



STAFFING FORMULA

GUIDELINES:

The North East School Division believes that every person has the right of equality of opportunity based upon bona fide qualifications, in respect of employment, employment advancement, or promotion. We aim to achieve a Representative Workforce that is reflective of our school communities.

Staff shall be assigned in each area in a fair and equitable manner in order to address identified needs, and in order to deliver the mandate of the North East School Division to ensure every student has the opportunity to succeed within a “Culture of Excellence”.

1. PURPOSE:

There are several purposes for these staffing guidelines:

- i. To provide a base for fair and equitable staffing allocations across the division.
- ii. To provide a base for annual budget preparations
- iii. To provide the specific staffing allocations as outlined in the Admin Procedure 504
- iv. To provide a method for responding to changes in student enrolment.
- v. To provide a method for addressing student and program requirements.

2. PROCEDURES:

The Director of Education has overall responsibility for the determination of the organizational structure of the North East School Division and for the allocation of staff in the central office.

In conjunction with the Superintendent of Human Resources and these staffing guidelines, the Superintendents of Learning have the responsibility to allocate staff to schools as well as any specialized educational positions in Central Office. The Superintendent of Business Administration has responsibility for the allocation of all other support staff in the division.

Staff allocations to schools will be based annually on up-to-date enrolment data provided by the Principal of each school and staffing formulas defined in these guidelines.

Principals will survey their staff regarding teacher intent for the following year (superannuation, resignation, leave, transfer, and reassignment) and shall communicate this information to the appropriate Superintendent with responsibility for staffing in their area. They will also make recommendations regarding special qualifications needed by staff to fill vacancies in the school.

- i. By January of the current school year, the projected enrolment for September of the following year will be calculated as accurately as possible for each school in the Division using the December enrolment data and the most up-to-date information available on Kindergarten entrance projections, student intake numbers, family movement, etc. These enrolments will be applied to the guideline to determine a base staffing capacity anticipated for each school.
- ii. Final professional and support staff allocations will be made based on the projected enrolments confirmed in April, after the Student Support Services Department has

- determined anticipated Intense needs students, and any other known “diversity” factors that are specific to individual student profiles.
- iii. Predicted staffing requirements (from the December data) will be used for budgeting purposes. To avoid the likelihood of overstaffing, a “holdback factor” may be used, and may be applied at the discretion of the Superintendent assigned to the school. Schools should plan for staffing adjustments and operate with a “contingency” in mind to address unforeseen needs that may develop.
 - iv. After enrolment projections are finalized (and before June 30 of each year), enrolment variations at specific schools that materialize after June 30 and before September 30 of the following year, will not typically be used to increase or decrease staffing levels in the fall. For schools where an enrolment increase has created an unforeseen staffing shortage, application can be made to the Director (through the Superintendent of Schools) for a staffing adjustment. Staffing surpluses may also be addressed where unique developments warrant.
 - v. Intense needs students identified will be treated apart from the staffing considerations referenced above. Qualifying students that enroll at a specific school may result in staffing being added to the school where these students are enrolled. Similarly, if Intense Needs students leave a school, support services may be decreased. As Educational Associate deployment will be a “centralized” function, decisions to adjust Educational Associate FTE at a school will be made after the Principal and Superintendents meet to confirm needs.
 - vi. Particularly in the fall of the school year, when a school’s final Intense Support designations may not be finalized, no staffing transfer decisions will be made at a school without first convening a meeting of the In-School Administrator(s), the Superintendent of Schools, and the Learning Consultant for the impacted school to discuss any possible changes pending in the school’s “diversity profile”.
 - vii. Situations in which the application of the below formula results in an untenable educational situation (i.e. - a school unable to “balance” staffing needs as derived by the guidelines) should be brought to the attention of the applicable Superintendent. When necessary, these situations will be shared with the Director for consideration and final decision. Examples of possible “exceptional circumstances” where “outside formula” support might be considered could include staff deployment necessary to support a “Joint-Use Facility” or additional staffing support required as part of an Occupational Health and Safety concern.
 - viii. When the application of the guidelines for a school that experiences an increase in base student enrolment over the previous year, results in that school actually losing weighted enrolment as a result of the school no longer qualifying for “small school support” that it previously received, that school will be allocated a “transitional support weighting” (expressed as “Outside Formula Unit Support”), equal to the amount of weighted student enrolment lost as a result of this growth in enrolment. This support will continue until such time as the increased enrolment actually leads to increased “weighted students” for that school. As this factor is often complex to track (and will not apply to schools that lose capacity as a result of a lower “diversity profile”), school administrators will work closely with their assigned Superintendent of Schools and the Superintendent of Human Resources to determine the appropriate level of “transitional support” warranted.

