

Staffing Allocation Handbook

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1.0 INTRODUCTION

1.1 History

A staffing entitlement formula for all Yukon public schools was established by Executive Council to become effective for the 1984/85 school year and thereafter. There were several reasons why this decision was taken:

1. to ensure that a level of staffing was provided to each school sufficient to deliver quality education;
2. to ensure that staffing was equitable from school to school and among the various levels; and
3. to provide comprehensive information to principals and school committees on how staff is allocated.

This entitlement was revised and approved by Management Board in 1992 and then revised again in 1998.

One of the components of the Staffing Entitlement was an 'Operational' allocation intended for exceptional circumstances. This was defined as:

“Each school in the Yukon is unique and may require additional staff beyond the strict application of the formula to ensure that quality education can be delivered in any given year. Unpredictable population shifts over a summer can create the need for additional staff in one school while not reducing the need in others significantly to allow a teacher transfer.

Superintendents and principals should consider the operational requirement portion of allocated staff in light of classroom (K-12), library, counseling, administration, and special needs pertinent to the situation in the school for that school year.

The number of teachers allowable for operational requirements for all Yukon schools is determined by dividing the total projected Public Schools population by 400 and rounding to the nearest .5. The deployment of these *F.T.E.'s* is done by the *Superintendents in committee within the targets set by the Assistant Deputy Minister of Public Schools.*”

For the 2008/09 school year the 'Operational Requirements' allocation should have been 12.5 F.T.E. teachers according to the formula but it had grown to 104 teachers or more than 21% of the total allocation. Over time these allocations became embedded in the schools' allocations even if the original reasons for their distribution had changed.

1.1.1 Staffing Allocation Advisory Committee

In December 2009 the Assistant Deputy Minister of Public Schools, Yukon Education, struck a Staffing Allocation Advisory Committee whose terms of reference were to:

- Assess the current system and Yukon Education staffing resources and identify the inherent issues and challenges.
- Define necessary baseline staffing for each school.
- Identify issues that need to be considered in an operations or additional staffing allocation formula.
- Identify a reasonable staffing allocation formula and recommend the extent of discretionary funds/staffing that should be retained by Yukon Education to use for startup in September for exceptional requests not accounted for in the staffing process.
- Review/revise staffing process and timelines.
- Develop guidelines, an Improvement Plan, and a report signed off by the Advisory Committee outlining the recommendations to address the issues as required

This Committee reported out in March 2010 and its recommendations were implemented in the 2010/11 school year.

1.1.2 Staffing Allocation Advisory Committee2 (SAAC2)

Because of the committee's tight timelines, it was unable to deal with all the issues. Hence, a Staffing Allocation Advisory Committee2 was created to make refinements on the work of the original committee and this document reflects that work.

The two major refinements made by SAAC2 were: switching teacher allocations from primarily an incremental allocation, which involved larger increases or decreases, to a ratio allocation, which smoothed changes to allocations, and the development of an Achievement Index to recognize student vulnerability variations from school to school.

1.1.3 Staffing Allocation Advisory Committee3 (SAAC3)

In the third year of the process the former consultant became the Director of Human Resources and the committee now reports to the Deputy Minister. The scope of the committee was reduced because there was little room to adjust within the fixed allotment of teachers.

The main refinements made by SAAC3 were support for English Language Learners and support for an expanded secondary program at Old Crow and Teslin. (Teslin decided to delay the implementation of this pilot.)

1.1.4 Staffing Allocation Advisory Committee4 (SAAC4)

The fourth year of the process saw projected enrolment increases put pressure on the overall teacher allocation. The allocation was only able to meet the existing service levels with a small improvement to kindergarten class size level – from 18 to 17:1.

The Terms of Reference for the SAAC4 are attached as an Appendix including the membership for all of the staffing allocation committees.

