


Administrative Procedures

AP-505 Staffing Guidelines 	References: The Education Act, 1995 The Saskatchewan Employment Act	Tracking: September 2015
	Related: Local Collective Bargaining Agreement for Teachers Provincial Collective Bargaining Agreement for Teachers CUPE Local Collective Agreement	Updated: January 2020
		Status: Approved Jan 21, 2020

Purpose

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

Staff will 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”.

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 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.

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 these staffing guidelines, the Superintendent of Human Resources has the responsibility to allocate staff to schools, and all Superintendents have responsibility for the allocation of specialized educational positions and support staff in their functional area(s).

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

Principals should survey their staff regarding teacher intent for the following year (superannuation, resignation, leave, transfer, and reassignment) and communicate this information to the Superintendent of Human Resources. They should also make recommendations regarding special qualifications needed by staff to fill vacancies in the school.

1.1 By January of the current school year, the projected enrolment for September of the following year will be calculated 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 staffing levels anticipated for each school.

1.2 Final support staff allocations will be made based on the projected enrolments confirmed in April, after the Student Services Department has determined anticipated intensive needs students.

1.3 Predicted staffing requirements (from the January data) will be used for budgeting purposes.

1.4 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 Human Resources) for a staffing adjustment. Staffing surpluses may also be addressed where unique developments warrant.

1.5 Intensive 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 is a “centralized” function, decisions to adjust Educational Associate FTE’s at a school will be made after the Principal and Superintendent of Student Services confirm needs.

1.6 Situations in which the application of the guideline 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 Superintendent of Human Resources. When necessary, these situations will be shared with the Director for consideration and final decision. Examples of possible “exceptional circumstances” where “outside guideline” 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.

1.7 Schools will be expected to operate within the 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.

1.8 If a student’s plan identifies the need for specialized, intensive 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. Such applications shall be made to the Superintendent of Student Services.

1. STUDENT COUNTS (base enrollment)

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

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.

Pre-K Program Offering:

Schools that operate a qualified “Pre-K Program” will receive additional teaching staffing designated to this program.

2. STUDENT SUPPORT STAFFING ALLOCATIONS

Administrators will be responsible for ensuring that the capacity allocated for special educational time is used to proportionately allocate teaching staff FTE dedicated to that area.

The vast majority of this FTE allocation should be dedicated to exclusively support duties of the Diversity Education teacher which include the authoring of the Electronic Inclusion and Intervention Plan(s) (eIIPs) and their actualization within the classrooms. This allocation should not be eroded to include general duties that should be otherwise attended to by classroom teachers.

The Superintendent of Student Services 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.

3. 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.

The ability to increase staff at a particular school will be dependent on the division meeting its overall staffing targets for all schools in the division.

4. 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.

Decisions about determining the principal and vice principal allocations 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 students will not.

Respecting the unique format of instruction and administrative support, the above referenced guidelines will not apply to Colony Schools.

5. STAFFING COSTS

In-School Administration:	= Actual FTE
Teacher:	= 1.0 (or ratio thereof)
Administrative Assistant:	= 0
Educational Associate:	= 0 (Div. Office Allocation)
Library Clerk/Technician:	= 0
Outreach Worker:	= 0 (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 NESD Staffing Guidelines have been revised in a way that is responsive to the 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.

As information becomes available (enrolment projections, school 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.

As always there will be some flexibility where situations are unique and require additional resources.