- ix. Schools will be expected to operate within the formula guidelines unless a specific “transition plan” is in place to deal with an exceptional circumstance at a specific school that makes operating “to the guideline” educationally unsound.
- x. When confirming the “Staffing Allocation” for a particular school, and comparing that deployment to the “weighted enrolment” capacity developed for the school, costs associated with the supervision of Intense Needs students during the noon hour will not be “charged” against the school’s deployment. If an identified student’s plan identifies the need for specialized, intense supervision during the noon period, this will be provided. However, just as is the case for all students, human resources “costs” associated with that noon period supervision will not form part of the school’s deployment as defined in these guidelines.

3. **STUDENT COUNTS (base enrollment)**

- Regular student = **1.0**
- Kindergarten = **0.5**
- Pre-K students = **0.5**
- Part Time Student = **actual portion**

i. **Additional Weighting per Pupil for Smaller Schools:**

Schools with total student enrolments at each grade level below that fall within the number parameters listed will have their school’s “weighted enrolment” adjusted upward as indicated:

- 1. PreK – 9 (100-199.9) or 10 – 12 (150-199.9) = **+0.08/student**
- 2. PreK – 9 (<99.9) or 10 – 12 (100-149.9) = **+0.14/student**
- 3. 10 – 12 (75 – 99.9) = **+0.20/student**
- 4. 10 – 12 (50 – 74.9) = **+0.27/student**
- 5. 10 – 12 (< 50) = **+0.35/student**

ii. **K-12 Small School Weighting:**

K-12 schools with a **full K-12 school enrollment BELOW 150 FTE students** will have their school “weighted enrolment” adjusted upward **A FURTHER AMOUNT** as indicated:

- 1. K-12 Schools with **<100 FTE students**: = **+ 0.20/FTE student**
- 2. K-12 Schools with **>100 < 150 FTE students**: = **+ 0.05/FTE student**

iii. **E-Learning Support: = Support will be deployed centrally**

The applicable Superintendent or designate will conduct a review of “E-Learning Support” teacher allocations for each school with each Principal on an annual basis to confirm that the above guidelines are being met.

iv. **Diversity:**

- PreK-6 = **+0.072/student**
- 7-12 = **+0.05/student**

v. **At Risk Student Support = 5% of total student population:**

This level of support will be applied to schools on an "enrolment ratio" basis. It is to help support students with exceptional needs that require significant and ongoing program adaptations. This support is intended to assist students of need who do not meet qualifications for Intense Support I or II designation.

$$\text{At Risk Support Factor} = \underline{\text{base student FTE enrolment} \times 0.05 \times 0.66}$$

vi. **Career Guidance:**

$$10-12 = \underline{+0.03/\text{student}}$$

vii. **Community School = Support will be deployed centrally**

The applicable Superintendent or designate will conduct a review of the supports required for each school on an annual basis to confirm that supports are being provided.

viii. **Pre-K Program Offering:**

Schools that operate a qualified "Pre-K Program" will receive additional student weighting to support additional teaching staff costs designated to this program.

ix. **Practical and Applied Arts – Middle Years Programming/ High School Credit Courses:**

$$P.A.A.1 = \underline{+0.02/\text{student enrolled in a recognized middle school course.}}$$

$$P.A.A.2 = \underline{+0.05/\text{student enrolled in a recognized high school credit course.}}$$

x. **3.10 English as an Additional Language Pupil Weighting:**

(Based on students being recognized by the Ministry of Education as meeting the criteria for EAL designation)

The applicable Superintendent will work on an "as requested" basis with the school administrator and the assigned Learning Consultant to secure necessary supports on an "outside formula" basis, for qualifying students with EAL needs.

xi. **Designated Student Support:**

$$\text{Intense Support I} = \underline{\text{Divisional Allocation- no "weighting" to schools}}$$

$$\text{Intense Support II} = \underline{\text{Divisional Allocation- no "Weighting" to schools}}$$

Where applicable, students at each school will still be identified for "Intense Support" for purposes of program development. However, Educational Associate time, where recommended, will be deployed centrally.

4. STUDENT SUPPORT STAFFING ALLOCATIONS

Administrators will be responsible for ensuring that the capacity allocated for "Diversity" needs ("Diversity" and "At Risk" weighting,) is used to proportionately allocate teaching staff FTE dedicated to that area.

