

School Budget Development Instructions

2019-2020





SEATTLE
PUBLIC
SCHOOLS

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Fillable forms are available on the internal "[MySPS budget office webpage](#)" under "Budget Forms"

GENERAL GUIDANCE

IN THIS SECTION:

- Frequently Asked Questions (FAQ)
- Instructions for Developing Your School Budget
- Monitoring and Managing Schools' Budgets
- School Budget Calendar 2019-20
- Who to Contact



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FREQUENTLY ASKED QUESTIONS (FAQ)

1. What is the method used to generate the staffing allocations?

Information about the Weighted Staffing Standards (WSS) Model can be found in *the "2019-2020 Schools' Funding Allocations"* on the budget office webpage under "budget development" (see [page 13](#)).

2. Who do I contact if I have questions about enrollment projections for my school?

Questions about enrollment projections should be directed to the enrollment planning team. Please see ["Who to Contact"](#) on page 8 for contact information.

3. What if my allocation does not allow my school to meet the Collective Bargaining Agreement (CBA) requirements for class size?

There should be no situations where you cannot meet the CBA requirements with your allocation. If you believe you might have a problem, please contact your budget analyst.

4. I would like to exchange a WSS position for a different position. Is there a waiver process?

After reviewing the staffing allocations and specific school priorities, some schools may choose to request a waiver to alter one or more of the allocated positions to better fit the programs at the school. Schools must follow the waiver process if they wish to trade one WSS allocated position for another. For information on the waiver process and timelines, please see ["Weighted Staffing Standard Waiver Process"](#) on page 39.

5. What if I don't feel the WSS Allocation is sufficient for the needs of my school? Is there a process to request additional resources?

There is no mitigation for 2019-20.

6. What if my waiver isn't approved prior to my scheduled budget arena meeting?

Waivers are due by 12:00pm on March 6, 2019. Schools will receive an answer on their waiver request by 5:00pm on March 11, 2019. At this time, waiver requests will be accepted only during this period. Schools cannot request waivers at a later date unless the waiver process is re-opened due to a major change in allocations.

7. I want to use discretionary funds to pay for additional staffing at my school. How do I know how much a position will cost?

Positions funded by per pupil discretionary allocation (Base Allocation or Equity Dollars) should be budgeted at average salary. To determine the average cost of commonly used positions, see ["Average School Staff Costs"](#) on page 77. Positions funded by the Learning Assistance Program (LAP) will be allocated by FTE at average and Title I Part A, self-help and grants should be budgeted at actual salary. To determine the total estimated actual cost, please see the ["Pension, Payroll Taxes, and Medical Benefits"](#) section on page 80 and work with your budget analyst.

INSTRUCTIONS FOR DEVELOPING YOUR SCHOOL BUDGET

The principal is responsible for preparing and submitting a school budget that meets the needs of students and complies with the collective bargaining agreement (CBA) and the requirements of each funding source. Collaboration with the school community is a key step in school budget development. With support and guidance from the building leadership team (BLT) and budget office staff, the principal works to ensure school staff, community members and families are included in the process.

School directors can help guide teams in collaboration techniques. Stakeholders for these meetings are certificated and classified staff, parents, and community members. The stakeholders should be authentically involved in decision-making using the school's decision-making matrix. Students represent another stakeholder group that should be involved at the middle school and high school levels.

REVIEW THE SCHOOL ALLOCATION PAGES

The Weighted Staffing Standards (WSS) allocation model is used to assign school staff and budget resources. The "2019-2020 Schools' Funding Allocations" document contains information for each school and is located on the internal MySPS budget office "[School Budget Development](#)" webpage. More information on the WSS allocation model can be found on [page 13](#).

WSS allocations provide staff resources designed to meet the minimum student to staff ratio requirements for Basic, English Learners (EL) and Special Education. Non-staff, or discretionary resources are also included (Per Pupil Base Allocation and Equity Dollars) and can be used to meet specific school needs. In addition to the WSS resources, school allocations include Title I and Learning Assistance Program (LAP) grant allocations. Please see "[Grant Process and General Guidelines](#)" on page 59 for further details.

REVIEW THE SCHOOL BUDGET DEVELOPMENT INSTRUCTIONS

This document provides guidance on key dates, processes, costs and program requirements related to building a budget.

- [General Guidance](#): Key due dates, changes and contacts.
- [School Funding](#): Information and guidance on staffing and discretionary allocations.
- [Budgeting for Staffing](#): Guidelines from Budget and Human Resources to consider when building your staffing budget.
- [Instructional and Districtwide Support Services](#): Detailed information on various program requirements and central department support options.
- [Grants](#): Detailed information on grant requirements, uses and procedures.
- [Quick Reference Documents](#): Staff costs, common budget items, and program purchase guides.

