

WORKLOAD ACCORD

INDEX

The Workload Accord 2021-2022 Memo:

	Page
Preamble...	1
Teacher Workload.....	2
Coverage and Supervision.....	3
Student Success Initiatives.....	3
Credit Recovery Classes.....	4
Timetabling Guidelines.....	4,5,6,7
Class Size.....	7,8
Class Size Targets.....	9
Teacher Workload 2021-2022.....	11
Recommended Cooperative Education Staffing Models...	12-18



**Employee Services – Secondary Teaching
5050 Yonge Street – 2nd Floor
Toronto, Ontario M2N 5N8**

M E M O R A N D U M

**TO: All Secondary Principals
All Branch Presidents**

**FROM: David Moore
Senior Manager, Secondary Teaching
Leslie Wolfe
President, OSSTF-TTBU**

DATE: March 2021

**RE: Secondary Staffing 2021-2022:
THE WORKLOAD ACCORD FOR 2021-2022**

PREAMBLE

As a result of discussions between the Board and the OSSTF TTBU, the following timetabling guidelines will be in force for Teacher timetables for the 2021-2022 school year.

While the primary responsibility of Teachers is to teach in the classroom and to perform duties consistent with effective teaching, Teachers also engage in activities and perform duties outside the classroom that should be recognized in appropriate ways. The Board and the OSSTF TTBU recognize that a key element in supporting student success is ensuring that all students are provided with a broad spectrum of opportunities for learning including engaging in activities beyond the classroom. Both the Board and the OSSTF TTBU are committed to creating an atmosphere in the school which recognizes the professionalism of Teachers and encourages Teachers to volunteer in activities which support student learning and provide professional growth in addition to their classroom teaching obligations.

The Board and the OSSTF TTBU believe that student safety and a learning environment conducive to the well-being of students is a shared responsibility. Adults in schools have a professional obligation to ensure that students are safe in schools. The Workload Accord outlined below recognizes these values.

TEACHER WORKLOAD

The implementation direction contained in the 2021-2022 Workload Accord will be based on the following:

1. All full time Teachers will be assigned to core professional responsibility for teaching six periods out of eight.
2. Core professional teaching responsibilities will be prorated for part time and/or half time Teachers.
3. In addition to the core professional responsibility for teaching six periods out of eight, Teachers will be assigned to Alternative Professional Assignments including coverage/supervision in accordance with the Collective Agreement and Workload Accord.
4. All Teachers will have Professionally Managed Activities that will include Student and Teacher Mentoring. With respect to the professional culture that both the Board and the OSSTF TTBU are committed to maintaining, it is the expectation of both parties that these activities will be part of the Teacher's professionally managed time.

PROFESSIONALLY MANAGED ACTIVITIES

Student Mentoring

This list may include but is not limited to:

- making referrals to guidance, special education or other departments
- providing extra help
- advocating for students
- contacting parents
- working with other school personnel to provide consistent support for students
- meeting one-on-one with at-risk students
- assisting students with test anxiety
- providing computer lab assistance
- counseling late and absent students
- providing support for literacy
- providing support for numeracy
- providing support for EQAO

Teacher Mentoring

This list may include but is not limited to:

- sharing curriculum
- sharing instructional strategies
- sharing lesson plans
- long range planning
- sharing classroom management techniques
- professional learning communities
- implementation of initiatives that honour all student destinations
- modeling exemplary practice
- sharing strategies for effective communication with parents

Note: Teaching timetable template should show the following sentence:

“In addition to the teaching assignments and Alternative Professional Assignments listed on this timetable, Professionally Managed Activities will be part of the Teacher’s professionally managed time.”

COVERAGE AND SUPERVISION

Coverage is defined as coverage of a class or classes on an occasion when a Teacher is absent for part of the school day, on an occasion when an Occasional Teacher is late for an assignment or on an occasion when a full day teacher absence entered in SmartFindExpress is not picked up by an Occasional Teacher.

Supervision may be assigned by the Principal “from time to time” in advance at specified periods throughout the school year. Under the terms of the Letter of Understanding in the Collective Agreement, the Principal may assign supervision in advance as follows:

- The first and last week of a semester or school year;
- Immediately prior to or during examinations;
- The week prior to Winter Break and March Break;
- In conjunction with any special event or circumstances within the school;
- Where the Principal reasonably anticipates a special need.

