ACADEMIC STAFFING REPORT
2021- 2022

30 March 2021

Introduction

a. **Academic Staffing Plan 2021-2022 – Overview**

The purpose of this document is to set out the details of the elementary and secondary teacher staffing plan for the 2021-2022 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 timelines established in the relevant collective agreements. There is latitude to add, but not to decrease, positions at a later date, because teachers cannot be declared surplus from their current schools after the dates prescribed by the collective agreements. The collective agreement surplus date for secondary teachers is the second Monday in May and the surplus date for elementary teachers is 1 May.

For 2021-2022, academic staffing levels will, for the most part, return to the staffing levels that were in place during the 2019-2020 school year; positions added through the provision of additional pandemic funding this year have been removed based on the Ministry's advice that district school boards should plan based on the assumption that this funding will not be continuing into next year. This does not mean that additional funding will not be provided in the event the outlook for the fall suggests that additional resources are required to maintain health and safety standards.

As in previous years, a majority of the teaching positions identified are required to ensure compliance with obligations arising from regulation (Ontario Regulation 132/12, Class Size) or collective agreement. In total, over 80% of elementary and secondary teaching positions are mandated. The basic classroom allocations, that is the teachers assigned to classroom positions, make up the largest number of positions within each panel, are determined by the applicable class size regulation, and this year, secondary staffing will be adjusted to reflect the full impact of the increase in the regulated maximum average class size to 23.

b. **Enrolment and Funding**

The number of teaching positions, and in particular classroom teaching positions required, is directly tied to student enrolment. A significant portion of the District's funding through the GSNs is also tied directly to 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. As was the case last spring, enrolment projections continue to present challenges given the ongoing uncertainty created by the pandemic. It's still unclear, for example, whether international travel restrictions will be eased, or the impact that might have on the number of international students attending District secondary schools. The number of classroom teaching positions will be adjusted based on actual enrolment in order to meet regulated class sizes and/or collective agreement requirements, without seeking further Board approval. The opportunity to make adjustments to staffing ensures that expenditures align as closely as possible with the District's funding.

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).

Table 1

Division	Summary of Regulatory Requirements (Ontario Reg. 132/12)		Funding Divisor
Kindergarten	26.0	maximum board-wide average class size	25.57
	29.0	class size limit (hard cap)	
Grades 1 – 3	20.0	at least 90% of classes must be at or below this number of students	19.80
	23.0	class size limit for all primary classes (hard cap)	
	23.0	class size limit for combined grade ¾ classes	
Grades 4 - 8	24.5	maximum board- wide average class size	24.50
Grades 9 - 12**	23.0	maximum board-wide average class size	

As an example of how the regulation affects staffing levels, there are projected to be 25,848 junior/intermediate (grades 4 to 8) students attending District schools next year. Applying the regulated class size average of 24.5 generates 1055

junior/intermediate classrooms next year, and a corresponding number of classroom teachers (exclusive of preparation time). A similar process is followed for primary classes, by applying the funding average to generate sufficient classes to meet the primary class size caps, and for kindergarten classes, where there is both a system average (26) and a class size maximum (29).

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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 Table 2.0):

Table 2.0

Elementary Collective Agreement	Secondary Collective Agreement
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. L26 Staffing 1.0 FTE Staffing Resource (L26.04) LOU – Health and Safety Release Officer 0.5 FTE health and safety release	Article L21.03-Staffing and Working Conditions Staffing entitlements: ● 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 ● Learning support teachers – 1.41 FTE per 1000 ADE Full-time teachers are assigned the equivalent of 6 out of 8 courses. L24 Secondary Staffing Committee 0.67 FTE staffing resource

In the case of elementary staffing, in simplest terms, the requirement to provide preparation time means that additional staff is required to cover the classroom teacher during their mandated 240 minutes of 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 without the need to schedule a replacement. Similarly, there are secondary workload provisions in the collective agreement which limit the course load assigned to a full-time teacher to six sections or the equivalent of teaching 3 courses each semester. This means that staffing programs that require coverage for the full day must generate the equivalent of 1.33 FTE.

e. **Ottawa-Carleton Virtual**

As part of its planning for 2021-2022, the District has already announced its intention to continue to provide a virtual option for students from kindergarten to grade 12. All families were asked to indicate whether they wished to attend Ottawa-Carleton Virtual (OCV) elementary or secondary school by March 14, 2021. Enrolment in the virtual schools is expected to be approximately 1600 secondary students and 2800 elementary students.

