**Assignment of Allocations to Schools for Support**

The following describes the process of allocating supports to schools to fully include students with special needs.

* Principals send their preliminary enrolment projections for the following year in February to the District (Google doc)
* Information is collated by the District after being received from Principals
* The Secretary Treasurer completes the enrolment report and submits to the Ministry of Education
* The Ministry of Education bases its funding allocation to schools for the following school year on the report received in February from Districts
* The budget is discussed through a regularly convened committee of the Board, with representatives from the Board, Senior Leaders, and partner groups: PVP, teachers, CUPE, parents, students
* The budget recommendations are made by the Budget Committee to the Operations and Finance Committee of the Board. The O&F Committee then makes a recommendation to the Board regarding next year’s budget
* Once the recommendation is made to the Board, the Board determines if it has enough information and if so, approves the District Budget for the following school year. This typically occurs in or around April
* The preliminary budget is based on yearly revenues from the provincial government, and is primarily generated with revenue from student-based enrolment (FTE not headcount) – again, as determined and reported by Principals to the District in February
* Additional targeted funds are received for a variety of areas – these include funds for students with designated diverse needs in Level 1, 2, and 3 that are for use above and beyond Learning Support (which is funded through per student funding)
* Inclusion Education is provided a budget from which allocations for support may be provided to schools
* Allocations for support from Inclusive Education are provided to schools based on the Student Support binder reviews, the School Inclusion Support Allocation Requests (SISAR) forms, student enrolment projections, discussions with principals, and other information that is provided by the schools
* School requests for support through the SISAR form must be balanced with the budget for support provided through the budget process and approved by the Board of Education for Inclusive Education
* Equity is considered in decisions about support allocations to schools, based on a variety of factors
* Elementary schools are asked where possible to prioritize support in early intervention – ie – Grades K-3 to ensure the greatest possible impact for students at the earliest age
* Allocations are provided:
	+ End of March (very preliminary),
	+ updated in September based on enrolment and new information,
	+ updated in late September based on new Student Support binders approved,
	+ updated in October after the Snapshot Day,
	+ finalized in December once the budget is finalized by the Ministry of Education, and then
	+ updated again after the January Student Support binder review and February 1701s.
* Principals use their allocations according to guidelines for targeted funds and according to what principals and school staff have determined is the best for students
* Principals determine how to use their support allocations: eg: equipment, external services, teacher staffing, EA/YFW staffing, etc. and notify Inclusive Education by the end of September how they will use their support allocations
* If the type of support requested by a school is for EA/YFW staff, the amount of support ($) is arithmetically converted to a number of positions (FTE) (whole positions rather than parts of positions where possible)
* The District reviews all requests from schools for EA/YFW staff considering:
	+ The overall budget as approved by the Board for EA/YFW staff
	+ Any updated enrolment projections
	+ Equity considerations
	+ Changes year to year in student enrolment
	+ Any new information from the school principal
	+ The number of Kindergarten EAs that will be assigned
	+ Impending changes in school configuration or other factors
	+ Any new information from the Ministry of Education or elsewhere that may impact allocations for support
* The number of positions per school is provided to the Director and Manager of Human Resources in March and to the Senior Leaders Team
* Once approved by the Senior Leaders Team, the number of positions per school is communicated to the school principal
* Once allocations are provided to the school principal, they determine:
	+ Whether positions will be EAs, YFWs, or both
	+ The assignment of EAs/YFWs to classes
	+ The schedule of the EAs and YFWs (with the bulk of support in primary classes for early intervention) in classes/with specific students
	+ The break and lunch schedule for EAs/YFWs
	+ The supervision schedule for EAs/YFWs
	+ The start and end times for EAs/YFWs
* Ab Ed YFW allocations are separate from Inclusive Ed allocations and often are confused. Ab Ed makes its allocation determinations based on a complex determination involving school and Aboriginal Ed staff.
* Staffing processes are determined and conducted by Human Resources – this includes timelines, position placement, postings, layoff notices, etc etc.