



Annual FTE Allocation Process

2025-26

Students Come First.

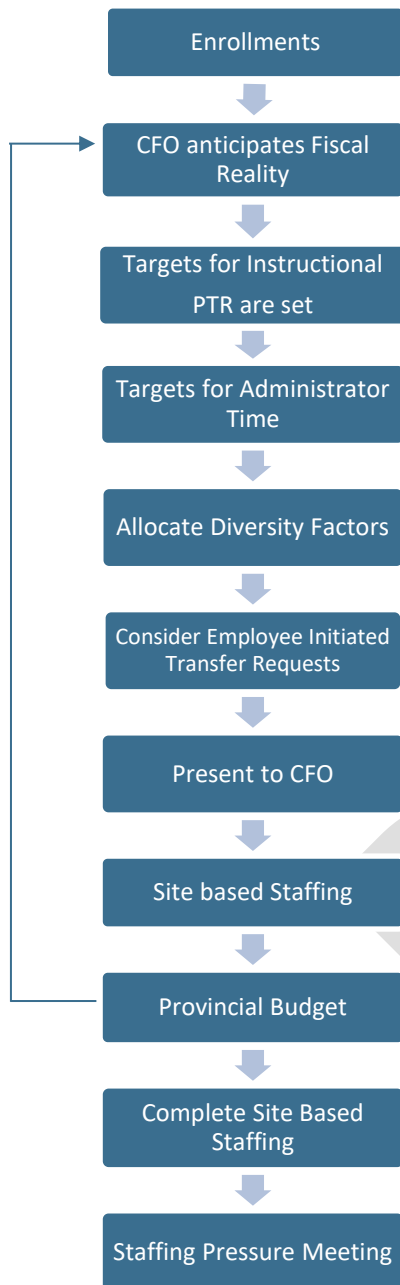


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Flow of Work



- Projected enrollments for the upcoming year are attained by January 30. Previous year registration straight line projections, and local knowledge are used for predictions.
- Projected staffing costs are anticipated by considering inflationary costs, step/class increments and budget pressures through the budget development framework
- Uses existing PTR and combines fiscal predictions provided by CFO to set instructional staffing targets.
- Based on student enrollment. Additional time allocated for Kdn. to Grade 12 schools, vulnerable populations, transiency, and low cushion schools
- Diversity factors consider individual school needs and prescribe “add-ons” in support of GSSD Strategic Plan. See next page for definitions
- Education Council to consider employee requested FTE increases/decreases and transfers in accordance with AP 431.
- CFO to proposed staffing and recommend further increase/decreases to FTE
- Project and adjust staffing at each school to meet FTE allocations. Consider AP 431, AP 400 and use Temporary vs Permanent Contract Matrix
- CFO to receive provincial budget & finalize instructional staff FTE allocations
- Superintendents’ complete transfers, interviews, employment offers as necessary to match contracted employees with FTE allocations.
- Update school enrollments in staffing document in early June and September.

Core Teacher Allocations

Core Teaching Staff allocations for schools are determined based on projected student enrollment. These allocations reflect the number of teachers directly instructing students and exclude positions such as Administrators (Principals and Vice Principals), Complexity Teachers, and Student Support Teachers. Adjustments to teacher allocations are applied based on student age groups:

- Pre-Kindergarten students count as 0.25 each.
- Kindergarten students count as 0.5 each.

Good Spirit School Division recognizes that elementary grade levels require a lower student-to-teacher ratio compared to high school. Consequently, instructional allocations are structured according to the following grade bands:

- Pre-Kindergarten
- Kindergarten to Grade 3
- Grade 4 to Grade 8
- Grade 9 to Grade 12 (with additional adjustments made based on school size to ensure equitable access to diverse course offerings)

Core Instructional Staff	
Grade Levels	PTR
Kindergarten	18
Grades 1 to Grade 3	19
Grades 4 to 8	19.5
Grades 9 to 12	
• PTR with 5-49 students	17.5
• PTR with 50-99 students	17.75
• PTR with 101-149 students	18
• PTR with 150 -199 students	19
• PTR with 200-299 students	20
• PTR with 300 - 399 students	22
• PTR with 400 - 499 students	22.5
• PTR with 500 plus students	23