Staffing for the OCV schools will occur at the same time as staffing for the in person schools, from among the total approved staff, in much the same way staff is allocated to other schools, including classroom and support teachers. The allocation will take into consideration the anticipated enrolment, class size maxima and average class size requirements, grade/course and program configurations and other needs.

Academic Staffing Plan for 2021-2022 - Summary

In summary, for the 2021-2022 school year, the proposed academic staffing plan includes the following:

- a total of **3152 FTE** elementary teaching positions is being proposed, of which **2532 FTE** are required by the collective agreement (e.g., preparation time) or legislation; (Attachment A)
- a total of **1656 FTE** secondary teaching positions is being proposed, of which **1401 FTE** are required based on the collective agreement (e.g., staffing formulae); and (Attachment B; and
- a total of **156.0 FTE** principal positions and **109.25 FTE** vice-principal positions (Attachment C).

Overall, this represents a reduction of about 114 teaching positions relative to the number approved in this year's budget, and approximately 167 fewer positions than are currently in place. The reduction is attributable to a combination of lower enrolment projections for next year relative to last year's projections, and the removal of the temporary positions added this year through the additional funding provided. It is anticipated that the reductions can be absorbed through a combination of attrition, specifically retirements, and teachers on leave.

1.0 Classroom Staffing

1.1 Elementary Basic Classroom Allocation

The elementary classroom allocation for 2021-2022 is **2,516.58 FTE** or 81 FTE fewer teaching positions compared to what was approved in the current budget and approximately 119 fewer than is currently in place. This figure represents the number of classroom 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. The reduction in the number of classes being projected for next year relative to current is attributable to the following: a) lower projected enrolment for next year of approximately

1500 students, relative to the enrolment projection used to develop the current year's staffing plan this time last year; and b) the impact of the reduced funding provided this year to add elementary classes.

In addition to the above positions, **31.0 FTE** positions have been identified again 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.

1.2 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 and will be allocated on that basis.

The contingency of 4.76 FTE positions that are normally allocated to support the integration of students enrolled in the Learning Disability Specialized Intervention Program (LD SIP), has been redirected next year. Since it is anticipated that elementary students will at least start the year continuing to be cohorted into single class groupings, students in the LD SIP will remain together for the entire day rather than be integrated for half of the day. The other staffing implications of this interim model for the LD SIP are discussed more fully below in the section on Special Education.

1.3 Secondary Basic Classroom Allocation

The classroom allocation for 2021-2022 is projected to be **1259.50 FTE,** approximately 52.0 FTE less than the number approved for 2020-2021. 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 enrolment (ADE). This represents a reduction in the total number of secondary classroom teachers, as a result of implementing the new maximum average class size of 23:1 and a lower enrolment projection. This follows changes negotiated to the staffing language in the collective agreement to align with the regulated class size average figure.

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 30 September.

1.4 Other School-based Secondary Staffing

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

Table 3.0

Secondary - Required by Collective Agreement	FTE
Library (increase of 1.0 FTE to support OCV)	**25.00**
Guidance (decrease of .67 due to enrolment)	**62.00**
Total	**87.00**

The complement of staff assigned to library reflects an increase of 1.0 FTE, which is attributable to the continuation of the virtual school for at least one more year. Although no teacher librarian was added to the complement for 2020-2021, the collective agreement requires that each secondary school be allocated a full-time teacher librarian position. The guidance complement is projected to be slightly lower than this year as a result of the reduction in enrolment, since guidance staffing is generated by a formula in the collective agreement.

1.5 Student Success and Program Enhancements

Funding is provided through the GSNs for secondary student success teachers, as part of the secondary pupil foundation grant. A total of **30 FTE** student success teachers have been in place for a number of years and are allocated across all of the District's secondary schools. There is no change recommended for next year.

The staffing plan also includes the continuation of **5.0 FTE** program enhancement positions, which will be maintained as part of the positions funded by the Support for Students funding provided by the Ministry through the central collective agreements resolved in 2020. These positions are allocated through the secondary staffing committee to ensure that schools are able to offer a variety of courses in all pathways. The balance of the 11.0 FTE positions provided through this funding will be allocated in consultation with Ontario Secondary School Teachers' Federation (OSSTF), with a particular focus on supporting vulnerable students.