1.2 Guiding Principles

All Staffing Allocation Advisory Committees applied these guiding principles to their work:

- Equity – treat the same the same, and significantly different differently
- Data-driven – student numbers and needs drive the allocation
- Transparency – understandable information is readily available
- Predictability – with the same information, arrive at the same conclusions
- Timeliness – allow for efficient decision making and deployment
- Responsiveness – adjust to changing “drivers” in a reasonable period of time
- Sustainability/viability – provide continuity for viable programs (approved by Yukon Education)
- Accountability – actions are seen as responsible, credible and trustworthy

2. GENERAL

2.1 Determination of School Enrolments

- The determination of each school's projected enrolment for the upcoming September is determined using a 'cohort retention model'. This utilizes:
 - The average of the preceding five years' K4 or Kindergarten enrolment to determine the upcoming enrolment.
 - The five-year average of the number of students who move from the preceding grade to the following grade.
 - For a secondary school which has feeder schools this ratio or 'cohort retention' is applied to the grade 7 population of the feeder schools to determine the grade 8 population of the secondary school.
- Shared Resource Programs
 - Students in a Shared Resource Program housed in a school are included in that school's population.
- Wood Street Centre
 - Students from Yukon secondary schools are eligible to apply each semester for entry to the Wood Street Centre.
 - The previous three-year average of the two semesters for each school is calculated.
 - If it is less than five students those students continue to be attributed to their home school.
 - If the three-year average is five students or more those students are subtracted from their home school enrolment.

2.2 Total Teacher Allocation

The Staffing Allocation Advisory Committee mandate stipulates that it can only allocate the number of teachers provided by government.

The Education Act defines teacher as a person holding a valid and subsisting teaching certificate, or a letter of permission, issued pursuant to the regulations who is appointed or employed pursuant to this Act to give instruction or to administer or supervise instructional service in a school but does not include an aboriginal language teacher.

2.3 Timeline for Teacher Allocation

- The enrolment projection will be updated for the next school year in October of each year.
- The Vulnerability/Equity Index will be updated for the next school year in November of each year.

- The initial teacher allocation will be available by the end of February of each year.
- Kindergarten registration will be initiated in mid- February of each year.
- Priority transfer requests will be approved by the end of April of each year.
- The contingency allocation will be used for the following potential adjustments:
 - School enrolments will be adjusted at the end of May. The Senior Leadership team of Yukon Education will determine if the adjusted enrolment necessitates increased staffing. Schools which receive 'Transition Staffing' will be less likely to receive additional staff as a result of enrolment changes as they are already receiving staff beyond that generated by their projected enrolment.
 - The Senior Leadership Team will monitor schools' enrolment over the spring to consider the consequences of additional transfers, new housing or migration into the neighborhood.
 - A further adjustment may be made in September as the result of actual enrolments compromising contractual class sizes, personnel issues or exceptional circumstances as determined by the Senior Leadership Team.
 - For secondary schools on the semester system, it is possible that an adjustment could be made at the beginning of the second semester for significantly increased enrolment.

2.4 Allocation of Total Staff vs. Deployment of Individual Positions

The following entitlements are allocations of staff from Yukon Education to schools. It is the responsibility of the principal, in consultation with the School Council, to deploy these allocations to meet the needs of the students of the school and to fulfill the School's Growth Plan.

2.5 Very Small School Allocations

The formula does not apply to schools of less than twenty students. The Senior Leadership Team will staff such schools on an individual basis.

2.6 Rounding

Calculations are not rounded until all the components of the formula have been applied. They are then rounded by the 'Flex Factor'. If the sum of the allocations for a school is projected to decrease that school's allocation, the 'Flex Factor' rounds up to the nearest half. If the sums of the allocations project an increase to the school's allocation, the 'Flex Factor' rounds to the nearest tenth.

2.7 Compilation of Small Rural School Base Support

A base allocation is built into many of the formulae to recognize a lack of economy of scale for small rural schools. This chart is included only as a summary – it is not in addition to the allocations made throughout the formulae.

	K-9/10	K-12
K4/K5 Base plus prep time	0.227	0.227
Primary Base plus prep time & Reading Recovery™	0.227	0.227
	0.500	0.500
Intermediate Base plus prep time	0.227	0.227
Secondary Base plus prep time	0.567	1.702
Admin. Base	0.200	0.200
Counselor Base	0.300	0.300
Library Base	0.100	0.100
Learning Assistant Base	0.500	0.500
Total	2.848	3.983

3. CLASSROOM STAFFING

3.1 Kindergarten and K4

Rural schools provide Kindergarten for four year olds (K4). In most rural schools, both K4 and Kindergarten for 5 year olds (K or K5) are half-time programs. However, Robert Service (Dawson City) and Johnson Elementary (Watson Lake) do not provide Kindergarten for four year olds and their K5 program is full-time.