DEVELOP A BUDGET PLAN

Principals should work with their BLT, human resource (HR) business partner and budget analyst to:

- Develop budget scenarios using the existing allocations.
- Log in to review the School Planning Online Tool (SPOT) to determine if staffing plans work within the provided allocation.
- Review the past year's budget and expenditures to create a plan for non-staff budgets (see "[Tips for your Non-Staff Budget](#)" on page 87).

PLAN FOR ADDITIONAL RESOURCES

Review school priorities and determine if allocated staff and other resources are sufficient to fund school program needs. Use some or all the options below to adjust or enhance resources:

- **Submit waiver requests if necessary:** After reviewing the staffing allocations and the specific school priorities some schools may choose to request a waiver to alter one or more of the allocated positions to better fit the programs at the school. See the "[Weighted Staffing Standard Waiver Process](#)" on page 39.
- **Secure grant and donation support:** Schools may use grants or donations to enhance WSS allocations. Grant funding, or a commitment from a donor to provide funding later, must be approved through the grants office before adding the grant to the budget. Refer to "[Grant Process and General Guidelines](#)" on page 59. Some donors prefer to provide cash or a check directly to a school at the time of budget development. Deposit donations into the school's self-help cost center. The school can request a carry forward advance of the newly deposited funds into their self-help cost center for next year. In addition to self-help advance carry forward, schools can also carry forward some grants. See "[Prior Year Carry Forward / Rollover](#)" on page 20 for more information.

STAFFING WORKSHOPS

Principals have the option to attend a staffing workshop meeting with their HR business partner and budget analyst. The purpose of the staffing workshop is to:

- Discuss vacancies resulting from early notification of retirements or resignations.
- Make any known category, grade level or content area transfers.
- Make any known full-time equivalency (FTE) increases or decreases.
- Confirm which stipends should be set up again for next year or removed.
- Discuss general staffing strategies and scenarios.

BUDGET ARENAS

Each principal has been scheduled for a budget arena meeting with their budget analyst and HR business partner. The budget arena is designed to:

- Assign WSS allocations to staff positions.
- Assign available grant and discretionary funding to positions.
- Discuss which positions without funding will be displaced.
- Set up your non-staff line items using discretionary budget.
- Submit your "[Statement of Assurance Form](#)" to HR.
- Submit the final budget electronically.

MONITORING AND MANAGING SCHOOLS' BUDGETS

After developing a budget for their school, each principal has the responsibility to monitor and manage their school's budget. As the budget administrator for their school, they need to manage their budgets throughout the year. The financial reports available in the district's financial management system (SAP) can be used as a tool for monitoring and controlling the budget and expenditures for each school. A team effort between principal and office staff can make budget management more effective. Plan regular budget and spending reviews. Day to day review of financial status can fall within the duties of school secretary or other administrative staff. They can identify questions or concerns to bring to the attention of the principal.

Things to look for when monitoring budget reports

- Review expenditures that have been charged against budgeted amounts.
- Look for spending where there is no budget – is this an error, or a failure to plan?
- Look for budget where there is no spending – is this an error, or have plans changed?
- Look for unusual or odd spending -- examine, question, drill down.

A budget is a plan, and plans change. Schools' budgets should be adjusted as needed to reflect updated plans and current spending patterns. Budget analysts can help with questions, adjustments and troubleshooting. Further guidance on monitoring school budgets can be found in the Training and Tools section of the internal "[MySPS budget office webpage](#)"; look for power-point presentation "Budget and Financial management for New Principals August 2018."

SCHOOL BUDGET CALENDAR 2019-20

February 11-15	Budget Training - Training for principals, secretaries, and fiscals on budget development, including SPOT (School Planning Online Tool) application
February 19	Enrollment projections available to budget office
February 15	School Budget Development Instructions available on-line
February 26	School allocations for 2019-20 distributed to schools. SPOT system updated with allocations.
February 27 – March 6	Staffing workshops
March 6	Waiver requests are due by 12:00pm to waivers@seattleschools.org
March 11	Waiver decisions will be announced via email by 5:00pm
March 7-22	Budget Arenas - Arena process, complete entry of budget and staffing in SPOT, reconcile to allocations
March 22	All school budgets submitted

WHO TO CONTACT – Financial & Staffing

BUDGET OFFICE

Director of Budget

Linda Sebring 252-0242

Manager of School Budgets

Sara Bonneville 252-0249

Budget Analysts by Region

Northwest	Alex Januzzi	252-0244
Northeast	Cheryl Klinker	252-0096
Central	Pat Roe	252-0240
Southeast	Ariana Jones	252-0094
Southwest	Sherry Johnson	252-0246

ACCOUNTING SERVICES

Director of Accounting Services

Amy Fleming 252-0274

Accounting Supervisor

Barry Tsoi 252-0252

System Control Accountant

Judy Otsuji 252-0263

Accounts Payable Supervisor

Jessica Mayabb 252-0278

Personal Service Contracts

Melissa Nguyen 252-0270

Associated Student Body (ASB)