STUDENT SUCCESS INITIATIVES

The Ministry of Education identifies a role for a Student Success Teacher in every school in order to improve student success. Student Success Teachers track the progress of students at risk of not graduating, support school wide efforts to improve outcomes for students struggling with the secondary curriculum, re-engage early school leavers, provide direct support/instruction in order to improve student achievement, retention and transitions.

Student Success Initiatives may be a part of a Teacher’s timetabled workload and may include:

- In School Suspension Program
- Academic Assistance
- Learning Centre Programs
- Computer Lab
- Attendance Advisor
- The development of IEPs for non IPRC’d students and the monitoring of such students.
- Sections in locally developed compulsory credit courses, applied courses, workplace preparation courses, college preparation courses, learning strategy courses, career related senior course packages and guidance courses related to co-operative education.
- Any other initiatives for at-risk students which may be unique to the particular school population. For example, timetabled courses focused on at-risk students, special projects e.g. Learning to 18 Initiatives.

A Teacher with one or more of the above noted programs on the timetable is considered a Student Success Teacher.

All regular schools will be timetabled for at least a 1.0 FTE or equivalent Student Success Teacher, at least .5 FTE of which must be timetabled for non instructional Student Success duties.

CREDIT RECOVERY CLASSES

The Ministry of Education requires that every school will offer Credit Recovery classes for students who have completed a course within the school year or semester but have not been successful in demonstrating achievement of the curriculum expectations to a passing level.

These programs:

- focus on improving learning skills;
- may target particular curriculum expectations that students have failed to achieve;
- may include behavioural or other supports;
- may involve the recovery of more than one credit;
- can involve both independent and group learning;
- may accommodate continuous intake;
- are credit based and are linked to specific subject certification.

TIMETABLING GUIDELINES

Regular Classroom Teachers

(including Teachers delivering Credit Recovery and Student Success classes)

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5 .
3. Professionally Managed Activities.

Curriculum Leaders

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include a reduced level of coverage and supervision which is 14.
3. Curriculum Leaders should be assigned Alternative Professional Assignments in a manner which reflects a reduced level of coverage and supervision (i.e. called upon every other time to cover a scheduled on-call period, when possible).
4. Professionally Managed Activities.
5. Curriculum Leaders will have particular responsibility for Teacher Mentoring.

Assistant Curriculum Leaders

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include a reduced level of coverage and supervision which is 14.
3. Assistant Curriculum Leaders should be assigned Alternative Professional Assignments in a manner which reflects a reduced level of coverage and supervision (i.e. called upon every other time to cover a scheduled on-call period, when possible)
4. Professionally Managed Activities.
5. Assistant Curriculum Leaders will have particular responsibility for Teacher Mentoring.

Co-operative Education Teachers

1. Assigned core professional responsibility for six teaching periods out of eight (recommended co-operative education models are attached).
2. Alternative Professional Assignment to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
3. Professionally Managed Activities.

Guidance Teachers

1. Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating of identified at-risk students for whom the Teacher will be responsible.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Library Teachers

1. Assigned core professional responsibility for six teaching periods out of eight.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Special Education Teachers

1. Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
2. Alternative Professional Assignments will include coverage and supervision of 27 + 5.
3. Professionally Managed Activities.

Alternative School Teachers, Alternative Program Teachers including TDSS (Section 23), ESL Reception Centre Teachers, Year-Round Alternative School Teachers and EdVance Teachers and Teachers of Developmental Disability Programs, Alternative Attendance Programs and Caring and Safe Schools

Alternative School Teachers, Alternative Program Teachers including TDSS (Section 23), ESL Reception Centre Teachers, Year Round Alternative School Teachers, Alternative Attendance Programs and Caring and Safe Schools, where the working environment, program requirements or timetables for Teachers are considerably different from other secondary schools/programs, will continue to provide student instruction, Teacher mentoring, student mentoring and supervision in the same collaborative and consultative manner that has been implemented at each site.

Although it is recognized that Year-Round Alternative School Teachers will work a different schedule throughout the year they will not be assigned more than the standard 194 teaching days.

Schools may develop Teacher timetables from the options listed below.

- Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

OR

- Assigned core professional responsibility for six teaching periods out of eight.
- Alternative Professional Assignments to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
- Assigned to identification of at-risk students within their program and provide student mentoring through professional management of their time.

OR

- Assigned core professional responsibility for six teaching periods out of eight.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

EdVance Teachers

All full time equivalent EdVance Teachers will be assigned core professional responsibility for the equivalent of six teaching periods out of eight (e.g. 8 out of 12 periods in a quadmestered school year), plus one of the following models:

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

OR

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight.
- Alternative Professional Assignment to identify and support at-risk students for Student Mentoring in lieu of coverage/supervision.
- Assigned to identification of at-risk students within their program and provide student mentoring through professional management of their time.

OR

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

Developmental Disability Teachers

- Assigned core professional responsibility for the equivalent of six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.
- Alternative Professional Assignments will include coverage and supervision of 27 + 5.
- Professionally Managed Activities.

Coverage for Full-day Field Trips

Notwithstanding that clause L26.9 of the Collective Agreement stipulates that coverage cannot be provided to replace a Teacher absent for a full day except for the portion of the school day when an Occasional Teacher is late for such an assignment, the absence of a Teacher(s) taking their first class on a full-day field trip shall not be considered a full-day absence and, in as much, permits the use of on-calls when the need for coverage is occasioned by such circumstances.

For greater clarity, a Teacher's "first class" is not restricted to Period 1 and refers to any period that coincides with a Teacher's first class of the day, including, but not exclusively, Period 1.

CLASS SIZE

1. Singleton classes that exceed targets and the flex factor must be retimetabled.
2. Specialized classes that by their nature have always had a large class size due to program needs such as a repertoire music, choir, or band class may continue those class size ranges provided there is past practice in the above kinds of classes. Prior to the distribution of the Workload Accord to the School Staffing Committees, a list of specialized courses shall be provided to the Secondary Consultation Committee. The Secondary Consultation Committee or the appropriate sub-committee of Secondary Consultation shall review and revise this list on an annual basis based on the subject codes.
3. A class size target will have a flexibility factor of 5%.
4. No school will have more than 15% of its classes utilizing the 5% flex factor.

Full year schools and semester one in semestered schools may not use the flex factor after October 31 without exemption from the Secondary Consultation Committee.

In semester two, semestered schools may not use the flex factor after March 1, except by exemption from the Secondary Consultation Committee.

5. The School Staffing Committee shall review and monitor class size. An interim report shall be provided to the Secondary Consultation Committee by the second Monday in October and a final report will be provided by the second Monday of November of the school year to the Secondary Consultation Committee of the status of classes on November 1. An interim report will be provided by the fourth Monday in February for semester two in semestered schools and a final report by March 15. These reports will be provided by the Board database.
6. The Senior Manager of Secondary Teaching may, in consultation with the OSSTF TTBU Co-Chair of the Secondary Consultation Committee, grant an exemption in exceptional program circumstances in a school. This exemption must be reported to the Secondary Consultation Committee.
7. The maximum Pupil Teacher Contacts for a full time Teacher shall be 180 students except in Alternative Education Schools and EdVance programs with continuous intake. This will be pro-rated for part time Teachers.

A Teacher may by written mutual consent agree to teach in excess of the maximum. The 180 PTC shall be achieved in a full year school by November 1 and in a semestered school by February 28. A report on the PTC for each school will be provided to Secondary Consultation Committee within ten school days after November 1, with an interim report for semestered schools provided on that same date. A final report for semestered schools will be provided to the Secondary Consultation Committee within ten school days after February 28.

Two half credits equal a whole credit; therefore a student taking a half credit will count as .5 for PTC purposes (including but not limited to Civics CHV and Careers GLC). Teachers may not be timetabled for more than 6 half credits throughout the school year without signed mutual consent. For clarity, half-credit courses may include non-credit courses (i.e. K courses).

8. Multi-level courses shall use the average of the class size levels. This does not apply to Alternative Education Schools. This does not apply to classes exempted under #2.
9. Multi grade classes shall be 10% lower than the target number for the level at which the class is being taught. This does not apply to Alternative Education Schools. This does not apply to classes exempted under #2.

Processes for data collection and review will be in place centrally.