Whitehorse schools, with the exception of Ecole Emilie-Tremblay, do not provide Kindergarten for four year olds and Kindergarten for five year olds is full-time.

Thus, Yukon students are entitled to a full year of pre-grade one enrolment: in the rural environment – two years of half-time attendance, in the urban environment – one year of full-time attendance.

Step 1 Where a K4 program is offered combine K4 and K5 enrolment and divide by two. (This determines student full-time equivalent)

Step 2 **Ratio 1:17**

Base 0.2

Divide the number of K4 and K5 students by 17 and add the base of 0.2 to determine teacher allocation.

3.2 Primary Teachers (Grades 1 to 3)

Ratio 1:21

Base 0.2

Divide the number of primary students by 21 and add the base of 0.2 to determine the teacher allocation.

3.3 Intermediate Teachers (Grade 4 to 7)

Ratio 1:23

Base 0.2

Divide the number of primary students by 23 and add the base of 0.2 to determine the teacher allocation.

3.4 Secondary Teachers (Grades 8 to 12)

Ratio 1:20

Base There is no base

Divide the number of secondary students by 20 to determine the teacher allocation.

3.5 Small Secondary Schools

Schools larger than 20 with a secondary population less than 201

- Grade 8-9/10
Base 0.5 F.T.E.
- Grade 8-12
Base 1.5 F.T.E.

3.6 Dual Track Allocation

Dual Track Allocation is meant to recognize the inefficiency created by discrete programs that cause grade cohorts to be split for the majority of their instructional time. It is not a programming implementation factor but recognition of the probability that staffing will be more expensive when a cohort is split into two groups.

- At the present time there is one dual track school – F.H. Collins Secondary School with a French Immersion track from grade 8 to 12 of less than two hundred students.
- The Small Secondary Allocation (secondary populations of less than 200) of 1.5 F.T.E. teachers is used to recognize the dual track program at F.H. Collins Secondary School.

3.7 Preparation Time

Ratio 13.44%

Contractually, preparation time for teachers is 12%. In order to provide preparation time for teachers who provide preparation time, this allocation is adjusted by a further 12%. Therefore, the preparation time allocation is $12\% \times 1.12$ or 13.44%.

Preparation time for all schools equals 13.44% of teacher allocations for:

- **K4/K5**
- **Primary**
- **Intermediate**
- **Secondary**
- **Small Secondary**

In schools where Intermediate French as a Second Language is offered, it is usually offered to the entire class, freeing the classroom teacher (preparation time). Therefore, in such schools, the Preparation Time allocation is reduced by the Intermediate French as a Second Language allocation.

This results in all schools receiving the same relative allocation for preparation time regardless of whether they offer Intermediate French as a Second Language or not.

On the allocation spread sheet preparation time (13.44%) is the sum of two columns:

- Preparation Time
- French as a Second Language (Intermediate)
 - If the school is not required to teach Intermediate French as a Second Language, the entire 13.44% allocation is under the Preparation Time column.

3.8 Late French Immersion

The intake of grade six students at Whitehorse Elementary as French late immersion students requires that a separate stream of classes be established for grade six and seven. These students cannot be merged with the other grade six and seven students. The disadvantage that this creates for WES is that any enrolment under 23 students draws from the overall staffing allocation.

The recognition to offset this disadvantage is calculated as follows:

- project the enrolment for the grade six and seven classes
- subtract that enrolment from 46 (two classes of 23)
- divide the difference by 23 to obtain the FTE recognition

4. INSTRUCTIONAL SUPPORT STAFF

4.1 Administrators

Ratio 1:200

Base 0.2

Divide the school enrolment by 200 and add the base of 0.2 to determine the administrative allocation.

- For F.H. Collins Secondary School, increase the school enrolment by the previous three-year average number of students per semester in Wood Street Centre.

It is the prerogative of Yukon Education to determine the **number** of administrators allocated to a school while it is the responsibility of the principal, in consultation with the School Council, to deploy the administrative time. If the administrative allocation exceeds the number of administrators determined by Yukon Education, the administrative allocation, like all other allocations, would be deployed to meet other needs of the school.