Administrator's Time

Administrator time allocations—specifically for fulfilling the Duties of the Principal as outlined in the Education Act—are determined based on student enrollment. Thresholds are established to set a baseline level of administrative time for each school. Additional time may be granted under the following circumstances:

- Schools serving students from Kindergarten to Grade 12.
- Schools with unique administrative needs or elevated levels of student vulnerability, including:
 - Schools with a high number of office referrals (may receive an additional 10% allocation).
 - Schools with significant involvement in ARTO (Assisting with Risk, Threat, and Outreach) or VTRA (Violent Threat Risk Assessment) processes (may receive an additional 10% allocation).
 - Schools reporting a high number of School Counsellor and student mental health referrals (may receive an additional 10% allocation).
 - Schools implementing innovative, Division-led programming aimed at increasing student enrollment (may receive an additional 10% allocation).

School Administrator Time	
Number of Students	FTE Allocation
0-99 students	0.4
100 students	0.5
125 students	0.6
150 students	0.7
175 students	0.8
200 students	0.9
230 students	1
260 students	1.1
290 students	1.2
320 students	1.3
350 students	1.4
380 students	1.5
410 students	1.6
440 students	1.7
470 students	1.8

500 to 600 students	1.9
600 to 700 students	2
700 to 800 students	2.1
800 to 900 students	2.2
Kdn. to Grade 12 School	0.1

Prep Time

Prep time is calculated by adding Core Teacher Allocations with Total Diversity Factor Allocations and multiplying by 0.08 FTE. The calculation does not include Administration time, Complexity Teacher Time or Student Support Time. Additional prep time is found within the annual school calendar development. Combined, schools will receive 10.6% prep. time.

Diversity Factors

Diversity factors are intended to provide teacher allocations to schools in support of the strategic priorities of GSSD. They are add-ons to Core Teacher Allocations and In-School Administration and recognize the reality that each school and community have scenarios different from each other.

1. Prekindergarten & Michif Early Learning Program

The Métis Nation provides grant dollars to promote the traditional Métis Language of Michif in the early years.

The Ministry of Education allocates spaces for schools in GSSD to offer Prekindergarten spaces through Complimentary Services.

- 0.55 FTE for 16 spaces (1 program)
- 1.0 FTE for 32 spaces (2 programs)

2. Low Cushion Schools

Some schools have very small student populations. This limits programming and timetable for teachers. To address the need these schools are given an add-on of:

- 0.5 FTE for schools of necessity as defined by the School Division Regulations
- 0.5 FTE for triple-graded classrooms

3. Student Supports

- Early Literacy Intervention:
 - Schools with Grades 1 to 3:
 - 0.2 FTE (for schools requiring 1 hour/day of literacy support)
 - 0.4 FTE (for schools requiring 2 hours/day of literacy support)

- Allocation is based on the size of the school and the identified need for literacy support.
- English as an Additional Language (EAL):
 - Number of Students at English Proficiency Level A2.2 or Lower:
 - 0.1 FTE (6 to 9 students in the school)
 - 0.2 FTE (10 to 20 students in the school)
 - 0.3 FTE (More than 20 students in the school)
- Student Services:
 - Number of Students with Complex Needs (as identified by Centralized Student Services Team). This allocation is in addition to the Student Service Teacher allocation of 1.0 FTE for every 175 students:
 - 0.1 FTE (1 to 2 students in the school)
 - 0.2 FTE (3 to 6 students in the schools)
 - 0.3 FTE (More than 7 students in the school)

4. Grad Coaching

All high schools in the province are asked to provide a pathway for every student to graduate. To recognize the time associated with such student support an add-on equal to:

- Grade 10 to 12 Core FTE X 5%
- Schools with a graduation average over the last 3 years of less than 85% receive an additional 5% X Gr 10 to 12 enrollment

5. Credit Attainment

High schools with students in grade 10 from the year prior who have not earned more than 8 credits:

- .10 FTE (10 to 20 students in the school)
- .20 FTE (More than 20 students in the school)

6. Indigenous Student Success Leads

GSSD supports the TRC Calls to Action by supporting Indigenous students through staffing. At the discretion of Ed Council, Indigenous Student Success Leads are allocated to support schools by staff add-ons for:

- Programming to support cultural identity and Indigenize education through instruction and resources
- Instruction to support all student's recognition of Indigenous worldviews, perspectives, and ways of knowing and doing.
- Indigenous student support that focuses on emotional, social, and academic success
- Proximity to a First Nation

7. Innovative Programming

At the discretion of Education Council, Innovative Programs are an add-on for schools to support programming geared toward student engagement

and recruitment of students to GSSD schools.

