

## Administrative Procedure 504

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# TEACHER STAFFING ALLOCATIONS

## Background

The allocation of teacher staffing is set annually through the budget development process. The Division is committed to the equitable and transparent distribution of budgeted teaching staff to schools in support of the learning of all students. Instructional staff allocations are based upon commitments to supporting our Vision for Engagement, Support and Success for each learner, honouring key priorities and the following factors: school population, grade range, contextual anomalies and inclusive learning needs reflected in the student profile.

The administration of this administrative procedure is the responsibility of the Assistant Superintendent, Employee Services.

## Procedures

1. The total number of full-time equivalent (FTE) teachers approved for the schools of the Division through the Board's budget process is distributed through the following three allocation categories:
  - 1.1. School Allocations;
  - 1.2. Student Profile Allocations (SPA) / Inclusive Learning;
  - 1.3. Classroom Allocations.
  
2. The number of FTE teachers in each category for a given school year is determined through the annual the budget process Appendix A summarizes these allocations for a given school year.
  
3. School Allocation
  - 3.1. School Allocations (SA) ensure that schools are provided with an equitable share of the Division's leadership, counselling and contextual anomaly human resources. The following positions are allocated to schools in the SA portion of Appendix A for the applicable school year:
    - 3.1.1. Administration (Admin).
    - 3.1.2. School Counselling (SC grades 10 to 12)
    - 3.1.3. Regional Band (RB).
  - 3.2. In the development of the school's Staff Deployment Plan (SDP), school administrators may not deploy fewer than the allocated FTEs in the student profile conversion portion of (SDP)

3.3. Allocations to address contextual anomalies (CA) are also provided in the School Allocations.

4. Student Profile Allocations

4.1. Student Profile Allocations (SPA) ensure that schools are provided with an equitable share of the Division's Inclusive Learning human resources. Resource are allocated to each school based on the number of its students with documented special needs through processes outlined in the Division's Learning Support framework for the provision of Inclusive Learning supports and services. These resources are allocated to schools in the SPA portion of their School Allocation each year.

4.2. School administrators may flexibly deploy SPA resources through the school's SDP approved through the annual budget process. This plan must indicate the FTE for Learning Coaches (LC and educational Support Staff (see AP 505) as determined by the school and approved through the annual consultative staffing process with Employee Services.

5. Classroom Allocations

5.1 Classroom Allocations (CA) ensure that schools are provided with an equitable share of the Division's classroom teaching resources. The remainder of budgeted FTE teaching staff – including preparation time and CTS staffing – is allocated to schools on the basis of the staffing ratios indicated in Appendix A. The following class size groupings apply:

5.1.1. Kindergarten (K).

5.1.2. Grades 1 to 3

5.1.3. Grades 4 to 6

5.1.4. Grades 7 to 9.

6. Administrative designated positions within allocations

6.1 Where feasible the Division values the opportunity for school-based administrative leadership teams including a Principal and Vice-Principal(s) to exist in Division Schools.

6.2 The size of the school will generally dictate the number of school-based administrators at each site. The following guideline will be considered in the annual staffing process:

6.2.1 1 - 200 students 1 School-based administrator

6.2.2 201 – 600 students 2 School-based administrators

6.2.3 601 – 900 students 3 School-based administrators

6.2.4 900+ 4 School-based administrators

6.3 The Superintendent may designate additional school-based administrators as school sites for reasons such as school complexity, leadership development, and leadership succession planning within the school Division.

7. Staffing Timeline

7.1 The staffing timeline for the applicable year is summarized in Appendix B.

All allocations calculate kindergarten at 0.50 FTE

Reference: Relevant Legislation & Guidelines

## SUMMARY OF TEACHER STAFFING ALLOCATIONS

1. School Administrative Allocation Enrolment

<b>Enrolment</b>	<b>Administrative FTE Allocation</b>
1 - 100	0.60
101 - 250	0.90
251 - 350	1.20
351 - 450	1.50
451 - 600	1.80
601 - 800	2.15
Over 800	3.0

2. Classroom Allocation ( 2022-2023)

<b>Grade Level</b>	<b>Student</b>	<b>FTE</b>
K	19.5	1
1 to 3	19.5	1
4 to 6	26.0	1
7 to 9	28.5	1

## 2022-2023 TEACHER STAFFING TIMELINE

<b>September</b>	
Sept 6	Edsembli enrolment numbers due by noon. Only include actual students in attendance for all enrolment.
6-9	Edsembli updated enrollment numbers due by 4:00 pm. At this time ALL withdrawal and enrolment information is to be in the Edsembli system.
12	Edsembli updated enrollment numbers due by noon. Staffing adjustments considered.

29	School Administrators to provide <ul style="list-style-type: none"> <li>• Teacher Growth Supervision and Evaluation Update (AP421) to staff. Support Staff Growth Supervision and Evaluation (AP 441).</li> <li>• “Notice of Evaluation” to teachers and support staff (Probationary, Temporary, Interim, new Continuing Support Staff).</li> <li>• “Evaluation Plan” to teachers and support staff. (Probationary, Temporary, Interim, new Continuing Support Staff).</li> </ul>
29	Edsembli final enrollment numbers.
<b>December</b>	
22	Draft enrolment projections developed and approved by Executive Team.
<b>January</b>	
20	Draft enrolment projections submitted to schools
31	Draft enrolment projections returned to employee services and mutually agreed to
31	Staff members on leave must indicate their <b>2023-2024</b> return to work intentions to Employee Services.
<b>February</b>	
17	Staffing: Begin staffing specialized vacancies (for example; French Immersion, Inclusive Education) approved by Assistant Superintendent.
17	All staff members submit Staff Intention Forms to Principal
28	Principals reviews SharePoint Staff Intent Forms for all employees
28	Recommendation for Permanent Teacher Certification of eligible teachers.
<b>March</b>	
24 ongoing	Placement of staff members returning from leave.
31	Principals complete probationary and temporary teacher evaluations.

<b>April</b>	
By April 20	Inclusive Education Profile completed by Learning Services and shared with schools through projected deployment plans.
By 21	<ul style="list-style-type: none"> <li>• Schools will receive School Deployment Plans</li> <li>• Determine Student Profile conversion</li> <li>• Complete staffing consultation with Employee Services</li> </ul>
30	Employee Services confirms with Corporate Services that deployment plans are within budget
<b>May</b>	
by 8	Voluntary Staffing Round 1: positions will be posted internally for three (3) days for those staff on continuing and probationary contracts.
by 23	Voluntary Transfer Round 2: positions will be posted internally for three (3) days before external postings.
31	Final date for staff resignations and requests for leave.
<b>June</b>	
By 1	Voluntary Transfer Round 3: positions will be posted internally and externally
1	Remaining vacancies for <b>2023-2024</b> will be posted and filled through internal\external process transfers.