

Staffing Allocation Advisory Committee Agenda

Room 1, Education Building, Whitehorse

Monday, November 30, 2015

Room 1

Department of Education Building

Present

Yukon Teachers Association	Jill Mason, President
	Dave Hobbis, Employment Relations Advisor
Association of Yukon School Administrators	Melanie Bennett, Principal, Elijah Smith Elementary
	Maggie Mann, Principal, St. Elias (by video)
	Souhail Soujah, Principal, Porter Creek Secondary
Commission scolaire francophone du Yukon	Marc Champagne, Executive Director
School Councils	Monica Lauer, Catholic Education Association
	Carol Coote, AYSCBC
	Shawna Boone, Watson Lake School Council (by video)
	Kerri Scholz, Porter Creek Secondary School Council
First Nation Education Commission	Ashley Doiron, Education Manager, Tr'ondëk Hwëch'in
Department of Education	Mike Woods, Assistant Deputy Minister
	Greg Storey, Superintendent, Area 1
	Penny Prysnuik, Superintendent, Area 2
	Bill Bennett, Superintendent, Area 3
	Lorraine Taillefer, Superintendent, Area 4
	Lake Apted, Director, Human Resource Services
	Kim Ho, Manager of Recruitment
Consultant	Dick Chambers

9:30 a.m.

1. Welcome
2. Introductions
3. Review Summary of November 9th meeting
 - 3.1. Reading Recovery
 - Mike Woods clarified that if a principal wished to expand the mandate of the Reading Recovery teacher s/he should explain the circumstances to the superintendent who will bring the request to the Staffing Committee who will make the decision.
 - 3.2. Preparation Time
 - In accordance with the new Collective Agreement the preparation time allocation has been increased to 14% from 13.44%. This results in an extra 1.5 FTE being allocated.
 - 3.3. Shared Resource Programs
 - The allocation of 11.3 FTE was reconciled and clarified.
 - Considerable discussion ensued as to how a school obtained a SRP.

Staffing Allocation Advisory Committee Agenda

Room 1, Education Building, Whitehorse

Monday, November 30, 2015

- To clarify – Shared Resource Programs are determined by Yukon Education and in particular, Student Support Services.
 - As the name implies these programs are meant to serve the needs of students from more than one school.
 - In most cases they are meant to serve students with significant special needs whose overall inclusion in ‘regular’ classrooms is very limited.

3.4. Aurora Virtual School, ILC, Wood Street

- **Wood Street** – the practice of not including the students who attend Wood Street from their home schools enrolment was challenged. The rationale for excluding them is that their instruction is provided for through the allocation of 7 FTE for Wood Street programs and they would be double counted by providing FTE to the home school when they were not responsible for their instruction. The arguments for including them in the home school enrolment is that any reduction in staffing reduces the ability of the home school to provide a variety of programs; home schools will discourage students from attending Wood Street because they will lose staffing; losing 10 -20 -50 students does not necessarily mean that the school can reduce classes by that amount because the students might come from several grades and several classes. The counter argument to the last point is that if a school were to receive an additional 10-20 -50 students they may not have to increase staffing because the students may be ‘sprinkled’ across classes that already existed and had room for the students, and yet the school will receive Teacher FTE allocation for those students.
- **Individual Learning Centre** – The ILC’s staffing is not formula driven but a ‘lump-sum’ allocation determined by Yukon Education. For many years it was 3.0 FTE plus the First Nations Inclusion Teacher (who may also visit other schools). Two years ago it received a 0.2 FTE allocation in order to provide Counselling. This school year its enrolment increased and the Staffing Committee allocated 1.8 additional FTE. This allocation was ‘cash-managed’ (outside of the staffing allocation formula as there was no contingency remaining). The ILC is credited with serving 165 students however these students may be taking only one course through the ILC or several courses. In order to serve these students the ILC provides a longer school day than regular schools. It is likely that students attending the ILC are not registered with another school.
- **Aurora Virtual School** – AVS is also not staffed by formula but by a ‘lump-sum’ allocation of 4 FTE. It serves a range of students from home schooled students to students attending our largest schools who wish to take a course not offered by their school or which conflicts with another course. It is more likely that students receiving some instruction from AVS are also registered with another Yukon school. For this reason the AVS enrolment is not counted as additional enrolment for Yukon.
- **Formulizing these three programs** – these programs could receive their staffing allocation through some sort of formula rather than as a lump sum. Perhaps it could be a combination

Staffing Allocation Advisory Committee Agenda

Room 1, Education Building, Whitehorse

Monday, November 30, 2015

of total number of students enrolled and number of courses taken. If we were to move in that direction it may raise the question about whether all (secondary) students should be counted in that manner. At the present time secondary students who attend 'regular' schools are assumed to be receiving instruction full-time, i.e. 7 out of 7 blocks or 8 out of 8 blocks. However, particularly at the higher-grade levels (grade 11 and 12) this is not the case. If the staffing allocation system were to move in this direction it would necessitate a total reconsideration of the secondary allocation assumptions, as when the present formula was created it was on some realization that some secondary students did not attend full-time.

- **Cross Enrolled students** – Dick Chambers will clarify with the Department the way in which cross enrolled students are counted re home schools.

3.5. 2016 Enrolment Projection

- A preliminary enrolment projection was presented.
- 5291 compared to last year's projection of 5178 and actual of 5251. Of the difference of 73 between last year's actual and projected – 40 can be attributed to ILC.
- It was stressed that this is a preliminary enrolment and it will continue to be refined over the winter as a result of reviewing school registrations.
- The impact on the Staffing Allocation formula of the increased enrolment – between last year's staffing basis of 5178 (plus 40 ILC students) and this year's of 5291 – is an increase of approximately 7 teachers. Couple this with the 1.5 FTE preparation time increase and 1.8 FTE for ILC if this becomes embedded in the allocation and the Staffing Allocation allotment would need to be raised by approximately 10 teachers.
- Overflow Kindergarten
 - It is projected that there will be 421 kindergarten students next year – the highest number in quite a few years. 337 of these are projected for Whitehorse and will result in the need for the establishment of two additional kindergarten classes. Last year one was created at Takhini and an extra kindergarten French Immersion at Selkirk.

3.6. Adjournment

11:15 a.m.

Next Meeting: Monday, January 18, 2016

9:30 -11:30 a.m. Room 1 Education Building