8. External Services Agreements

GSSD enters into agreements with external service individuals or organizations to support students and services of the school division through “add-ons”. These are at the discretion of Ed Council and come via application to or from outside organizations.

9. Practical and Applied Arts

Schools have partnership agreements with each other where PAA courses are offered at neighboring schools to capitalize on specialized staff and/or equipment. Sending schools are debited FTE allotments according to the number of sections missing from their timetables and re-allocated to the receiving school. Some PAA course offerings come with space limitations and increased supervision to ensure student safety. The number of sections offered in the year prior is used to calculate an add-on by:

- # of sections divided by 9 X 0.25 FTE

10. Discretionary Factors

There may be scenarios where the FTE allocations overcompensate or do not align with the direction of the Board of Education’s budget development framework. Other times, existing staff FTE’s, do not match staff allocations and a transfer or redundancy is not preferable. This Diversity Factor gives Ed Council flexibility to address specific staffing scenarios, as necessary.

11. Student Support Teachers (Ratio 1:175 students)

Student Support time is provided to ensure that students requiring additional support are provided with programming, adaptations, and modifications to achieve their potential. It is the responsibility of the Student Support Teacher to oversee and support programming and instruction for intensive/diverse student needs. This includes sharing, modeling, and supporting classroom teachers and Educational Assistants with instruction, intervention, and the implementation of success plans. The Student Support Teacher time allocated to each school is to be provided, in full, to the SSTs to support this work.

Pupil-Teacher Ratio (PTR) Calculations

It is important to note the difference between class size and PTR. Class size is the number of students in front of a teacher in any given subject. PTR is the ratio of pupils to the number of teachers in the school. Class sizes are largely determined by the school Principal. The PTR is calculated by including the school’s Instructional Staff, Diversity Factors and Admin Time. This would be the school’s total Pupil Teacher Ratio. This number is significantly lower than the Core Pupil Teacher Ratio which only includes classroom-based staff (Core Teacher Allocations).

Total PTR is calculated by:

Student enrolment divided by Professional Staffing Allocation

Core PTR is calculated by:

Student enrolment divided by Core Teacher Allocations

- *Note: Student enrollment does not include Homebased Students or Prekindergarten students. It also calculates Kindergarten at 0.5.*

- 260 to 299 students = 6.0 hours
- 300 to 349 = 6.5 hours
- 350 to 500 students = 7.0 hours
- 501 to 1000 students = 10.5 hours

C. Indigenous Community Workers (ICW)

Indigenous Community Workers support schools with significant self-declared Indigenous Student populations and support student attendance, achievement rates, mental health, and socio-economic challenges.

- 50 to 100 students = 0.5 FTE
- 101 to 200 students = 1.0 FTE
- More than 200 students = 1.5 FTE

Other Instructionally Budgeted Staff

A. Administrative Assistants

- Minimum 5.5 hours per day
- 1 to 125 students = 5.5 hours per day 126 to 250 students = 7.5 hours per day
- 251 to 375 students = 10.5 hours per day
- 376 to 500 students = 15 hours per day
- More than 500 students = an additional 3 hours (per every 125 students)
- An additional 2 hours per day for schools that offer grade 12 programming

B. Library Technicians

- 1 to 74 students = 2 hours *(alternating days or attached to another position)*
- 75 to 149 students = 3 hours
- 150 to 179 students = 4 hours
- 180 to 219 students = 5.0 hours
- 220 to 259 = 5.5 hours

D. Professional Service Providers

- Educational Psychologists
 - Based on cluster assignments
- Occupational Therapist
 - Per division
- School Counsellors
 - Based on case load
- Speech & Language Professionals
 - Based on case load
- Speech & Language Assistants
 - Based on case load

E. Instructional Supports

Instructional supports assignments work to fulfil the strategic focus areas and long-term goals of the school division and Ministry of Education. These include:

- Cultural Advocates
- Career Liaisons
- Educational Consultants
- Athletics Lead