Since Paraprofessional Support will be deployed centrally, schools should be attending to Diversity Education Teacher (DET) time, Response to Instruction (RTI) time and co-teaching time through these allocations.

The applicable Superintendent responsible for student services or designate will conduct a review of "student support staffing" teacher allocations for each school with each Principal on an annual basis to confirm that the above guidelines are being met.

5. **EQUITY FACTOR**

Will be calculated and applied following budget planning process annually. Since all special programming and student needs have been addressed by the student weighting, one common "equity factor" will be used for the final staffing allocations at all schools.

Budget applications will be based on an "equity factor" equal to: 17.0

6. **STAFFING DECISIONS**

Recommendations for staffing allocations will be considered on a school by school basis. Depending on the primary responsibilities of staff under consideration for a change in deployment, specific Superintendents will be consulted. Final decisions regarding staffing at each school will be approved by the Superintendent of Human Resources in conjunction with Director of Education.

Ability to increase staff at a particular school to reflect full capacity will be dependent on the division meeting its OVERALL staffing targets for all schools in the division.

7. **ADMINISTRATION**

The following guidelines are recommended for determining school-based administrative time allotments. Please note, however, that the application of these guidelines needs to be considered within the overall school's capacity through the application of the staffing guidelines. Administrators will need to consider adjustments in this area as the profile of the school changes, and reductions or increases in overall staffing become necessary.

ELEMENTARY/MIDDLE YEARS SCHOOLS:

- i. Minimum allocation of 0.15 FTE per student grouping at the school (elementary/middle) **OR**
- ii. 0.5% per student for the first 150 students and 0.3% per student above 150
- iii. Maximum allocation for any Elementary/Middle Years School will be 1.0 FTE

K-12 SCHOOLS and MIDDLE YEARS/SECONDARY SCHOOLS:

- i. As above, except 0.4% per student over 150
- ii. Maximum allocation to any one school will be 2.2 FTE
- iii. Minimum for all K-12 and "Secondary Schools will be 0.5 FTE
- iv. Decisions about determining the principal and vice principal allocations (where applicable) will be made through consultation among in-school and senior administration. As a general principle, schools with 150 or more students will employ a vice principal while schools under 150 pupils will not.
- v. Please note that for this guideline, "students" are based on "headcount" and not by FTE students or "weighted student" numbers.
- vi. Respecting the unique format of instruction and administrative support at this school, the above-referenced guidelines will not apply to the Star City Colony School.

- vii. Where a principal feels that the guidelines do not reflect the actual administrative needs of the school, such that he/she would like to vary from the guidelines by up to 0.2 “staffing units”, the principal is required to secure approval for the adjustment from the Superintendent of Schools assigned to the school.

8. STAFFING COSTS

In-School Administration:	= Actual FTE
Teacher:	= 1.0
Educational Associate:	= 0.00 (Div. Office Allocation)
Educational Associate (Tech):	= 0.00 (Div. Office Allocation)
Library Clerk/Technician:	= 0.33
Administrative Assistant:	= 0.38
Outreach Worker:	= 0.00 (Div. Office Allocation)

- Part time allocations will be assigned the appropriate “ratio” for the assigned staff based on the comparison of actual time assigned to the typical “full time” allocation in that school.
- Allocations are based on “average salary ratios” and are not adjusted to reflect actual costs at a school level that may fluctuate from year to year based on “salary grid” applications for individual employees that recognize factors such as Collective Agreement provisions, training and/or experience.

The plan will be to implement and adjust the NESD Staffing Guidelines in a way that is responsive to the changing needs of schools, and the changing realities of funding from the Ministry of Education.

In-school administrators will have opportunities to share their experiences with the guidelines and, where appropriate, suggest adjustments to it. Of course, any changes to the guidelines will be universally applied to all schools where the qualifying factors impact on instructional needs.

As information becomes available (enrolment projections, school diversity compositions, staffing transfer requests, resignation/retirement notifications, etc.) this information will be tabulated for each school and discussions will be undertaken with each administrator to specifically plan for staff deployment at each school.

Overall system staffing deployment must be within the staffing allocations for the entire division.

Composite data indicating the staffing situation at each school, and the total deployment for the entire division, will be made available to the entire Administrative Council.

Individual schools, where the formula has created “capacity” that allows for increased staffing, may need to wait until all NESD schools that are “overstaffed” confirm an action plan to operate within the formula and budget constraints. Dialogue will occur between the in-school administration and the applicable Superintendent.