Erma Hill 252-0272

Cash Receipting/Deposits

Elma Allen 252-0259

Equipment Inventory

Jeff Hammer 252-0568

PROCUREMENT/PURCHASING

Contracts:

Diane Navarro 252-0564

Purchasing:

Craig Murphy 252-0570

HUMAN RESOURCES

Chief Human Resources Officer

Clover Codd 252-0027

Director of Employee Relations

Misa Garmoe 252-0294

Director of HR Strategy & Operations

Sheila Redick 252-0210

Manager of Employment Services

Leslyn Jones-Petitt 252-0370

School HR Business Partners

Jeanette Vaughn 252-0362

Dan Warren 252-0219

Libby Simeon 252-0034

PAYROLL

Payroll Manager

Elana Reuben 252-0283

Payroll Operations Supervisor

Debi Isla-Sepulveda 252-0288

Payroll Specialists by Region

Northwest Debbie Avila 252-0295

Northeast Wen-Jing Kong 252-0376

Central Wen-Jing Kong 252-0376

Southeast Melissa Menchaca 252-0284

Southwest Johanne Arreola 252-0218

PUBLISHING SERVICES

Manager of Publishing

Joann Hamilton 252-0416

Questions, Price Quotes or Special Requests

publishing@seattleschools.org 252-0080

WHO TO CONTACT – Programs / Operations

EXEC. DIR. OF SCHOOLS P-12 & DIRECTOR OF SCHOOLS

Executive Director of Schools P-12

Mike Starosky 252-0150

Director of Schools

Team 1	Kim Whitworth	252-0103
Team 2	Helen Joung	252-0396
Team 3	Heather Eberts	252-0396
Team 4	Jon Halfaker	252-0150
Team 5	Sarah Pritchett	252-0150

SCHOOL OPERATIONS FOR TEACHING & LEARNING

Chief Academic Officer

Diane DeBacker 252-0017

WSS Waivers

waivers@seattleschools.org

ENROLLMENT PLANNING

Director of Enrollment Planning

Ashley Davies 252-0358

Enrollment and Planning Analyst

Jay Freistadt 252-0659

CAREER & TECHNICAL EDUCATION

Director of College and Career Readiness

Caleb Perkins 252-0062

CTE Program Manager

Jane Hendrickson 252-0745

HEALTH SERVICES

Manager, Student Health Services

Sami Hoag 252-0752

Assistant Manager

Hilary Stephens 252-0753

Carrie Nicholson 252-0996

Administrative Secretary

Charnjit Dhoot 252-0750

Clinical Coordinators

Mariah Rosenblum 252-0750

SPECIAL EDUCATION

Directors of Special Education

Trish Campbell 252-0979

Nichole Fitch 252-0129

Beth Mills 252-0807

Regional Supervisors

Northwest Teresa Swanson 252-0876

Northeast Mike Bylsma 743-3556

Central Devin Gurley 252-0874

Southeast Beth Thorson 252-0262

Southwest Gordon Fowlds 252-0886

Behavior

Stephanie King 252-0884

Birth to Three/Preschool

Beth Carter 252-0665

Bridges (Transition) 18-21

Sherry Studley 252-0842

DHH, Vision, A.T., Audiology

Michael Dickneite 252-0332

Information Management

Janet Fawcett 252-0836

Private Schools

Robin Olney 252-0870

Related Services

Rob Vander Stoep 252-0887

Special Education Analyst

Hilary Lott 252-0055

ENGLISH LEARNERS AND INTERNATIONAL PROGRAMS

Director of EL & International Programs

Michelle Ota 252-0074

EL Coaches

Katherine Berg 252-0233

Teresa Boone 252-0065

Linda Kim 252-0395

Malgorzata Stone 252-0691

Beth Roodhouse 252-0162

Elizabeth Urmenita 252-0073

Teresa Wang 252-0958

Nicole Shimizu 743-3545

Data Analyst

Miguel Castro 252-0076

Senior Administrative Assistant

Jodie Fickett 252-0072

Student and Family Advocate

Narcita Eugenio 252-0773

Migrant Education / Title III

Marielle Galvez 252-0165

Refugee School Impact Grant Coordinator and EL Exited Student Coordinator

Kai Chan 252-0068

Translation and Interpretation Team

Farhiya Omer – Somali 743-3551

Lanie Luu – Vietnamese 743-3552

Haile Wubneh – Amharic/Tigrinya 743-3549

Deborah Alonso – Spanish 743-3567

GRANTS OFFICE

Director of Grants

Michael Stone 252-0222

Cost Analyst

Min Yee 252-0059

LAP AND TITLE I

Title I-LAP Supervisor

Pamela Faulkner 252-0694

Consulting Teachers

Andrew Olsen 252-0313

Ellen Barrett 252-0233

Sandy Teakell 252-0193

Tina Kim 252-0175

Annika Mizuta 252-8150

SCHOOL FUNDING

IN THIS SECTION:

- Understanding the Weighted Staffing Standards Model
- Guidance on Discretionary Allocations
- Preparation-Conference-Planning Courses
for Elementary and K-8 Schools
- 24 Credit – High School Revisioning Funding Instructions
- Prior Year Carry Forward / Rollover



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UNDERSTANDING THE WEIGHTED STAFFING STANDARDS MODEL

The Weighted Staffing Standard (WSS) model provides each school with a staffing allocation designed to meet staff to student ratio requirements for Basic Education, English Learners (EL) and Special Education programs. In addition, the WSS model includes discretionary funding that allows each school to customize their budget to meet their unique needs. These discretionary dollars can be used for additional staffing, supplies, curriculum and professional development.

Details of the WSS model for 2019-2020 are included in the full *"2019-2020 Schools' Funding Allocations"* document which will be available on the budget office web page under the budget development tab:

- For district staff, go to the internal *"MySPS budget office webpage"*
 - Look under "Budget Development" and/or "Current Budget"
 - 2019-20 School Budget Development
- For other users, go to the external *"SPS budget office webpage"*
 - Look under "Next Year Budget Development" and "Current Budget"

WSS STAFFING ALLOCATIONS

Enrollment

Schools receive their preliminary enrollment projections in late January/early February as an estimate for their October Headcount for the upcoming school year. School budget allocations are based on projected AAFTE (Annual Average Full Time Enrollment) for the upcoming school year. AAFTE is a 10-month average of monthly FTE (Full Time Enrollment) for September through June. As an example, a student who attended school full time from September through April, and was withdrawn for May and June, would be a 0.80 AAFTE for that year.

General Education Teachers

Staff is allocated in units also denoted as FTE (in the case of staff this refers to Full Time Equivalent staffing units). Staffing units are calculated based on the estimated student AAFTE projected by Enrollment Planning. For elementary schools, teacher allocations are rounded up to the next highest 1.0 FTE for the base K-5 classroom teachers, and to the next highest 0.50 for PCP (Preparation, Conference, Planning) teachers. For middle and high school, the combined total of grade-level teachers and PCP teachers is rounded-up to the next highest 0.20 FTE. K-8 schools generally follow the elementary model for rounding.

Additionally, the district adjusts the projected AAFTE for secondary schools by estimating the amount of time that students in specialized programs spend in contact with teachers for those specialized programs. This adjusted AAFTE is used to calculate the number of teachers needed to provide basic education instruction.

K-3 Teacher Allocations

K-3 staff are allocated to buildings in an effort to achieve two goals:

- 1) to reduce K-3 certificated student-to-staff ratio and
- 2) to institutionalize racial equity and ensure opportunities for greatness.

The district allocates staff for grades K-3 at a level that should meet the state's compliance requirement for maximum funding. For the district to receive the maximum K-3 funding from the state, we must ensure that we meet the state required certificated staffing requirements in grades K-3.

The K-3 staff allocation must only be used to staff the following positions:

- K-3 homeroom teacher
- K-3 academic intervention teacher (i.e. reading and/or math)
- Other K-3 teacher (e.g. PCP, music, art, physical education)

The K-3 staff allocation can NOT be used for:

- Classified staff (of any type)
- Classroom or other teachers for grades 4 and/or 5 (reduce class size or alleviate split classrooms)
- Supplies or contract services
- Counselor/certificated social worker

Split Classrooms

There is no limit on the number of split grade-level classes in a building. Schools may need to create master schedules with split grade-level classes.

Preparation-Conference-Planning Teachers

Preparation-Conference-Planning (PCP) time is part of the WSS staffing allocation model. Guidance on the use of PCP allocations in the elementary grades can be found on [page 18](#) of these instructions.

Non-Instructional Staff

The WSS model provides allocations for principals, assistant principals, librarians, counselors and other certificated staff, as well as classified office personnel. These allocations are detailed in the "2019-2020 Schools' Funding Allocations" document referenced above.

Special Education and Bilingual Education

The WSS allocation provides staffing allocations for special education teachers, special education instructional assistants and EL (English Learner) education teachers. For more information, specific to these programs, refer to the Special Education section on [page 47](#), the EL section on [page 45](#), or the "2019-2020 Schools' Funding Allocations" document referenced above.

MAKING CHANGES TO WSS ALLOCATED STAFF

After reviewing the staffing allocations and specific school priorities, some schools may choose to alter one or more of the allocated positions to better fit the programs at the school. Schools must follow the waiver process if they wish to trade one WSS allocated position for another. See the section on the *"Weighted Staffing Standard Waiver Process"* on page 39 of these instructions for more information on requesting a waiver to convert WSS allocated positions.

OTHER ALLOCATIONS

Non-Staff (Discretionary) Allocations

In addition to staffing, the WSS model provides discretionary funding that allows each school to customize their budget for their unique needs. Discretionary budget may also be referred to as "non-staff" budget, although it can be used for additional staffing and personnel-related expenditures.

