



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 20-031

24 March 2020

Academic Staffing for 2020-2021

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

PURPOSE:

1. To provide the 2020-2021 academic staffing plan to the Board for approval.

CONTEXT:

2. The context surrounding the approval of academic staffing was discussed more fully in Report 20-024, presented to the 3 March 2020 Committee of the Whole (COW). In summary:
 - the approval of the annual budget is one of the most significant decisions made by the Board, and ensures 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; and
 - 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.

Staff has also reviewed the feedback from the Committee of the Whole discussion on 3 March 2020 and has made clarifications in the report in response. This includes:

- clarification of the tables in the Addendum to reflect 2019-2020 approved staffing, recommendations for 2020-2021 and the resulting changes;
- clarification of the tables in the Addendum to include all specialized classes, as appropriate;
- clarification of the number of elementary system classes; and

- additional information regarding the School Within a College (SWAC) program has been provided in supplemental Trustee Memo No. 20-036, distributed 6 March 2020.

The academic staffing plan or budget is presented for approval in advance of the full operating budget in order to allow the academic staffing process to proceed in alignment with collective agreement staffing processes. The collective agreements with the Ottawa-Carleton Elementary Teachers' Federation of Ontario (OCETFO), and the Ontario Secondary School Teachers' Federation (OSSTF) - Teachers Bargaining Unit (TBU), each set out specific timelines related to the staffing process. For example:

- a) Article L25.02 b) of the OSSTF collective agreement requires that principals be notified of their schools' initial staff allocation by the second Monday in April (13 April 2020), and Article L25.07 requires that principals present a tentative organizational structure to the in-school staffing committee by the third Monday in April (20 April 2020); and
- b) Article L29.01 a) of the Elementary Teachers' Federation of Ontario (ETFO) collective agreement 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 (1 April 2020).

Staff is also seeking approval for 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.

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, through Human Resources and the joint staffing committees, 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 Academic Staffing Levels

As outlined in Report 20-024, presented at the 3 March 2020 COW, there are a number of considerations that help to inform or influence 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 well-being;
- meet Ministry, regulatory and collective agreement obligations related to the number and/or the nature of teaching positions established by the District;
- 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 of any proposed changes to academic staffing on the overall budget, including on 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.

Some of these considerations are discussed in more detail below:

a) Academic Staffing and the 2019-2023 Strategic Plan

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

Given the likelihood that overall discretionary funding from the Ministry may be reduced, the District must consider how the allocation of human resources can best support its strategic priorities. This can be achieved through the allocation of additional resources, the reallocation of resources and the reprioritization of the work of staff. The allocation of academic staffing is a critical step in this process, and is further supported by investments from targeted transfer payment agreements with the Ministry, and through the decisions made as part of the annual budget process.

The proposed increases in academic staffing for 2020-2021 are most notably aligned with 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. All of the proposed changes being recommended align with, and support, desired outcomes set out in the 2019-2023 Strategic Plan, as further detailed in the Addendum.

Several priority areas identified through the 2019-2023 Strategic Plan have received investments in recent years and these will continue to have an impact in future years. These include investments in English as a Second Language (ESL), special education and Indigenous Education, all of which are very much aligned with the District's current strategic priorities. 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.

b) Compliance Requirements

As part of its academic staffing plan, the District is required to comply with all regulatory, collective agreement and Ministry directives that set out academic staffing requirements. In fact, the majority of teaching positions are mandated and outside of Board or staff discretion in that they are required to meet Board obligations, as follows:

- i) Regulatory: As set out in more detail in the attached addendum, Ontario Regulation 132/12, Class Size, sets out both system average

class size maxima for kindergarten, primary (grades 1 to 3), junior-intermediate (grades 4 to 8), and secondary (grades 9 to 12) classes, and individual class size maxima requirements for kindergarten and primary (grades 1 to 3) classes. Districts are required to organize schools and classes, and hire sufficient teachers to meet the regulatory requirements.

On 3 March 2020, the Ministry announced its intention to establish a maximum average class size of 23 for secondary (grades 9 to 12) for next year. Class size remains a significant issue in the current round of collective bargaining with the Ontario Secondary School Teachers' Federation (OSSTF). The proposed academic staffing set out in the Addendum, however, is based on the current collective agreement requirements set out in paragraph ii) below.

- ii) Each of the ETFO and OSSTF (Teachers) collective agreements includes provisions which affect staffing levels. In the case of the OSSTF (Teachers) collective agreement, it sets out specific staffing generators for classroom staffing (which is approximately equivalent to a maximum average class size of 22), teacher librarians, guidance teachers, learning support teachers and student success teachers. Notwithstanding the change in regulation outlined in paragraph i), the OSSTF 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 ETFO collective agreement provides that each teacher is entitled to a minimum of 240 minutes of preparation time per week. From a staffing perspective, and in simplest terms, this means allocating additional teachers (0.19 FTE per 1.0 FTE classroom teacher) to schools to supervise students during their classroom teacher's preparation time. Using the example provided above, an additional 204.25 FTE teachers would be required to provide coverage for preparation time for the 1075 junior intermediate classroom teachers.

Each of the collective agreements also provides for a staffing resource position (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 used for 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.

c) Provincial Funding

The proposed academic staffing plan balances maintaining services and supports for students with the prospect of pending reductions in Ministry funding. Funding for the 2020-2021 school year will not be confirmed until the release of the Grants for Student Needs (GSNs), which are not expected to be announced until later this spring. Following the GSN announcement, it typically takes a couple of weeks to work through the technical papers to confirm funding levels. The academic staffing plan for 2020-2021 has been developed in consideration of some uncertainty with regard to funding for next year.

On 3 March 2020, the Ministry announced that additional funding would be provided to public school boards to support mental health and special education. At this point, details have not yet been released. Once more details are provided on these matters, staff will come forward with a recommended plan for how these funds should be expended, including any additional academic staffing positions.

Since 3 March 2020, The Ontario Public School Boards' Association (OPSBA), the Crown and ETFO have reached a tentative central agreement which is scheduled to be ratified prior to 30 April 2020. At this point it is unclear what impact it could have on staffing or the budget.

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 the changes to academic staffing levels, relative to the 2019-2020 budget, including changes in enrolment and the discretionary changes being proposed, is provided in the Addendum at Appendix D.

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 and the 3 March 2020 Committee of the Whole discussion.

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 2019-2023

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 2019-2023 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 in achieving the District's strategic priorities.

RECOMMENDATION:

THAT the academic staffing levels for 2020-2021, including elementary teachers, secondary teachers, principals and vice-principals, as outlined in the Addendum to Report No. 20-031, and as may need to be adjusted (upward or downward) due to changes in enrolment to meet mandatory requirements, be approved.

Janice McCoy
Superintendent of Human Resources

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

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