Guide for the SSSAC Data Review 2019—2020

GUIDE FOR SSSAC DATA REVIEW

The following guide has been developed to assist with the completion of the annual SSSAC data review. The data review is comprised of 2 major components:

     i)   An spreadsheet that summarizes the data;
     ii)   A folder containing hard copies of your school's most updated data.

As per PART B, Article 5.05 (h) of the Collective Agreement:
By November 15th, the Board will provide an LSSAC day to facilitate the completion of the SSSAC Data Review.

The data compiled will be used by the SSSAC to address staffing concerns and issues. It will also serve as a comprehensive summary for LSSACs.

NOTE: For any part of this process, where information is incomplete or missing, please complete the form as best as possible with the data you have available and make note of what is missing.

THE SPREADSHEET

The spreadsheet has been pre-populated with formulae, summary tables, and sections for notes. It is divided into the following 10 TABS (sheets):

1) School Information ***(SCHOOL INFO)***
2) Form 106 ***(F106)***
3) Department Headship Model ***(DEPT HD)***
4) Master Schedule ***(MSTR SCHED)***
5) Non-classroom Teacher Assignments ***(NC ASSIGN)***
6) Special Education Teacher Assignments ***(SE ASSIGN)***
7) Student Success Assignments ***(SS ASSIGN)***
8) Other Assignments ***(OTHER)***
9) Class Sizes ***(CLASS SIZES)***
10) Non-Active Teachers ***(NA TEACHERS)***

Upon opening the spreadsheet resave (Save As) the file by adding your school name to the end of the current file name:
       (SSSAC_Data Review_2019-2020_LOCKED_St Elsewhere)

TAB 1: SCHOOL INFORMATION *(SCHOOL INFO)*

Complete the table with the appropriate information. For the SPECIALTY PROGRAMS use the YES or NO dropdown in each cell.

TAB 2: FORM 106 *(F106)*

Use the information from the FORM 106 in your data folder to complete the table. It is imperative that this information be entered accurately as these values will be automatically transposed to other tabs of the spreadsheet.

TAB 3: DEPARTMENT HEADSHIP MODEL *(DEPT HD)*

This tab contains 4 tables. You will need to use the Department Headship Report, that was approved by your Superintendent, to complete this tab. (You may also find it useful to access: TCDSB WEB APPS → Reports → Scheduling →Master Schedule by Block & Dept).

In the first table simply enter the number (#) of each type of Position of Responsibility/Added Responsibility (headship). The number of points will automatically generate.

The second table will automatically populate using data from the first table and the information from the F106.

The third table will require you to confirm that all sections in the school have been assigned to a department.

The fourth table is a simple YES/NO dropdown menu. Please ensure that:

> i) all Major Headships have a minimum of 30 sections assigned;
> ii) all Minor Headships have a minimum of 15 sections assigned;
> iii) all Assistant Headships are associated with a department with a minimum of 50 sections assigned.

TAB 4: MASTER SCHEDULE *(MSTR SCHED)*

This tab contains 5 tables. You will need to use the combined F106/107 and the Master Schedule by Teacher Over 8 Blocks to complete this tab.

In the first table, record the number of full-time and part-time teachers. When recording part-time teachers, it is necessary to determine each type of part-time assignment (ie. 1/6, 1/3, 1/2, 2/3, 5/6).

The second table will automatically populate using data from the first table and the information from the F106.

Part-time Teachers: Find the **Total** column under the section titled **Active** on the Form 107. Scan down this column and identify in the margin space on the right who are your part-time teachers. The designation will most likely be 1/3, ½, 2/3, 5/6. This will help you to reconcile the number of bodies with the number of assigned teachers. For example, a school may be assigned 85 FTE teachers but there are 87 teachers listed on the Master Schedule. This might indicate that three teachers are part-time and that their combined number of sections would add up to one teacher. Refer to the Master Schedule section below for other reasons why the master schedule list total number may not match the Form 107 allotment.

The third and fourth tables can be done simultaneously. Compare the teachers listed on the F107 with the teachers listed on the Master Schedule. Be careful to watch out for the following situations:

i) Dual Credit Teachers who are assigned centrally to every school.
ii) Administrators who are place holders for RCR5O0/6O0/7O0.
iii) Administrators who are placeholders for Peer Tutoring in periods other than those assigned to the classroom teacher.

The fifth table is a simple YES/NO response.   If the response is NO, list discrepancies in the CONCERNS box. Using the Master Schedule by Teacher Over 8 Blocks ensure that each:

i) full-time teacher has been assigned 6 sections (including duty codes);
ii) part-time teacher has been assigned the appropriate number of sections (including duty codes).

TAB 5: NON-CLASSROOM TEACHER ASSIGNMENTS *(NC ASSIGN)*

This tab is separated into 4 main areas:

i) Library (L-1.00)
ii) Chaplaincy (C-1.00)
iii) Guidance (G-1.00)
iv) E-Learning. (E-1.00)

Using the Master Schedule By Teacher Over 8 Blocks record the name of each teacher into the appropriate table and the number of sections of each duty code assigned.

The second table will automatically populate using data from the first table and the information from the F106.

The third table for each area is a simple YES/NO response.   If the response is NO for any area, list discrepancies in the CONCERNS box.

