

VSB

INTEROFFICE MEMORANDUM
VANCOUVER SCHOOL BOARD

2011 January 26

To: Committee IV
From: Paul Wlodarczak
Human Resources
Re: Non-Enrolling Staffing

Background

For the past few years non-enrolling staffing has been handed out as an amalgamated FTE. The FTE is then assigned to schools which decide how to allot the staffing within the non-enrolling areas. In schools this staffing includes: teacher-librarians, ESL resource, special needs resource, LAC resource, Aboriginal resource, and counsellors. Each school determines its unique needs depending on the student population and assigns staffing accordingly.

The total number of staff available for non-enrolling positions is determined through the budget process and then the current formula is slightly reconfigured to attain the given district formula. This has been called the **formulaic approach**. The current formula is based on the headcount of students in a school that are not part of a designated district special education or alternate program (designated as 'n'); the number of ESL designated students (ESL); the number of Aboriginal service designated students (AbEd); and the number of fully integrated special needs designated students (SpNd). The current formulae are;

- Elementary $(n)/3 + ESL + AbEd + 3(SpNd) + 2(I)$

90

- Secondary $(n)/210 + ESL/65 + AbEd /90 + SpNd/55$

Secondary also has added to the staffing approximately 8 FTE for Career Prep which changes year to year, school by school based on numbers enrolled in career prep courses.

Before the amalgamated approach staffing was handed out on a **ratio basis**. These ratios were found in the Collective Agreement of the time. These ratios were:

- Teacher-Librarians: 1FTE per 702 students
- Teacher Counsellors: 1 FTE per 535 students
- Learning Assistance teachers (LAC) 1 FTE per 504 Students
- Special Education Resource Teachers 1 FTE per 232 students
- ESL Support Teachers 1 FTE per 64.7 students

These ratios were district based which means that any teacher within the district that was defined as any one of the above categories would count toward the total staff number. For example, itinerant teachers for the visually impaired would count as a special needs resource teacher; an ESL consultant would count as an ESL resource teacher, Elementary Area Counsellors would count in the overall district total. (See attached spreadsheet for comparisons)

The Current Issue

In the past, the ratio basis for staffing assigned FTE by designation of teaching role. The current formulaic approach provides an amalgamated number of FTE. There has been a wish expressed that a return to designated positions be the approach used when assigning staff to schools. As currently there is more staff than the old ratios would generate, a return to the ratios would lower staff in the schools and would more than likely be contrary to current legislation/agreements (however see third alternative below). One alternative would be to break out the formula to show what each component generates. This could maintain current staffing levels but indicate which area is generating the staffing. The table below indicates the differences that would occur on a district level.

	Current	School Report	Break Out
Headcount (n)		N/A	211.9
ESL		141.3	142.0
AbEd		N/A	21.35
SpNd		65.22	90.28
Counsellors		79.41	N/A
Library		79.65	N/A
LAC		132.83	N/A
Career Prep		8.43	11.78
Total	498.49	498.41	477.31

This approach would not address the issue of teacher-librarians, LAC and Counsellors being designated. To do this we would have to reconfigure the formula to meet the FTE set by Trustee decision in the budget process. Based somewhat on past practice this would reconfigure the formula so that the student headcount would be used for teacher librarians and counsellors, maintain the ESL portion, maintain the AbEd portion, assign

A-H designated students to special needs resource and K-R designated students be used to determine LAC staffing. The table below outlines the comparison of current to a hybrid model.

		Divisor	Current	Hybrid
Head count(n)	T-L			196
ESL	ESL	90		132.7
AbEd	AbEd	90		21.35
SpNd (Res)	A-H (E & S)	34		72.35
SpNd (LAC)	K-R (E & S)	34		78.6
total			498.9	501

A specific formula for the coming year would have to wait until a budget decision on total number of staff assigned to non-enrolling positions.

A third alternative would be to establish ratios, however they would need to take into account staffing within the entire district. Using our current formula as a base, one possibility for new ratios is outlined below. A caution must be made that our district needs to work within current legislation and/or agreements.

	Students	Ratio	Current	New Ratio
Teacher-librarian	52910	540		97.98
Counsellors (Sec)	52910	540		97.98
LAC (K-R)	1931	34		56.79
Aboriginal Education	1922	90		21.35
Special Needs Resource	1731	34		50.91
ESL	11950	90		132.7
Total			498.49	457.71

	Student Headcount	Divisor	Teaching FTE	District Adjustment	Non-enrolling
Teacher- Librarians	52,910	702	75.3702	0.43	74.9402
Teacher-Counsellors	52,910	535	98.8970	27.4	71.4970
Learning Assistance	52,910	504	104.9799	36.8600	68.1199
Special Education	52,910	232	228.0598	200.45	27.6098
Support for ESL	11,950	64.7	184.6986	2.5000	182.1986
		Total by 2002 CA	692.0055	After District Adjustments	424.3655
Special Ed			LA		
Elem SPED	34.15		Early Intervention	12.8600	
Sec SPED	67.72		Inner City/Link	24.0000	
Sec SPALT	40.33				
Psych	11				
SLP	17.1				
District	13.15				
Consultant	8				
Gifted	9		Total	36.8600	
Total	200.45				
Actual Non-Enrolling 2009-10			ESL	2.5000	
Secondary	191.81				
Elementary	306.6876				
Total	498.4976				
010-11 vs 02	74.1321	Additional staff over the 2002 CA			