1.6 Secondary Program Overlays

In order to support additional programs or initiatives, an additional 14.33 FTE positions were approved and allocated for 2020-2021, 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 additional 1.0 FTE position approved last year to support the School Within a School program offered in partnership with Algonquin College, 0.5 FTE position assigned to the Youth Services Bureau, the 0.67 FTE position assigned to the Urban Aboriginal Program.

Staff is recommending reducing the 0.83 FTE position added this year to support Merivale High School's implementation of the International Baccalaureate program, for a total of 13.5 FTE program overlays.

1.7 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.

1.8 Adult High School

Adult High School enrolment includes both students who are under 21 as well as adults over the age of 21. For staffing purposes, students under 21 attending Adult High School are counted as part 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 the projected enrolment for this group of students. This year's proposed allocation of **33.17 FTE** represents status quo compared with the staffing approved last year.

1.9 Contingency Staff (Elementary/Secondary)

Given some of the uncertainty with regard to next year's planning, staff is proposing the creation of a contingency allocation of **10.0 FTE** teaching positions. These positions would be allocated only as required to support emerging needs in elementary or secondary schools that cannot be accommodated within the approved complement without adversely impacting students.

Staff is recommending establishing a contingency of 10.0 FTE positions, to be allocated as required as either elementary or secondary teachers, to meet emerging needs that cannot be accommodated within the approved complement.

2.0 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 ELLs. The workload within the FRC is significant as they support families and students enrolling in the District who speak a first language other than English.

2.1 Elementary ESL/ELD

There are currently a total of **93.25 FTE** ESL positions allocated, which includes 84.25 FTE positions directly providing support in schools, and 9.0 FTE itinerant ESL teachers. A total of 4.0 FTE of these positions were initially funded through the Local Priorities funding provided as part of central bargaining during the last round of bargaining, and are being maintained as a result the Support for Students Funding, provided through the most recent central bargaining for the 2019-2022 collective agreements.

2.2 Secondary ESL/ELD

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. An additional **5.83 FTE** positions funded by OCENET, are also included in the plan to support ESL classes.

Consideration was given to adding resources to support the delivery of ESL/ELD in secondary schools, particularly to support continued cohorting of the ELD classes, if required. Staff will continue to monitor needs in this area and make adjustments as required.

3.0 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 above the funded envelope to support special education programs in the District.

3.1 Elementary Special Education Staffing

For 2021-2022, the allocation of **453.11 FTE** teaching positions is planned to support special education programming. 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:

Table 4.0

Elementary Special Education Teaching Positions	FTE
Specialized Program Classes (including prep) (increase of 4.76 FTE)	**177.46**
Learning Support Teachers (LST)	**114.00**
Learning Resource Teachers (LRT) (decrease of 5.5 FTE)	**118.00**
Learning Support Consultants (LSC) (increase of 2.0 FTE)	**16.00**
Itinerant Teacher of Assistive Technology (ITAT)	**4.00**

Social Emotional Learning Teachers (SELT)	**3.00**
Hearing and Visual – Specialist Teachers (increase of 0.5 FTE)	**20.65**
Total	**453.11**

For 2021-2022, the plan includes **177.46** FTE positions to support specialized program classes across the District. This includes contemplation of a continuation of the shift to a fully congregated model for the Learning Disabilities Specialized Intervention Programs (LD SIPs), as outlined above. The projections for specialized program class needs for next year are based on the current students advancing through the system, new enrolment and projected identification and placement of students. Additional changes to the specialized program classes will be provided by separate memo from Learning Support Services.

The majority of special education teachers fall into one of two categories of school based support: 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) school size measured by enrolment; (b) the nature of the programs offered; (c) grade configurations; and (d) needs. The role of these teachers is primarily to support students in regular classrooms who have been identified with special education needs. The temporary increase of 2.5 FTE LSTs that was made possible by Local Priorities Funding will be maintained again next year as a result of the Support for Students funding provided through central bargaining. The allocation of LRTs being proposed represents a reduction of 5.5 FTE, which are being reallocated as follows:

- 3.5 FTE LRTs previously allocated to the schools with LD SIP programs are being reallocated within the same schools for next year only to support a continuation of the fully congregated model; and
- 2.0 FTE LRTs re-allocated to central / District positions, as described below.

