

# INSTRUCTIONAL SUPPORT STAFF ALLOCATIONS

## Background

The allocation of support staff is set annually through the budget development process. The Division is committed to the equitable and transparent distribution of budgeted Instructional Support Staff (ISS) to schools in support of student learning. ISS allocations are based upon several factors: school population, grade range, number of teachers, contextual anomalies and inclusive education needs reflected in the student profile Student Profile Allocations (SPA) / Inclusive Learning needs.

The administration of this administrative procedure is the responsibility of the Assistant Superintendent, Employee Services.

## Procedures

1. The total ISS allocation approved for the schools of the Division through the Board's budget process is distributed through the three (3) allocation categories:

- School Allocations

- Student Profile Allocations (SPA)

- Early Childhood Services (ECS) Allocations

2. Allocations in each category for a given school year are determined through the budget process by the Executive Team. The Appendices summarize these allocations for a given school year and principals will deploy instructional support staff within these limits through the annual consultative staffing process with Employee Services.

3. School Allocations

School Allocations ensure that schools are provided with an equitable share of the Division's office and learning commons' support. The following positions are allocated to schools through the formula in Appendix A for the applicable school year:

- Office Staff

- Learning Commons Staff

**\*\* For the 2025/26 school year, Foothills School Division is transitioning to a centralized services model for office support. During this transition period, support allocations for each school will not follow a standard formula. Instead, they will be determined with schools by the Assistant Superintendent of Employee Services to ensure tailored support based on individual school needs.**

4. Student Profile Allocations

- 4.1 Student Profile Allocations (SPA) ensure that schools are provided with an equitable share of the Division's Inclusive Learning Resources allocation decisions for each

school are based on the number of students in each school as well as the inclusive learning profile as determined in consultation with the Director of Inclusive Learning and Student Wellness. These resources are allocated to schools in the SPA portion for the applicable school year.

- 4.2 School administrators may flexibly deploy SPA resources through the school's School Deployment Plan (SDP) approved through the annual budget process. This plan must indicate the Full Time Equivalency (FTE) Learning Coaches, Youth Development Coaches, Education Assistants and school allocated Family School Liaison Counsellors through the annual consultative staffing process with Employee Services for the applicable school year.

Refer to Appendix C for a detailed description of the procedure to distribute Educational Assistant resources.

## 1. Early Childhood Services (ECS) Allocations

- 5.1 Early Childhood Services (ECS) Program Unit Funding (PUF) allocations will be provided to schools for children with severe disability or delays.

## 2. Division Allocations

- 6.1 Family School Liaison Counsellors (FSLC), Speech Language Pathologists, Occupational Therapists, and Technology Facilitators (TF) are Division based positions charged with the responsibility of equitably addressing assigned school needs.

## 3. Deployment Flexibility

- 7.1 Any hours worked beyond the regular hours of work must have prior approval by the employee's Principal/supervisor. These hours will be recorded appropriately in the Absent Management System.

Employee's approved to work additional hours and where such additional hours qualify for overtime as per Employment Standards and/or as per employee collective agreements will receive overtime pay at a rate of 1.5 times the employee's regular wage rate, to be paid through the school-based budget, or by mutual agreement with the Principal or immediate supervisor receive time off in lieu at time and one half (1.5X).

Reference: Relevant Legislation & Guidelines

## Administrative Procedure 505 – Appendix A

### SCHOOL ALLOCATION FORMULA 2025-2026

School Allocation FTE	Office Administrator	Secretary	Youth Development Coach	Learning Commons Facilitator
Elementary Schools/Junior High/ K- 8				
Enrolment 0 – 99	** See Section 3 above	** See Section 3 above		0.50
Enrolment 100 - 199				0.85
Enrolment 200 – 299				1.00
Enrolment 300 – 399				1.00
Enrolment 400 - 499				1.00
Enrolment 500 or more				1.00
Enrolment 0 - 599				1.00
Enrolment 600 or more				
High Schools				
Enrolment 0 - 99	** See Section 3 above	** See Section 3 above		
Enrolment 100 - 199			1.00	
Enrolment 200 – 499			1.00	1.00
Enrolment 500 - 799			1.00	1.00
Enrolment 800 or more			1.00	1.00