There are two primary non-staff discretionary allocations, based on a per-pupil dollar amount:

- The per pupil Base Allocation, which is applied to the projected AAFTE for the whole school, and
- The per pupil Equity Dollars, which is based on the number of students in poverty (the number of students enrolled in the Free and Reduced Lunch program as of January 2019) at each school.

Budget for estimated copier/printer costs is pre-populated in the school's budgets out of the per-pupil funding and more information can be found in the *"Publishing Services"* section on page 56. The section of these instructions, *"Guidance on Discretionary Allocations"* on page 17 contains more detail on the use of discretionary funding.

Building Leadership Team (BLT) Stipend

This SEA contractually based stipend is pre-populated in each school's budget at its estimated total for the 2019-20 school year.

Elementary Discretionary Stipend

As per the 2018-2019 Seattle Education Association (SEA) Collective Bargaining Agreement (CBA), there will be \$2,000 allocated for stipends for each elementary school beyond the stipends listed in appendix E of the collective bargaining agreement (CBA). This is pre-populated, and if not needed for stipends, can be transferred to other non-staff items to support staff.

SAEOP Peak Load Extra Time

As per the 2018-2019 Seattle Education Association of Educational Office Personnel (SAEOP) CBA, there is \$2,500 allocated per school to be used, based upon input by impacted building SAEOPs, to address peak load extra help, extra days, or overtime that is pre-approved by the principal.

Administrative Funding

Buildings with a resident Head Start program receive additional funding in recognition of additional non-instructional staff responsibilities related to the program.

High schools will receive additional funding for the non-instructional staff responsibilities associated with the Running Start program.

Buildings with pre-school special education programs will receive additional discretionary dollars equivalent to the value of a 0.50 FTE elementary assistant. This funding is not restricted to use in the pre-school special education program. Instead, they are intended to recognize the extra workload for the school and may be used for any program.

There may be additional funding unique to certain schools (e.g. credit retrieval funding for high schools). The complete funding allocation for each school is reflected in the "2018-2019 Schools' Funding Allocations" document, referenced above.

OTHER RESOURCES

Title I and Learning Assistance Program (LAP) Allocations

Title I and LAP funding is allocated at the same time as WSS Allocations and is included in the school allocation pages. Schools should review the "*LAP Expenditure Guide*" on page 91, the "*High Poverty LAP Expenditure Guide*" on page 93, "*Title I Expenditure Guide – Targeted Assistance Programs*" on page 94, the "*Title I Expenditure Guide – School-Wide Programs*" on page 98, for detailed information on how these resources may be used.

Centrally Allocated Staff

Certain positions may be located at the school but budgeted and managed centrally. These positions are assigned to schools based on need and may include nurses, additional EL staff, occupational and physical therapists, speech and language specialists, audiologists, psychologists, instrumental music teachers and family support workers. Central departments will work with schools individually to provide these resources.

In some cases, schools may wish to use their discretionary funding to increase the level of this staffing. Please see "*Guidelines for Budgeting for Additional Staff*" section on page 25 for further information on this process.

GUIDANCE ON DISCRETIONARY ALLOCATIONS

WSS PER PUPIL BASE ALLOCATION

Per-pupil based funding may be used for non-staff items such as supplies, contracts, library supplies, extra time and overtime for staff, stipends, professional development and facility services. Schools may also use their discretionary allocations to fund additional staff. This can include teachers, counselors, nurses, office staff or other non-instructional staff. Per pupil Base Allocations for each school type are reflected in the "2019-2020 Schools' Funding Allocations" document referenced in the section "[Understanding the Weighed Staffing Standards Model](#)" on page 13.

Allocations from the WSS per pupil Base Allocation formula will be placed in the "A" sub-org. Schools will receive 80% of the WSS formula calculation in the initial budgetary allocations. The remaining 20% of each school's WSS per pupil Base Allocation will be retained centrally and allocated to schools in the fall, along with carryforward in late October.

WSS PER PUPIL EQUITY DOLLARS ALLOCATION

The per pupil Equity Dollar allocation (formerly referred to as "Free and Reduced Lunch Based Allocation"), is based on student participation in the free and reduced lunch (FRL) program and provides additional resources to help schools close opportunity and achievement gaps for students. This allocation is based on the number of students participating in the FRL program at the end of the first semester of the prior year. This aligns with the student count information used for Title I allocations. As an example, 2019-20 Equity Dollar allocations will be based on January 2019 FRL count data. To track how these dollars are used and to evaluate the effectiveness of these strategies, Equity Dollars will be placed in the "F" sub-org in school cost centers.