4.2 Counselors

Ratio 1:300

Base 0.3

Divide the school enrolment by 300 and add the base of 0.3 to determine the counselor allocation.

4.3 Teacher Librarians

Ratio 1:500

Base 0.1

Divide the school enrolment by 500 and add the base of 0.1 to determine the teacher librarian allocation.

4.4 Intermediate French as a Second Language

Ratio 11.2% of Section 3.3 Intermediate Teachers

To provide preparation time for Intermediate French as Second Language teachers, the IFSL allocation of 10% is adjusted by a further 12%. Therefore, the IFSL allocation is $10\% \times 1.12$ or **11.2%**.

See Section 3.6 Preparation Time to see how IFSL is a part of preparation time.

4.5 Learning Assistance

Ratio 1:180

Base 0.5

Divide the school enrolment by 180 and add the base of 0.5 to determine the learning assistance teacher allocation.

5. ADDITIONAL ALLOCATIONS

5.1 Differentiated recognition

FTEs are sometimes established to support the implementation of specific initiatives. The allocation of these teachers is outside the mandate of the Staffing Allocation Advisory Committee. As well, schools do not have the opportunity to redeploy this allocation – these FTEs must be used for the specific purpose they are allocated (for example, Reading Recovery™, Learning Together, Religious Education Coordinators).

5.2 Itinerant Teachers

This area has been refined to include itinerant teachers who work with students in several schools and to exclude employees who act primarily as consultants to teachers.

5.3 Shared Programs

Approved Shared Resource Programs exist in several schools and these programs are allocated teachers regardless of enrollment numbers.

5.4 Aboriginal Language Teachers

The allocation of these teachers is outside the mandate of the Staffing Allocation Advisory Committee. The First Nations Programs and Partnership unit of Yukon Education determines the allocations, in consultation with Yukon First Nations and school staff.

5.5 Achievement Equity

Equity means being fair to all people. The concept of equity is founded on the principle of substantive equality. According to well-established Canadian jurisprudence, substantive equality goes beyond the idea of ensuring that everyone is treated the same. Owing to different life conditions or the effects of historical discrimination, same treatment may not always produce equal results. To achieve equality, specific efforts are needed to ensure that policies, standards, programs and services are accessible and inclusive.

5.5.1 Indicators

Four indicators are used for elementary populations and two for secondary populations in the Achievement Equity Index. Each indicator is weighted equally in its contribution to the total determination of the Achievement Equity Index.

Elementary	Measure
Early Development Instrument – past year - average of the past three years	% at risk in two or more factors
Kindergarten Screening – Student Risk Level (End of Year Summary) -average of the past three years	% that need investigation
Yukon Foundation Skills Assessment Grade 4	% that did not write or were below acceptable standard
Yukon Foundation Skills Assessment Grade 7	% that did not write or were below acceptable standard

Secondary	Measure
B.C. Provincial Exam – English Grade 10 – past three years	% that failed
Feeder Schools Vulnerability Index - Average	Average of feeder schools

5.5.2 Standardization

Each data set has its own characteristics: measures of central tendency (average), measures of dispersion (standard deviation) and measures of association (correlation). In order that one data set does not dominate unintentionally another data set because of its particular characteristics, it is appropriate to statistically standardize the data sets. Two methods are available: Z-score and T-score. Z-score is used.

From the individual school result subtract the average of the scores of all the schools and divide by the standard deviation to determine Z-score. This will result in a negative number if it is below the average and a positive number if it is above the average for the scores.

Each school's score is then adjusted in relationship to the school with the best score on that measure. (Although counterintuitive, the best score will be the most negative number as all the measures are set up to reflect underperformance or risk; i.e. the higher the number the greater the underperformance or risk). To make the adjustment set the school with the best score at zero and subtract its original score from all the other schools to determine how 'far away' they are from the school with the best score.

Once this is accomplished for each measure then find the average for each school.

5.5.3 Cut-Off Point

A high Achievement Equity Index indicates underperformance or vulnerability. Those schools higher than the 33rd percentile were recognized for achievement equity support while the bottom (best) one-third was not.