#### Important notes:

1. Enrolment numbers are based on Kindergarten at (half-time) 0.5
2. Junior Kindergarten students factor into Secretarial time at a student ratio of 4/1.
3. Modification to allocations and FTE daily hours may occur, in consultation with the Principal and approval of Executive Team.
4. At the discretion on Executive, where allocations fall below the threshold a grace period may be granted.

## 5. Administrative Procedure 505 – Appendix B

Hourly Positions					
Hourly Positions	Daily Hours 1.0 FTE	Assignable Days	Possible Statutory Holidays	Total Possible Days Including Statutory Holidays	Total Possible Hours Including Statutory Holidays
Accounting Administrator	7.0	187	12	199	1393
Office Administrator	7.0	191	12	203	1421
CTS Instructor	7.0	181	12	193	1351
Educational Assistant	6.5	181	12	193	1254.5
Learning Commons Facilitator	6.0	188	12	200	1200
Secretary	7.0	191	12	203	1421
Data Facilitator	7.0	195	12	207	1449
Technology Facilitator	7.5	190	12	202	1515
Youth Development Coach	6.5	181	12	193	1254.5

Salaried Positions			
Salaried Positions	Daily hours 1.0 FTE	Total Possible Paid Working Days	Total Possible Paid Working Hours
Early Childhood Educator *	7.0	179.5	1270.5
Family School Liaison Counselor *	8.0	193	1544.0
Speech Language Pathologist*	8.0	193	1544.0
Occupational Therapist*	8.0	194	1544.0
*Salary inclusive of statutory holidays *Student Contact Days for ECE may vary based on programming			

**Notes:**

Hourly support staff positions shall be entitled to pay for the following holidays providing it is a regularly scheduled work day for the employee: New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Labour Day, Truth and Reconciliation Day, Thanksgiving Day, Remembrance Day, Christmas Day, Boxing Day and any other general public holidays as proclaimed by the Division, the government of Alberta or the Government of Canada which fall during the ten (10) month period of employment.

-Modifications to Allocations – may occur in consultation with the Principal and approval by the Executive Team.

## Administrative Procedure 505 – Appendix C

To explain the distribution of the school division's Educational Assistant resources, you can follow this procedure:

1. **Budget Allocation:** The total budget for Educational Assistants is determined during the budget development process, which is part of the overall special education budget.
2. **Weighted Factor Formula:** Once the total allocation is set, a weighted factor formula is applied based primarily on the students with identified severe disabilities as documented special needs. This identification is done through the processes outlined in the Division's Learning Support framework for the provision of Inclusive Learning supports and services.
3. **Weighted Factors:** The weighted factors are applied based as follows:
  - Identified students in Grades 1 & 2 are weighted by a factor of 2.
  - Identified students in Kindergarten, and Grades 3-6 are weighted by a factor of 1.5.
  - Identified students in Grades 7-12 are weighted by a factor of 1.
4. **Resource Allocation:** The resources are then allocated to each school based on the number of its students with documented special needs. This is part of the Student Profile Allocations (SPA) which ensures schools receive an equitable share of the Division's Inclusive Learning human resources.
5. **School Deployment:** School administrators may deploy SPA resources flexibly through the school's School Development Plan (SDP), which is approved through the annual budget process. This plan must indicate the Full-Time Equivalent (FTE) for Learning Coaches and Educational Support Staff as determined by the school and approved through the annual consultative staffing process with Employee Services.
6. **Documentation and Approval:** The allocation and deployment of resources must be documented and approved as part of the school's SDP and through the consultative staffing process.

This procedure ensures that the distribution of Educational Assistant resources is equitable and aligned with the identified needs of students within the school division.