The following criteria have been developed as guidelines for buildings to prioritize the spending of their Equity Dollars allocation:

1. Equity Dollars MUST be prioritized for positions.
2. Positions must be directly connected to the buildings C-SIP and/or Indistar Plan.
3. Plans must be consistent with the BLT budgeting process.
4. Monies leftover that cannot fund FTE may be used to purchase books, intervention materials, etc.

When discussing the use of this allocation, please keep in mind that these dollars are intended for the following purposes:

- Support efforts in Eliminating Opportunity Gaps.
- Address students who are not meeting standards or received a level 1 or 2 on the state summative assessments.
- Include prevention, as well as intervention, keeping in mind that student supports are defined broadly (academic, as well as social and emotional).
- Encourage schools to be strategic and focused as they create innovative solutions for struggling students.

PREPARATION-CONFERENCE-PLANNING COURSES FOR ELEMENTARY AND K-8 SCHOOLS

When hiring **new** Preparation-Conference-Planning (PCP) teachers, the Weighted Staffing Standards (WSS) PCP allocations must be used for physical education (PE), music or visual arts teachers, and not for teachers such as reading/math specialist, technology or world languages. This provides students access to Washington State Basic Education requirements for core academic subjects. If schools already offer the 100-minute PE requirement, music AND visual art courses, any remaining PCP allocations can be used for other academic subjects. If there is a **WSS PCP reduction** and displacement is necessary, PE, music, and visual art teachers must be prioritized in the staff that is retained. Teachers not in these categories are the first to be released.

Example for PCP Add:

In the previous year, a school was allocated 2.0 FTE. In the current year, due to increased capacity, the school is getting an additional 0.50 FTE. PE and visual art are two of the WSS PCP teachers. The school should hire a music teacher.

Example for PCP Staff Transition:

A school is allocated 3.0 FTE PCP. A Spanish teacher is leaving. PE and music are two of the WSS PCP teachers. The school should hire a visual art teacher for the open WSS PCP allocation.

Example for PCP Reduction:

In the previous year, a school was allocated 2.0 FTE PCP. In the current year, due to staff reductions, the new allocation is 1.50 FTE PCP. The school had 1.0 FTE PE, 0.50 FTE Spanish, and 0.50 FTE music. The Spanish teacher must be displaced.

Required State mandated minutes in PE = 100 per week

Recommended minutes in music = 60 per week*

Recommended minutes in visual art = 60 per week*

**SPS research shows that for students to meet standard in music and visual arts they need a minimum of 60 minutes.*

24 CREDIT - HIGH SCHOOL REVISIONING FUNDING INSTRUCTIONS

The 2019-20 Weighted Staffing Standards allocations will include enhanced funding for high schools. The funding is intended to support credit earning and credit retrieval for ninth through eleventh graders.

The college and career readiness department provided guidance to high school principals on how 24 Credit funding may be spent.

24 Credit funding may be used for the following:

- Additional FTE for **Academic Intervention Specialists**
- Additional FTE for **Counselors**
- **Tutoring** services
- Extra time for teachers to teach **0-period, after-school, and summer school**
- Additional FTE to offer **>6** credit earning opportunities during the school day

Any other uses must be pre-approved by the college and career readiness department before each school's budget arena. If there are any questions, please contact Caleb Perkins, Director of College and Career Readiness (cbperkins@seattleschools.org) or Emily Harrison, Project Manager for Secondary Revisioning (elharrison@seattleschools.org).

The funding allocated for this work should focus on supporting ninth through eleventh graders who are off track, or who are at risk of becoming off track. Off track is defined as earning fewer than 6 credits per year, and/or not meeting standard on 8th grade SBAC exams. An emphasis should be placed on supporting historically underserved students of color.

Note that funding is focused on ninth through eleventh graders because they need to earn 24 credits to graduate.

PRIOR YEAR CARRYFORWARD / ROLLOVER

The Weighted Staffing Standard (WSS) model is designed to provide each school with the resources required to administer programs during that school year. Staff funding and discretionary funding is intended to be used in the school year in which it is provided. Schools are strongly encouraged to closely manage their budgets to use all their resources without overspending.

Schools that end the fiscal year with positive balances in their WSS per pupil discretionary allocations, self-help budget or substitute reimbursement budget will be allowed to carry the unused portion of that budget forward to the following year. Any negative balances will also carry forward, reducing budget available in the following year. Schools are responsible for reviewing their budget and requesting any adjustments, if needed, before the district's final carry forward amounts are calculated. Principals should review their budget and charges on a periodic basis but no later than the end of the school year. Any errors found after carryforward is distributed cannot be corrected.

CARRY FORWARD PROCESS & TIMELINE

September

Schools that have a positive balance in their general self-help budget will receive 50% of the unexpended budget by the start of school. Budget will be added to the current year under commitment item 5990, Supply Reserve. *Note: this advance on carry forward will not be added if any of the school's other budgets are overspent.*

Mid – October

The accounting department completes processing all transactions for the previous school year. At this time, each school is reviewed to determine on a preliminary basis any positive or negative balances for WSS and self-help budgets.