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. The 3.0 FTE SELTs were introduced several years ago through funding (Local Priorities Funding) provided through central bargaining, and will be maintained next year with the support of similar funding, Support for Students Funding, provided through the most recent bargaining.

For 2020-2021, staff is planning to re-allocate 2.0 FTE LRTs to increase the number of central Learning Support Consultants from 18.0 FTE to 20.0 FTE. One of these positions is intended to be interim only, to support the transition of approximately 40 students leaving the LD SIP program next year and returning to a regular classroom full-time. As a result of the pandemic, these students did not have the same opportunities for integration this year, and the additional LSC will be able to monitor students' progress and provide transition support as required. The second position

will be added to the central ASD team to provide support for an increasing number of students with ASD who are integrated in the regular program.

The plan also includes a proposed increase of 0.5 FTE in the complement of teachers who support students who are blind or low vision as a result of an increase in the need for this support in the district.

In summary, the changes being proposed to the elementary special education staffing complement for next year include the following:

- ***reduction of 5.5 FTE LRT (redirected to other areas within special education);***
- ***increase of 4.76 FTE to support specialized program classes;***
- ***increase of 2.0 FTE Learning Support Consultants (LSCs) to support students with ASD and students with a learning disability who are integrated in the regular program; and***
- ***increase of 0.5 FTE position to support students who are blind or with low vision.***

3.2 Secondary Special Education Staffing
For 2021-2022, a total of **144.0 FTE** special education teaching positions is proposed, which can be broken down as follows (see chart below):

Table 5.0

Secondary Special Education Teaching Positions	**FTE**
Required by Collective Agreement	
Learning Support Teachers (LST) (reduction of 0.33 FTE due to enrolment)	**33.67**
Discretionary Positions	
Specialized Program Classes (increase of 1.67 FTE)	**98.5**
Learning Support Consultants (LSC)	**4.0**
Itinerant Teacher of Assistive Technology (ITAT)	**2.0**
Learning Support Teachers (LST)	**5.83**
Total	**144.0**

This represents an overall net increase of **1.33 FTE** secondary special education positions, which includes 1.67 FTE to support the addition of a semi-integrated specialized program class (General Learning Program), as well as additional sections to support the students' integration for one half of their day. Additional information on changes to specialized program classes will be provided by memo from Learning Support Services.

In summary the changes in the secondary special education staffing complement are as follows:

- ***decrease of 0.33 FTE due to enrolment decline; and***
- ***increase of 1.67 FTE to accommodate an additional GLP specialized program class and additional sections to support integration of the students for one half of the day.***

4.0 Centrally-Assigned Academic Staff

4.1 Elementary Central Staff

There are no changes being proposed to the current **25.5 FTE** centrally assigned teaching positions, including 24.0 FTE discretionary teaching positions supporting District level work in each of Business and Learning Technologies (B&LT), Program and Learning K-12, Early Learning and Indigenous Education, Human Rights and Equity. The Indigenous Education Itinerant teacher was also added through the LPF funds and will be maintained with the support of the Support for Students fund next year, without having to find savings elsewhere.

There is a plan to redirect the work of two of the central coach positions to support Student Achievement Through Equity (SATE) program, which is a research informed pilot project involving eleven elementary schools and three secondary schools, to reduce barriers, overcome emotional and psychological hurdles and create the right conditions for learning. The investments made last year to support numeracy and literacy will continue moving forward and are aligned with a commitment to building capacity and improving student achievement.

Table 6.0

Elementary Central Staff (2019-2020)	FTE
Mandatory Positions (Collective Agreement	
Staffing Committee Resource (OCETFO & OCDSB)	1.00
Health and Safety Resource (OCETFO & OCDSB)	0.50
Discretionary Positions	
Business & Learning Technologies	1.00
Instructional Coaches	22.00
Itinerant Indigenous Education Teacher	1.00
Total	**25.50**

4.2 Secondary Central Staffing

The proposed plan for next year includes **18.67 FTE** centrally assigned discretionary teaching positions supporting B&LT, Program and Learning K-12 and Innovation and Learning. An additional central position was approved by the Board in the fall of 2020 to

support District priorities in the area of Equity. Additional consideration was given to adding an Experiential Learning Facilitator to support innovation and learning, and to augment the investments made this year. Experiential learning has proven a valuable tool in building equity and promoting engagement, learning and community partnerships. The introduction of destreamed math in grade 9 has also been identified as a priority emerging for next year, and staff is currently reviewing how best to support this important work.