5.5.4 Portion of Vulnerability

Total the Achievement Equity Indices of those schools remaining. Determine each school's score as a percent of the total.

5.5.5 Adjusting for Enrolment

Multiply each school's score by the appropriate elementary or secondary enrolment. Total the results.

5.5.6 Teacher Allocation

Determine each school's score as a percentage of the enrolment-adjusted total. Multiply each school's percentage score by the number of teachers available. This gives the number of teachers allocated for Achievement Equity.

6. TRANSITIONAL RECOGNITION

6.1 Transition from Year to Year

For schools who receive less allocation than the previous year:

- From the forecast year's projected reduction subtract past September allocations that were not enrolment driven. *For example, if a school was projected to lose three teachers but had received an additional teacher last September for other than an enrolment increase the reduction that would be considered for transition support would be two (not three) teachers.* Apply this adjusted reduction to the following rule:
- **No school will have its total allocation decreased by more than one teacher. If a school has less than ten teachers its decrease will not exceed 0.5 FTE.**

6.2 Rounding/Flex Allocation

- If a school is **receiving less** teacher allocation than the previous year **round up to the nearest half.**
- If a school is **receiving the same allocation or more** than last year **round to the nearest 10th.**

These two calculations will usually distribute 3-4 teachers.

7. CONTINGENCY

Given the fixed allocation of F.T.E. teachers the contingency will vary based on student enrolment, transition requirements and rounding (the flex factor).

7.1 Spring and September Start-Up

Set aside the vast majority of the contingency for issues that may arise in the spring and September.

7.2 Second Semester

Set aside the remainder for issues that may arise at the beginning of the second semester.

8. CLERICAL STAFF

This formula will be introduced on an attrition basis; i.e. when secretaries leave their position the school's allocation will be adjusted to comply with the following formula.

8.1 Administrative Assistant

Number of Students # and >	Elementary K-3/7/9/10 F.T.E.	Secondary & K-12 F.T.E.
1	.30	.30
20	.67	.67
51	.67	.67
76	.67	.80
101	.80	.90
126	.90	1.00
151	1.00	1.25
201	1.25	1.50
251	1.50	1.75
301	1.50	2.00
351	1.75	2.25
401	2.00	2.50
451	2.25	2.75
501	2.50	3.00
551	2.75	3.25
601	3.00	3.50
651	3.25	3.75

8.2 Library Clerk

Number of Students # and >	Hours per Week
20	5 (0.133)
201	6 (0.16)
401	10 (0.266)
451	12 (0.32)
651	13 (0.346)
751	15 (0.4)

- Grades K- 12 inclusive, an additional 2 hours per week will be allocated
- Grades 8 – 12 with 90 or more students, an additional 3 hours per week will be allocated.
- French Immersion schools and Ecole Emilie Tremblay will receive an additional 5 hours per week.

9. EDUCATIONAL ASSISTANTS

9.1 Base Allocation of Educational Assistants

Educational Assistants are assigned to a school to support the educational objectives of the school. A base allocation is granted based on overall school enrollment.

Number of Students # and >	Base Allocation F.T.E.
-	1.0
261	1.5
401	2.0
701	2.5

9.2 Additional Allocation of Educational Assistants

9.2.1 Centrally Assigned

Area of Support	Educational Assistant F.T.E.
Speech and Language Support	2.5
Transition Support	-
Support for Student Transport	1.14
Total	3.64

9.2.2 Shared Resource Programs

School/Program	Educational Assistant F.T.E.
Jack Hulland Life Skills	2.0
Grove Street	2.0
F.H. Collins FLEX	3.0
Multi Needs Room	3.0
Porter Creek Life Skills	2.0
Vanier Catholic Life Skills	2.0
Riverfront	1.0
Ecole Emilie Tremblay	1.0
Total	16.0

9.2.3 Steps for Allocating additional Educational Assistants

The Director of Student Services is responsible for the allocation of Educational Assistants.

