

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, honoring 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, inclusive learning, counselling, senior high school regional programming equity, 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. Learning Coach Allocation (LC)
 - 3.1.2.1. The following guidelines will be considered when allocating LC time to the school:
 - 3.1.2.1.1. Complexity within the student population

- 3.1.2.1.2. Total number of EAs and YDCs assigned to the school
 - 3.1.2.1.3. The entirety of the LC allocation cannot be assigned to any school leader.
 - 3.1.3. School Counselling (SC grades 10 to 12)
 - 3.1.4. Regional Program Equity Allocation (RPE 10 – 12)
- 3.2. Allocations to address contextual anomalies (CA) are also provided in the School Allocations.
- 3.3. In the development of the school's Staff Deployment Plan (SDP), school administrators may not deploy fewer than the allocated LCs in the student profile conversion portion of (SDP)
- 4. Classroom Allocations
 - 4.1. 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:
 - 4.1.1. Kindergarten (K). All allocations calculate kindergarten at 0.5 FTE
 - 4.1.2. Grades 1 to 3
 - 4.1.3. Grades 4 to 6
 - 4.1.4. Grades 7 to 9.
 - 4.1.5. Grades 10 to 12
- 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.
 - 6.2.1 The total number of staff under the leadership team's direct supervision will also be considered when allocating school based administrative time.
 - 6.4 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
 - 6.5 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.

Reference: Relevant Legislation & Guidelines

SUMMARY OF TEACHER STAFFING ALLOCATIONS

1. School Administrative Allocation Enrolment

Enrolment			Administrative FTE Allocation
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 (2024-2025)

Grade Level	Student	FTE
K	20.0	1
1 to 3	20.0	1
4 to 6	26.0	1
7 to 9	28.0	1
10 to 12	28.0	1

3. Learning Coach Allocation (2024-2025)

Enrolment			LC FTE Allocation
0	-	250	0.5
250	-	500	1.0
500	-	750	1.5
		Over 750	2.0

1. Regional Programming Allocations (10 – 12)

Regional Programming Equity (RPE) allocations are allocated to regional high schools with both Jr/Sr High School grade configurations and with fewer than 400 senior high students enrolled. These allocations address the equity of specialized programs offered in regional settings serving rural regions of the Division. Examples of specialized programs include French Immersion, Regional Band, and CTS and complementary courses.

Program	FTE Allocation
Regional Band	1.0
French Immersion	0.5
CTS and complementary courses (10-12 Enrolment)	
0 - 250	2.0
250 - 400	1.0

High School Career and Academic Advisors (10-12)

Enrolment	FTE Allocation
0 – 700	1.0
Over 700	2.0

2024-2024 TEACHER STAFFING TIMELINE

August/ September	School & School Leader Administrative Tasks
September 3	Edsembli enrolment numbers due by noon. Only include actual students in attendance for all enrolment.
Sept 3-6	Edsembli updated enrollment numbers due by 4:00 pm. At this time ALL withdrawal and enrolment information is to be in the Ma Edsembli system.
Sept 27	Edsembli updated enrollment numbers due by noon. Staffing adjustments considered.
Sept 30	School Administrators to provide <ul style="list-style-type: none"> Teacher Growth Supervision and Evaluation Update (AP421) to staff. Support Staff Growth Supervision and Evaluation (AP 441). “Notice of Evaluation” to teachers and support staff (Probationary, Temporary, Interim, new Continuing Support Staff). “Evaluation Plan” to teachers and support staff. (Probationary, Temporary, Interim, new Continuing Support Staff).
Sept 30	Edsembli final enrollment numbers.
December	

22	Draft enrolment projections developed and approved by Executive Team.
January	
24	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 2025-2026 return to work intentions to Employee Services.
February	
14	Staffing: Begin staffing specialized vacancies (for example; French Immersion, Learning Coach, CTS) approved by Assistant Superintendent.
16	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.
March	
24 ongoing	Placement of staff members returning from leave.
31	Principals submit completed probationary and temporary teacher evaluations.
April	
By April 17	Inclusive Education Profile completed by Learning Services and shared with schools through projected deployment plans.
Beginning April 30	<ul style="list-style-type: none"> Schools will receive School Deployment Plans Determine Student Profile conversion Complete staffing consultation with Employee Services
30	Employee Services confirms with Corporate Services that deployment plans are within budget
May	

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.
June	
By 3	Voluntary Transfer Round 3: positions will be posted internally and externally
3	Remaining vacancies for 2025-2026 will be posted and filled through internal\external process transfers.