End of October

The accounting department submits an annual financial report to the state. Carry forward is then determined for each school. Positive WSS and self-help balances add to current school budget and negative balances subtract from current school budgets. Funds will be added or subtracted from the same cost center and coded to supply reserve, 5990.

Note: The district fiscal year ends on August 31. If schools intend to use remaining balances to purchase supplies needed for the start of school, they must receive orders on or before August 31 or wait until the end of October when the carry forward process is completed.

ADVANCE CARRY FORWARD

WSS Per Pupil Allocations

“Advance Carry Forward” of WSS allocated budget is not available during the budget development process.

Self-Help

A portion of unused balances in self-help can be brought forward during the budget development process to fund staff and non-staff items provided that the school retains a balance in the current year to cover all expenditures anticipated through the end of the year.

Schools that have retained a significant portion of their self-help budget and would like to apply those funds to the following year should discuss this option with their budget analyst during the budget development process. When determining if a school should request an advance self-help carry forward, special consideration should be given to the following:

- If approved, the requested amount will be removed from the current year school budget.
- The principal and budget analyst should review the current year budget to confirm that an advance carry forward will not negatively impact the school’s ability to fund expenses for the remainder of the year. Previous year budgets may be reviewed to ensure that the school has not overspent their budget in the past. Any overspend in a school’s self-help budget will negatively impact their WSS carry forward and possibly their WSS budget in the subsequent school year.
- Advance carry forward should be considered only after exhausting other possibilities for enhancing funding.

Grants

Program managers are responsible for making sure all grant funding, including parent teacher association (PTA) grants, are expended within the approved grant period. If funding is to be carried forward, the program manager should provide the reason(s) for this request and submit the request to the Director of Grants, who will contact the appropriate funding agency for approval.

- Title I and LAP grant funds do NOT carry forward and should be spent within the year received.
- City of Seattle Family and Education Levy Performance Pay can be carried forward without submitting a request.



SEATTLE
PUBLIC
SCHOOLS

BUDGETING FOR STAFFING

IN THIS SECTION:

- Guidelines for Budgeting Additional Staff
- Change to Medical Benefits Coming January 1, 2020
- Options for Using Part Time Allocations
- Labor Relations Guidelines
- Seattle Association of Educational Office Personnel Office Staffing Plan
- Process for Resolution of Stakeholder Concerns
- Weighted Staffing Standard Waiver Process



SEATTLE
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GUIDELINES FOR BUDGETING ADDITIONAL STAFF

Schools may budget additional staff to supplement their allocations from the Weighted Staffing Standards (WSS) formula or other fund sources. There are different procedures when budgeting for positions using WSS per pupil allocations (e.g. Base Allocation or Equity Dollars) compared to the use of other discretionary funding sources such as self-help or grants. Schools should refer to the “*Grants*” chapter on page 57 for more information on allowable grant expenditures and page 17, “*Guidance on Discretionary Allocations*” for criteria on prioritizing their Equity Dollars.

ESTIMATING POSITION COST: AVERAGE VS ACTUAL

Average Cost

Positions funded by WSS per pupil allocations (e.g. Base Allocation or Equity Dollars) should be budgeted at the district-wide calculated average salary for the position. To determine the average cost of commonly used positions, see “*Average School Staff Costs*” on page 77.

Actual Cost

Positions funded with Title I, self-help and PTA grants should be budgeted using the actual cost of the individual employee who will fill the position. Schools should work with their budget analyst and refer to the following tips when calculating the actual cost.

- Schools need to budget actual salary, pension, payroll taxes, medical benefits, sick leave substitute costs and all applicable stipends. To determine the total estimated actual cost, please see the “*Pension, Payroll Taxes, and Medical Benefits*” quick reference document on page 80 and work with your budget analyst.
- The school is responsible for finding additional resources to make up the difference when grants and self-help contributions do not cover full position costs or program expenses.
- If the staff member is unknown for a new position, use the average cost provided in “*Average School Staff Costs*” on page 77. The budget will need to be adjusted once the actual salary is known.

EXAMPLE: Average vs Estimated Actual Cost of Elementary Teacher

	Estimated Actual Cost (18-19 Grade 200, Step 3)	Estimated Actual Cost (18-19 Grade 800, Step 15)	Average Elementary Teacher Cost 19-20
Base Pay	\$48,743	\$85,571	\$120,321
Contractual Days	\$1,354	\$2,377	
Tech Days	\$1,083	\$1,902	
Responsibility/Incentive	\$7,359	\$12,925	
Pension & Payroll Taxes	\$15,489	\$27,194	
Medical	\$13,294	\$13,294	
Sick Leave Substitutes	\$2,000	\$2,000	
Total	\$89,322	\$145,263	

USING WSS PER PUPIL ALLOCATIONS FOR STAFFING

SAEOP Staffing

When using WSS per pupil allocations (Base Allocation or Equity Dollars), schools must budget classified positions in increments of 0.50 FTE to align with the Seattle Association of Educational Office Professionals (SAEOP) Collective Bargaining Agreement (CBA). Please refer to the contract for further information.