TAB 6: SPECIAL EDUCATION TEACHER ASSIGNMENTS *(SE ASSIGN)*

This tab is divided into 2 major sections of 2 tables each:

i) I.S.P. (Intensive Support Program Teachers)
ii) S.E.T. (Special Education Teachers)

Using the Master Schedule By Teacher Over 8 Blocks and the first table, record the name of each teacher who is delivering non-credit courses (K-Codes) and the number of sections assigned. If any of these teachers have Special Education Caseloads record the number of monitoring sections (M-1.00) assigned and the size of their caseload (*as per the Collective Agreement, PART B, Appendix U, B – Special Education Workload*).

The second table will automatically populate using data from the first table and the information from the F106.

Using the Master Schedule By Teacher Over 8 Blocks and the third table, record the name of each teacher who is delivering GLE credits and/or Special Education

assistance (S-1.00) and the number of sections assigned. If any of these teachers have Special Education Caseloads record the number of monitoring sections (M-1.00) assigned and the size of their caseload (*as per the Collective Agreement, PART B, Appendix U, B – Special Education Workload*).

The fourth table will automatically populate using data from the third table and the information from the F106.

TAB 7: STUDENT SUCCESS TEACHER ASSIGNMENTS *(SS ASSIGN)*

This tab is divided into 2 major sections:

i) Credit Recovery (RCR)
ii) Renewed Math Strategy (R.M.S.)

The first table deals with assignments in Credit Recovery. There are a number of different duty codes used in Credit Recovery:

i) RCR 1O0 – RCR 4O0: credit recovery classes scheduled during the bell schedule
ii) RCR 6O0: independent study model credit recovery assigned to an
administrator during sunset/sunrise periods of the school day
iii) R-1.00: duty code for teacher linked to RCR 6O0
iv) RCR 7O0: GLS-linked model credit recovery assigned to an administrator
during sunset/sunrise periods of the school day
(NOTE: the teacher delivering this work will have a GLS assignment)
v) T-1.00: duty code for Student Success Monitoring and R.M.S.

Use the Master Schedule By Teacher Over 8 Blocks to enter the names of all teachers with Student Success codes. Also enter the caseload size for any teacher having a T-1.00 duty code.

The second table will automatically populate using data from the first table and the information from the F106.

The third table is used to record the sections of Renewed Math Strategy sections in a school. ***These sections could show up as T-1.00 or Course codes.***

The fourth table will automatically populate using data from the third table and the information from the F106.

TAB 8: OTHER ASSIGNMENTS *(OTHER)*

This tab is used to track all sections assigned to administrators, central dual credit teachers and International Baccalaureate (IB) Coordinators.

In the first table, use the Master Schedule By Teacher Over 8 Blocks to record the number of RCR6O0, RCR7O0, and Peer Tutoring sections assigned to administrators. Note that peer tutoring needs to be assigned in 1 period to a teacher and the other periods, as placeholders, to an administration to allow for student timetabling.

DO NOT Report the following sections assigned to administrators:

i) SLP3X which is SALEP (students who are shared through SAL),
ii) HOME (students who are receiving HOME schooling),
iii) RCR5O0 (students under Social Work care)

In the second table, use the Master Schedule By Teacher Over 8 Blocks to record the number of sections of IB Coordinator (B-1.00) and Dual Credit Courses.

The third table will automatically populate using data from the second table and the information from the F106.

TAB 9: CLASS SIZES *(CLASS SIZES)*

This tab deals with class size overages and will require the use of the LSSAC Staffing Report (TCDSB Web Applications → Reports → New Scheduling Timeline Reports → LSSAC Staffing Report). It is imperative that the report be checked for accuracy prior to its use. Confirm that:

i) all teachers on the F107 appear on the report;
ii) the CONTRACT CAP column has the correct value.

You should also refer to the "SSSAC Guidelines for Understanding Class Caps". On the LSSAC Staffing Report look for any "Sum of Space" (in a white box) that has a negative value. For all sections having a negative value record the information into the first table.

DO NOT report course codes that begin with K (K-courses).

The second and third tables will automatically populate using data from the first table and the information from the F106.

The fourth table is a simple YES/NO response. To determine if a teacher has an "OVERALL NEGATIVE SUM OF SPACE", use the LSSAC Staffing Report and look for any "Sum of Space" (in a grey box) that has a negative value. For all teachers having a negative value record the information into the fourth table.

TAB 10: NON-ACTIVE TEACHERS *(NA TEACHERS)*

This tab will require the use of the F107 and deals with teachers who are: on leave, transfers, retirements, terminations, surplus, non-active. It will also deal with any Assigned Occasional (AO) teachers in the school.

Non-Active Staff: Locate the Non-Active section towards the end of the F107. This will list the members on leave, who have retired, transferred, resigned or moved to an administrative position. The SSSAC needs to reconcile each individual school list with the comprehensive list provided by the Board.

Identify any shuffle that has occurred as a result of the member absence.
A shuffle occurs when a member at your school (Teacher A) takes over the timetable for the absent teacher (Teacher B).   The AO then takes over the timetable for Teacher A. This shuffle can only happen once for each absent teacher as per agreement at SSSAC.

Record any concerns you have regarding Non-Active staff.

FINISHING THE DATA REVIEW

1) Upon returning to school, fill in any missing information that was not completed/available on the review date.

2) Share the spreadsheet with all members of the school's LSSAC.

3) Send the completed spreadsheet to Human Resources Department.