CLASS SIZE TARGETS 2021-2022

Category	2021 – 2022 Targets	5% Flex in up to 15%
University	up to 31	up to 33
Academic	up to 30	up to 32
Applied	up to 23	up to 24
College	up to 26	up to 27
M University / College Course	up to 31	up to 33
Locally Developed Compulsory Course (LDCC)	up to 14	up to 15
Physical Education	up to 34	up to 36
ESL Credit (includes LEAP)	up to 20	up to 21
Computer	number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level	number of work stations note: if the class is held in an instructional area that has a large number of computers then the target shall be the category level
Workplace	up to 18	up to 19
Open	up to school divisor + 18% (refer to your staff allocation sheet)	add 5% flex factor to actual open number
Tech (excluding computer tech courses such as BTT, TIK, CAD, TGV, etc.)	up to 22	up to 23
Family Studies – Foods (HFA, HFN, HFC and HFL)*	up to 29	up to 30
GLE	up to 16	up to 17
Cooperative Education	up to 28	up to 29
Alternative Education Programs	up to 19	up to 20
MTH1W	up to 27	up to 28

Class size maxima do not apply to Alternative Education Schools. They are governed by the rules on maximum PTC (Pupil Teacher Contacts) see #7.

Class size maxima, as described in the 'Class Size Targets 2021-2022' chart, apply to Edvance programs.

*When offered at the LDCC, college or workplace level, the applicable target and flex factor will apply.

Note:

Special Education Programs

Special Education class size caps for exceptionalities referred to in Regulation 298, S.31 of the Education Act, will be in accordance with the Education Act as it may be amended from time to time.

This chart is for information purposes indicating class sizes as per the Educational Act and Regulations at this current time.

SPECIAL EDUCATION CLASS	SIZE
Autism	6
Behaviour	8
Blind Deaf Developmental Disability	10
Vision Impaired Hard of Hearing Physical Handicap	12
Mild Intellectual Disability (MID)	16
Multiple Exceptionalities	16

TEACHER WORKLOAD 2021-2022

	TEACHING ASSIGNMENT	ALTERNATIVE PROFESSIONAL ASSIGNMENTS	PROFESSIONALLY MANAGED ACTIVITIES
Classroom Teachers	6.0	27 + 5 Coverage & Supervision	Student / Teacher Mentoring
Part-Time Classroom Teachers	3.0	14 Coverage & Supervision	Student / Teacher Mentoring
Library	6.0	27 + 5 Coverage & Supervision	Student / Teacher Mentoring
Guidance	6.0	27 + 5 Coverage & Supervision	Student / Teacher Mentoring
Special Education	6.0	27 + 5 Coverage & Supervision	Student / Teacher Mentoring
Curriculum Leaders/ Assistant Curriculum Leaders	6.0	14 Coverage & Supervision Plus Teacher Mentoring	Student / Teacher Mentoring
Co-operative Education	6.0	Student Mentoring	Student / Teacher Mentoring
Alternative School Teachers Alternative Program Teachers Attendance Programs and Caring and Safe Schools TDSS (Section 23 Teachers) ESL Reception Centre Teachers Year Round Alternative School Teachers	<p><u>Model 1</u> Assigned core professional responsibility for six teaching periods out of eight which may include periods for Student Success assisting/advocating identified at-risk students for whom the Teacher will be responsible.</p> <p><u>Model 2</u> 6.0 Timetabled Periods</p> <p><u>Model 3</u> 6.0 Timetabled Periods</p>	<p>27 + 5 Coverage & Supervision</p> <p align="center">OR</p> <p align="center">Student Mentoring</p> <p align="center">OR</p> <p align="center">27 + 5 Coverage & Supervision</p>	<p>Student / Teacher Mentoring</p> <p align="center">Student Mentoring</p> <p align="center">Student Mentoring</p>
EdVance	Equivalent of six teaching periods out of eight (e.g. 8 out of 12 periods in a quadmestered school year)	<p>27 + 5 Coverage & Supervision</p> <p align="center">OR</p> <p align="center">Student Mentoring 27 + 5</p> <p align="center">OR</p> <p align="center">Coverage & Supervision</p>	<p>Student / Teacher Mentoring</p> <p align="center">Student Mentoring</p> <p align="center">Student Mentoring</p>