Step 1	Confirm Total Number of EAs available
Step 2	Confirm Number of EAs allocated to SRP
Step 3	Review School Enrolment and adjust base allocation
Step 4	Review existing students who require one-on-one EA support and adjust for those who have left the system
Step 5	Consider Recommendations of CDC for EA support and determine which students require one-on-one and which could share EA
Step 6	Confirm need for Centrally Assigned EAs
Step 7	Determine Number of EAs held for contingency in September
Step 8	Allocate remaining EAs to schools to assist students requiring less than full-time EA support

10. GLOSSARY

Early Development Instrument

The Early Development Instrument (EDI) is a population-based early child development assessment tool used to measure the state of children's development in Kindergarten. The EDI is a checklist that Kindergarten teachers complete for each child in their class. It is a holistic measure of children's development across five areas:

1. physical health and well-being
2. social competence
3. emotional maturity
4. language and cognitive development
5. communication skills

Teachers complete the EDI in February, after they have had several months of interaction with their Kindergarten class. Kindergarten teachers complete the EDI on individual children; however, the results are not used at the individual level. To understand patterns in vulnerability at the population level the results are grouped by neighbourhood, school jurisdictions, health area and provincial/territorial levels.

Experiential Education

Experiential Education is a philosophy and methodology in which teachers purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

Full Time Equivalent (F.T.E.)

The percent or decimal that represents a student's or employee's attendance at school. Most students are assumed to be in full-time attendance or 1.0, although kindergarten students in some schools may only attend half-time (0.5 F.T.E.). An employee could be engaged over the full spectrum from 0.1 F.T.E. to 1.0 F.T.E.

Kindergarten Screening

Since 2004/05, an electronic database has been used at the end of each year to collect information from every class for a Kindergarten Screening Profile, the aim of which is to assist in identifying students at risk. A report is issued to teachers, administrators and superintendents.

Reading Recovery™

- The goal of Reading Recovery™ is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.
- Reading Recovery™ is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.
- Reading Recovery™ serves the lowest-achieving first graders—the students who are not catching on to the complex set of concepts that make reading and writing possible.

Shared Resource Program

A shared resource program is a program available to students from any school usually with a focus on life skills or special needs.

Whole Child Approach

Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged. That's what a whole child approach to learning, teaching, and community engagement really is.

Wood Street Centre

Under the supervision of F.H. Collins Secondary School, Wood Street Centre offers several unique programs that students can apply for - these include:

- ACES (Achievement, Challenge, Environment and Service) – a Yukon public school program of studies for grade 10 students. The program integrates Social Studies 10, Yukon Studies 10, Planning 10, Physical Education 10 (including 30 days of outdoor experience) and Fine Arts and Applied Skills.
- Experiential Science – a Yukon public school program of studies for grade 11 students. The program integrates Biology 11, Geography 12, Forests 11, Chemistry 11, Art 11, Field Methods 11 and Career and Personnel Planning 11/12. The program features 30 to 35 days of field studies each semester and two days each week in Yukon College science labs.
- OPES (Outdoor Pursuits and Experiential Science)/PASE (Plein Air et Sciences Expérientielles) - OPES 9 and PASE 9 are Yukon public school programs of studies for grade 9 students. The

programs integrate Science 9, Social Studies 9, Physical Education 9 and Outdoor Pursuits. The program features 3-5 overnight trips each semester and a variety of day trips.

- MAD (Music, Art, Drama and Dance) 9/10 and 11/12 – a program of studies for students from throughout the Yukon in grade 9/10 (first semester) and grade 11/12 (second semester) which provides four to five credit courses including English, Social Studies, Theatre Performance and choices between several fine arts and applied skills. The goal of the program is to provide a solid foundation in creative dramatics, acting, stagecraft, music, dance and play writing fundamentals. MAD 9/10 is available to all Whitehorse secondary students; MAD 11/12 is available to all grade 11 and 12 students from all Yukon secondary schools.

- CHAOS (Community-Heritage-Adventure-Outdoors-Skills) 9 and 10 - is open to all grade 9 and 10 students enrolled in the Yukon and will be delivered as an enrichment program to regular courses offered to students at that level. Integration of subject areas, as well as, Yukon First Nation and Western Knowledge will be the focus during the semester. Students that make the commitment to CHAOS 9 will complete the requirements for the following courses through their active engagement in the programming: English 9, Social Studies 9, Yukon Activity and Outdoor Education 9, and Fine Arts – Yukon First Nations Art and Culture 9. For Grade 10 students the English Course is English 10 First Peoples and Physical Education 10 replaces the Fine Arts course.