Table 7

Secondary Central Staff	FTE
Mandatory Positions	
Staffing Committee Resource (OSSTF & OCDSB)	0.67
Discretionary Positions	
Business & Learning Technologies Consultant	1.00
Instructional Coaches (increase of 1.0 FTE approved by the Board in the fall 2020 to support equity coach)	17.00
Total	**18.67**

The complement of central positions being proposed represents only one change, and that is the increase of **1.0 FTE** central coach, that was already approved by the Board as part of a trustee motion to establish a secondary equity coach.

5.0 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.

The plan for next year includes 145 school-based principals and 11 central principals. This year, the District added 1.0 secondary principal and 6.0 elementary principals to lead and manage the OCV campuses. For next year, staff is planning for one elementary and one secondary principal to lead and manage each of the OCV sites, respectively. Additional funding to support the additional administrators assigned to the

virtual schools may be available through the school foundation grant, which provides funding for a full-time principal and an allocation of vice-principals, based on enrolment.

In terms of vice-principals, the proposed plan includes **109.25 FTE** school based vice-principals and 2 central vice-principals. This represents an increase of 4.0 FTE vice-principals from this year, two each of elementary and secondary, to support the OCV campuses. In terms of their allocation, all but one secondary school has generally been assigned a minimum of two vice-principals, although, normally, one or both may also have a small teaching assignment. The allocation of vice-principals to elementary schools, which ranges from no vice-principal, to 1.5 vice-principals in the District's largest elementary schools, considers a number of factors including enrolment, the location of specialized program classes, socio-economic factors and other information that helps to inform need.

This year vice-principal positions from elementary and secondary schools were re-allocated to support OCV, rather than adding new positions. As the majority of students return to in person schools next year, it will be challenging to stretch the allocation across both in person and OCV schools, without adding to the current complement. Several schools which lost a vice-principal allocation this year as positions were re-allocated to support the virtual schools, experienced challenges adjusting to the demands without a vice-principal. As a result, staff feels that at least some additional vice-principal supports should be added to the complement to support the OCV schools next year. It should be noted that the complement of vice-principals was augmented this year in that all elementary and secondary teaching vice-principals were released full-time as one of the strategies to support the additional demands associated with managing schools through the pandemic. This support was critical to supporting the additional demands on administrators this year, which included implementation and monitoring of additional health and safety protocols, supervising isolation rooms, managing student and staff absences, and liaising with public health professionals. There are no plans to continue this arrangement next year based on current outlook, although staff will continue to look for ways to address the heavy demands placed on school administrators.

In summary, the school administration complement proposed for next year represents an increase of 2.0 FTE principals, which provides for a principal position to lead each of the elementary and secondary virtual schools planned to continue next year and 4.0 FTE vice-principals, 2.0 FTE each to be assigned to elementary and secondary.

Summary

In summary, the total number of academic staffing positions projected for next year will be lower than the number currently in place and lower than the number originally approved in this year's budget, as staffing is adjusted to reflect projected enrolment levels and the end of the positions added through the additional Ministry COVID funding. As planning proceeds for next year, priority consideration for the health and safety of students and staff will continue to be a key driver of decision-making, followed by a renewed focus on continuing the work involved to achieve the District's strategic priorities.

Further details of the proposed academic staffing plan, including a breakdown of positions that are required by contract or legislation and those which are discretionary, and providing a comparison between staffing levels approved in March 2020 for 2020-2021, actual staffing in place this year based on changes to enrolment and funding, and the projected and proposed staffing for next year, are provided in the appendices, as follows:

Appendix A – Elementary Academic Staffing
Appendix B, Secondary Academic Staffing
Appendix C – Principal and Vice-Principal Staffing
Appendix D – Summary of Academic Staffing Changes for 2021-2022

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