F. Technology Department

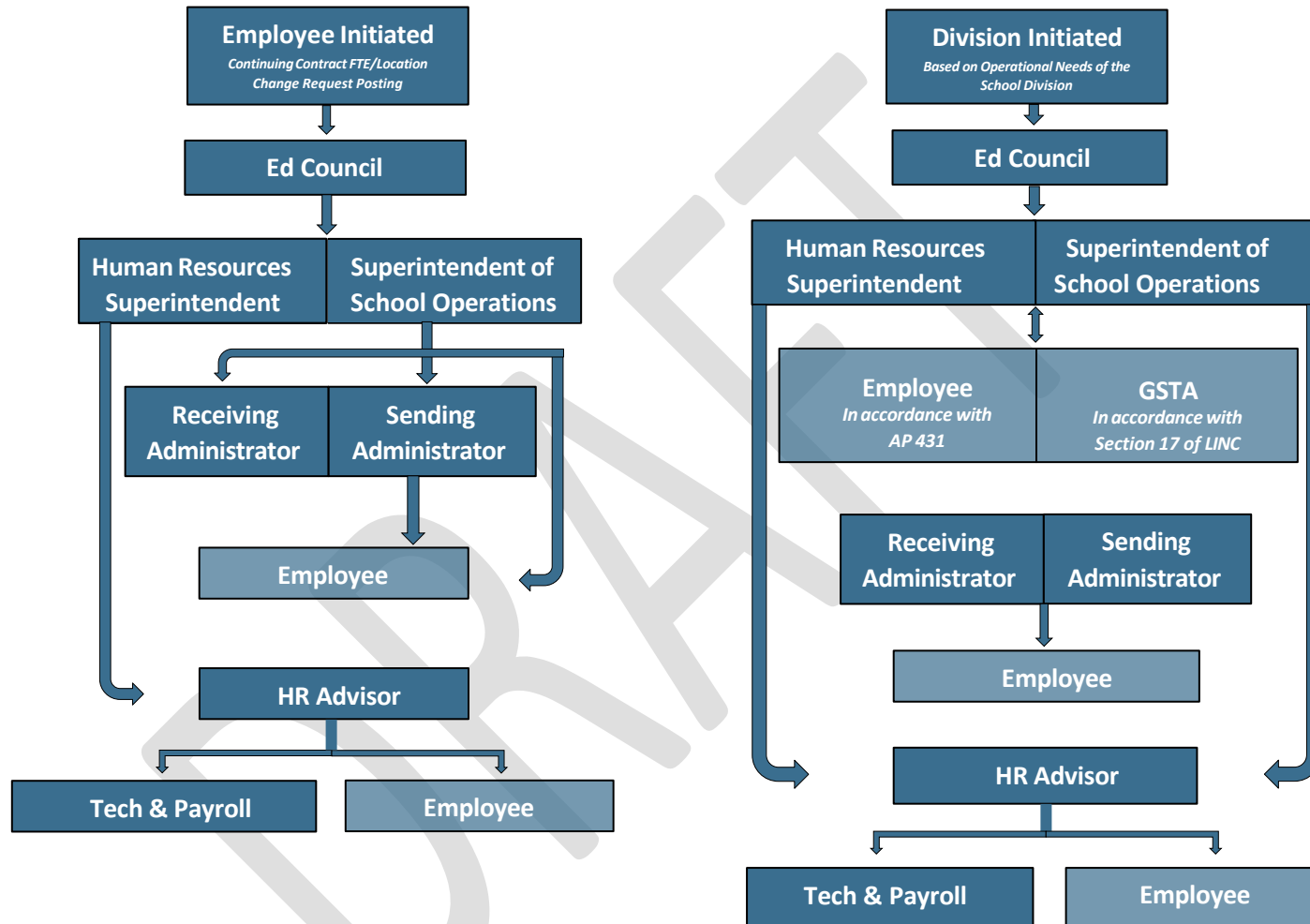
Technology use and competency is a reality for student and staff success. Several software programs and various hardware across all departments are supported by:

- Network Technicians
- Systems Analyst
- Database Analyst

G. Educational Assistants

Based on identified need and assessment rubric

Communication Flow for Transfers



LINC Section 17: Transfers

17.1. A consultative process between the Director or designate, principal and teacher will occur regarding transfers

Administrative Procedure 431: Transfers

7.4 The teacher shall be involved in the consultations about the transfer.

Consultations are to consider 1) what is to be achieved by the transfer 2) the reasons 3) the distance of the transfer