- FADS (Fashion Art Design School) 10/11/12 – a semester long program uses Fashion Design and Garment Construction as a base for learning. Students will learn to incorporate the elements and principles of design and creation to produce their own unique body of work suitable for post-secondary application.

Credited Courses

English 10 or 11	4 Credits
Physical Education 10, 11,	4 Credits
Art Foundations 10, 11, 12	4 Credits
Applied Skills 11, 12	4 Credits

This program is currently not charging a fee, but a \$100.00 kit deposit is required for students' sewing, drafting and materials kit. Kit fees will be refunded at the end of the semester with the

return of the student kits. *Note: Unlike the previous programs this one is housed at Porter Creek Secondary School, which is the home school for the staff.*

11. APPENDIX

Committee Mandate (2009 – 2013)

1. Purpose

The Staffing Allocation Advisory Committee will provide:

- Advice regarding Yukon Education’s allocation of staffing resources to schools (The deployment of these resources, in keeping with the Education Act, is the responsibility of the principal in consultation with the School Council.)
- An opportunity to review the timeline of the staffing processes and discuss issues of mutual concerns
- Advice within the context of the following guiding principles:
 - Equity – treat the same the same, and significantly different differently
 - Data-driven – student numbers and needs drive the allocation
 - Transparency – all can obtain information and it is understandable
 - Predictability – with the same information, arrive at the same conclusions
 - Timeliness – allow for efficient decision making and deployment
 - Responsiveness – adjust to changing “drivers” in a reasonable period of time
 - Sustainability/viability – provide continuity for viable programs (approved by Yukon Education)
 - Accountability – actions are seen as responsible, credible and trustworthy

2. Terms of Reference

It is intended that this committee will provide advice to Yukon Education and make recommendations regarding:

- Refinement to criteria that drive allocations
- Clarification of the description of allocation drivers
- Suggestions regarding school vulnerability/achievement equity and the appropriate recognition for differences among schools
- Refinement of the staffing entitlement formulae
- Refinement to the Staffing timelines
- Other issues identified by the Yukon Education

Recommendations must:

- Comply with the Collective Agreement regarding maximum class sizes

- Keep total recommended staff allocations within the FTE allocation approved by the government 476.71 full-time equivalent teachers (FTE).¹

Recommendations may:

- Consider all school-based staff allocations areas
- Consider if there are additional guiding principles (filters) that should be reflected in the allocation of school-based staff

3. Committee Membership

Chair - Director of Human Resources.

Representatives from the following organizations:

- Yukon Teachers' Association (YTA) - 3
- Association of Yukon School Administrators (AYSA) - 4
- Association of Yukon School Councils, Boards and Committees - 2
- Catholic Education Association of Yukon (CEAY) - 1
- School Council representatives – 2
- Yukon Education representation:
 - Director of Programs and Services
 - Superintendents of Schools
 - Director of Student Support Services
 - Manger of Recruitment, Human Resources
- Other members may be invited to attend on an *ad hoc* basis or as need arises.

4. Timeline

- The Committee will meet twice in January, and if required once in February
- The Committee will submit a report to the Deputy Minister by the end of February.

5. Operating Procedures

- Members will be appointed by their organization for the duration of the project.
- The committee is struck and supported by the Yukon Education. The support will take the form of setting up meetings, drafting agendas, facilitating the meetings and preparing final summaries of meetings.
- There will be no financial remuneration to members or organizations for participation in the meetings.
- Hotel and travel costs will be covered for rural participants.
- The committee will serve as a consultation committee to the Director of Human Resources.

¹ This total is 480.71 for the 2012/13 year. The additional 4.0 FTE are time limited.

- To ensure full representation at meetings, organizations may send substitutes for regular members who are unable to attend.
- A range of technology will be used to facilitate rural participation as necessary.
- The committee will be chaired by the Director of Human Resources.
- Members are expected to participate in the committee representing their parent body.
- Advice provided to Yukon Education will be made by consensus, where possible. If consensus cannot be reached, the differing views will be noted.
- Final decisions on implementing the advice, plans or priorities originating with the committee will rest with Yukon Education.

