annual budget, including staffing levels, aligned with District priorities for improving student achievement and wellbeing; meet legislated and collective agreement obligations.

ROLE OF SENIOR STAFF

Implementation of budget decisions; effective allocation of staffing resources across schools and departments.

ROLE OF PRINCIPALS

Creating conditions to meet student achievement and wellbeing goals; effective use of resources through staffing assignments. Lead and supervise the instructional core; organize, deploy and supervise staff; carry out operations for safety and compliance; collaborate with the community

OPSBA Guide to Good Governance, 2018





Staffing for Student Success



School Supports

Principals & Vice-Principals

- Lead and supervise the instructional core
- organize, deploy and supervise staff
- carry out operations for safety and compliance;
- collaborate with the community

Classroom Teachers

provide quality instruction to students in the subjects or classes assigned to them

Teacher Librarians (secondary)

develop student literacy, support teachers' classroom programs, and develop the library as a technological hub in the school

English as a Second Language Teachers

collaborate with classroom teachers on strategies to support the needs of English language learners, or provide instruction in a congregated English Language Development class

Intermediate Student Success Teachers (ISST)

support intermediate students to prepare them for the transition to secondary school through credit recovery and student re-engagement strategies

Guidance Counsellors/Teachers (secondary)

provide direct individual support by connecting parents and students to community and school resources and offering post-secondary and career planning services

Special Education Teachers

Learning Support Teachers (LST) in elementary and secondary schools and Learning Resource Teachers (LRT) in elementary schools collaborate with classroom teachers on strategies and supports for students in special education, support the IPRC process and administer educational assessments

Specialized Program Classroom Teachers

provide quality instruction for students with varying special education needs in one of the District's 200+ specialized program classes

System Supports

Itinerant Central Supports

Hearing & Visual Teachers

assigned to support blind and low vision, or deaf and hard of hearing students

Social Emotional Learning Teachers (SELT)

collaborate with school based staff on strategies to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

Differentiated Learning Formats

Alternate Programs, Adult High School, School Within a College (SWAC), Ontario Youth Apprenticeship Program (OYAP)

support unique needs of some students to learn in a differentiated setting and format

System Level Supports

Instructional Coaches

partner with teachers to improve teaching and learning in areas of literacy, numeracy and so on, so students are more successful

Indigenous Education Teacher

support classroom teachers in creating tasks/activities that reflect First Nations, Metis and Inuit perspectives and histories

Learning Support Consultants (LSC)

provide support and coaching to school based staff to support students with special education needs in the regular classroom and specialized programs through a tiered intervention approach



OCDSB's Annual Academic Staffing Cycle



Legend:
LTO = long term occasional teaching assignment
OT = occasional teacher



Examples of School Models

Sample Elementary Model	Sample Secondary Model
Description	Description
Kindergarten to grade 8 <ul style="list-style-type: none"> Dual track Early French Immersion and English with Core French 1 specialized program class 	Grade 9 to 12 high school <ul style="list-style-type: none"> English as a Second Language (ESL)/English Language Development (ELD) program, French Immersion, Core French 5 specialized program classe
Enrolment of 561 students <ul style="list-style-type: none"> 97 kindergarten students Early French Immersion (EFI) students: 120 primary (grades 1 to 3) 202 junior intermediate (grades 4 to 8) English students: 35 primary 99 junior intermediate 	Enrolment of 1055 students
School Organization	School Organization
<ul style="list-style-type: none"> 4 Kindergarten classes 14 EFI classes: <ul style="list-style-type: none"> » 2 grade 1, 1 grade ¹/₂, 1 grade ²/₃, 2 grade 3 » 1 grade 4, 1 grade ⁴/₅, 1 grade 5, 2 grade 6 » 1 grade 7, 1 grade ⁷/₈, 1 grade 8 6 English classes: <ul style="list-style-type: none"> » 1 grade ¹/₂, 1 grade ³/₄ » 1 grade ⁴/₅, 1 grade 6, 1 grade 7; 1 grade 8 1 specialized program class 	<ul style="list-style-type: none"> 199 grade 9s — 77 classes or sections 227 grade 10s — 83 classes or sections 238 grade 11s — 81 classes or sections 379 grade 12s — 120 classes or sections
Staffing	Staffing
<ul style="list-style-type: none"> 1 principal, 0.5 vice-principal 25 FTE classroom teachers 4.78 FTE preparation time coverage 1 LST teacher, 1 LRT teacher, 0.25 ISST 0.29 “needs” 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 33.82 FTE total staff 	<ul style="list-style-type: none"> 1 Principal, 2 vice-principals 78.33 FTE teachers, including: 2.33 LST 2.66 guidance teachers, 1.0 full-time teacher librarian 6.17 ESL/ELD teachers 1.83 student success teachers 5.33 specialized program class teachers 60 classroom teachers 81.33 FTE total staff



Next Steps

March 3, 2020	Academic Staffing - Discussion Report
March 24, 2020	Academic Staffing - Final Report
April 2020	Tentative Academic Position Allocations Distributed to Schools
April 2020	Principals Develop Teaching Assignments
May – June 2020	Elementary and Secondary Teacher Transfer and Hiring Process
May 25, 2020	Staff Recommended Budget
May 31, 2020	Tentative Educational Assistant (EA) Assignments Shared
June 22, 2020	Board Approval of Staff Recommended Budget

**Published by Communications and
Information Services — January 2020**



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