



Human Resources Office

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To: Dr. Michael Riggle
 From: Brad Swanson
 Re: Certified Staffing Authorization for the 2015-16 School Year
 Date: March 9, 2015

I recommend that the Board of Education authorize Certified Staffing at a level of 167.5 FTE for GBN and 235.0 FTE for GBS for a total of 402.5 FTE for the 2015-16 school year. I have included, for the Board's comparison, the approved staffing levels beginning with the 2010-11 school year through the current school year.

Certified Staffing Recommendations for 2015-16 School Year (bold):

Certified Staffing	GBN	GBS	Total
2010-11	174.1 FTE	207.5 FTE	381.6 FTE
2011-12	171.2 FTE	208.0 FTE	379.2 FTE
2012-13	168.7 FTE	212.3 FTE	381.0 FTE
2013-14	170.0 FTE	213.1 FTE	383.1 FTE
2014-15	167.6 FTE	231.4 FTE	398.4 FTE
2015-16	167.5 FTE	235.0 FTE	402.5 FTE
Change from previous year	-0.1 FTE	+3.6 FTE	+3.5 FTE (+0.8%)

The recommendation reflects an estimated 2015-16 enrollment of 2051 at GBN (an increase of 13 students from 2014-15) and 2952 at GBS (an increase of 57 students from 2014-15). The estimated total 2015-16 district enrollment is 5003 (an increase of 70 students at 1.4% from 2014-15).

Current enrollment numbers, as well as average courses per student, drive the staffing formula which calculates a proposed FTE for the next school year. This formula provides consistency from year-to-year in average class sizes and is respective of class size maximums and total student loads that have been negotiated with the GEA. The total FTE allocation also includes staffing for special services such as counselors, social workers, administrators and special programs previously adopted by the Board.

Given the reliability of this formula, the administration is confident that this recommendation serves the needs of students while remaining conscious of the fiscal concerns of the Board and the communities served by District 225.

Recommendations for Special Education staffing for 2015-16 will be brought to the Board this spring by the Office of Human Resources and Mrs. Pearson following the conclusion of articulations.