6. Committee Membership

6.1 2009/2010

Christie Whitley, Chair

Dick Chambers, Consultant

Neil Salvin, AYSCBC by teleconference

Sandra Henderson, F.H. Collins School Council

Rebecca Parnum, Hidden Valley School Council

Carol Coote, AYSCBC

Paul Nordahl, Jack Hulland School Council

Rosemary Burns, Catholic Education Association of Yukon

Katherine Mackwood, YTA

Peter Menzies, YTA by teleconference

Betty Byblow, YTA

Ken Taylor, YTA

Kelly Collins, AYSA

Ted Hupe, AYSA

Kirk Jensen, AYSA

Brendan Kelly, AYSA

Daniel Tlen, Yukon Education, First Nation Language and Culture

Mike Woods, Yukon Education, Superintendent

Penny Prysruk, Yukon Education, Superintendent

Denis Gauthier, Yukon Education, Superintendent

Val Stehelin, Yukon Education, Director of Human Resource Services

David Doyle, Yukon Education, Manager of Special Programs

6.2 2010/2011

Katherine Mackwood, Yukon Teachers' Association

Betty Byblow, YTA
Ken Taylor, Jack Hulland, YTA
Kelly Collins, Association of Yukon School Administrators
Gloria Coxford, Grey Mountain Primary, AYSA
Kirk Jensen, Watson Lake Secondary, AYSA
Brendan Kelly, Porter Creek Secondary, ASYA
Darren Hays, FH Collins, AYSA
Gary Morgan, Del Van Gorder, AYSA
Neil Salvin, Association of Yukon School Councils, Boards and Committees
Carol Coote, AYSCBC
Paul Nordahl, Jack Hulland School Council
Sandra Henderson, F.H. Collins School Council
Rebecca Parnum, Hidden Valley School Council
Erik Blake, Whitehorse Elementary School Council
Elaine Carlyle, Whitehorse Elementary School Council
Maureen Johnstone, Takhini Elementary School Council
Rosemary Burns, Catholic Education Association of Yukon
Val Royle, Christ the King Elementary School Council
Christie Whitley, Yukon Education, Assistant Deputy Minister
Elizabeth Lemay, Yukon Education, Director of Programs and Services
Mike Woods, DOE, Superintendent Area 1
Penny Prysruk, Yukon Education, Superintendent Area 2
Grey Storey, DOE, Superintendent Area 3
Ed Schultz, Yukon Education, Director, FN Programs & Partnerships
Val Jensen, Yukon Education, Director of Human Resource Services
Irene Szabla, Yukon Education, Coordinator, Special Programs
Judy Arnold, Yukon Education, Director of Student Achievement and Systems
Accountability
Dick Chambers, Consultant
Suki Qiu, Yukon Education, Project Administrative Assistant

6.3 2011/12

Dick Chambers, Director of Human Resources, Chair
Carol Coote, AYSCBC
Tanya Lanigan, Jack Hulland School Council
Val Royle, Catholic Education Association of Yukon
Sandra Henderson, F.H. Collins Secondary School Council
Katherine Mackwood, YTA
Thomas Jirousek, YTA
Betty Byblow, YTA
Darren Hays, AYSA
Gary Morgan, AYSA
Helen McCullough, AYSA

Brendan Kelly, AYSA
Mike Woods, Yukon Education, Superintendent
Penny Prysruk, Yukon Education, Superintendent
Greg Storey, Yukon Education, Superintendent
Caroline Sturko, Yukon Education, Manager of Recruiting

6.4 2012/13

Dick Chambers, Director of Human Resources, Chair
Carol Coote, AYSCBC
Monica Lauer, Catholic Education Association
Katherine Mackwood, YTA
Amanda Dockum, YTA
Helen McCullough, YTA
Heather Gares-Thompson, YTA
Morgan Douglas-Alexander, AYSA
Gary Morgan, AYSA
Melanie Bennett, AYSA
Brendan Kelly, AYSA
Mike Woods, Yukon Education, Superintendent
Penny Prysruk, Yukon Education, Superintendent
Greg Storey, Yukon Education, Superintendent
Jennifer Dawson, Yukon Education, Manager of Recruiting