Certificated and Classified Staffing

There may be instances in which a school uses their Base Allocation or Equity Dollars to increase staffing and later wishes to change the funding source. This might happen if the school acquires a grant, or another source of funding for the position. In cases where the school cannot fill the budgeted position, funding may be redirected to other needs, either staff or non-staff. Requests for conversion of unused full-time equivalency (FTE) should be made to the budget analyst no later than **November 15, 2018**. The amount to be converted will be calculated dependent on the amount of time the position was unfilled by a staff person or substitute.

RULES FOR BUDGETING POSITIONS WITH GRANTS AND SELF-HELP BUDGET

To budget for a position using Title I or LAP, refer to *"Title I Expenditure Guide – Targeted Assistance Programs"* on page 94, the *"Title I Expenditure Guide – School-Wide Programs"* on page 98, the *"LAP Expenditure Guide"* on page 91, and the *"High Poverty LAP Expenditure Guide"* on page 93 for information on allowable expenditures.

To budget for a position using City of Seattle Families & Education Levy grant dollars, written approval must be provided from the City Department of Education and Early Learning. Refer to *"City Families & Education Levy Reference Guide"* on page 102 for more information on allowable Levy expenditures.

To budget for a position using self-help donations, the donation for the total amount must be received prior to finalizing the budget unless an advanced carry forward is being used for staff and non-staff items.

To budget for a position using a grant, please use the grant application process found in *"Grant Process and General Guidelines"* on page 59.

CENTRAL DEPARTMENT BUDGETS

During the budget development process, schools must identify the central service positions they plan to fund in the coming fiscal year. Central departments may not be able to accommodate requests that occur after budget development. Work with the appropriate manager to determine staffing needs.

Please see more information on common centrally funded positions that schools may choose to fund here:

- Nurses – *"Health Services Program"* on page 50
- Elementary Instructional Music Teachers – *"Elementary Instrumental Music Program"* on page 55

CHANGE TO MEDICAL BENEFITS COMING JANUARY 1, 2020

Last year the Washington State Legislators made a significant change to how school districts manage health benefits, with the intent to reduce costs and provide insurance to more individuals. Starting on January 1, 2020, individual school districts will no longer manage employee health benefits. Rather, the statewide School Employees Benefits Board (SEBB) will administer health benefits for all K-12 school districts.

There are still a lot of uncertainties about how the process will impact Seattle Public Schools. The SEBB is in the middle of rulemaking at the state level and decisions being made include what providers will be available and what employee contributions and deductions will be.

Based on the information that we do have, this change will impact how central and school budgets are developed for next year. This policy change will increase the total number of employees eligible for full medical benefits and may impact job-sharing assignments, grant funded positions and other scenarios involving employees staffed part-time.

CURRENT PRACTICE THROUGH DECEMBER 31, 2019

Employees working at least half-time (0.50 FTE) to full-time (1.0 FTE) are eligible to receive medical benefits prorated to their current FTE. Employees can opt out of insurance coverage and funding they would have received is placed in a "Pool" to be distributed across covered employees to reduce their out of pocket costs.

EFFECTIVE JANUARY 1, 2020

Employees anticipated to work 630 hours or more during the school year will be provided full medical benefits. Even if employees choose to opt out of insurance coverage the district will be required to pay the state as if they were covered.

Full-time and partial FTE

The adjacent table shows examples of different annual working days by the full-time equivalent (FTE) level staffed. The portion grayed out shows when the total annual working hours crosses 630 at the corresponding FTE level. For 180-day staff, FTE at 0.40 and above may need evaluation in considering extra contract days or hours works.

Hourly Staffing

Hourly positions may become eligible depending on the planned working time during the school year. In the adjacent example, depending on the assigned hours per week, the total weeks worked varies regarding when an employee begins to work more than 630 hours. To ensure staff do not accidentally work more than 630 hours we are recommending limiting hourly work to only 15 hours a week for school-based positions.

FTE	Annual Working Days			
	180	203	222	260
1.00	1,260	1,624	1,776	2,080
0.90	1,134	1,462	1,598	1,872
0.80	1,008	1,299	1,421	1,664
0.70	882	1,137	1,243	1,456
0.60	756	974	1,066	1,248
0.50	630	812	888	1,040
0.40	504	650	710	832
0.35	441	568	622	728
0.30	378	487	533	624
0.20	252	325	355	416
0.10	126	162	178	208

Hours per week	19	15
Total weeks	34	36
Total hours	646	540

HOW DOES THE DISTRICT EXPECT SCHOOLS TO WORK WITH THE NEW RULES?

To ensure the district directs the highest level of funding toward student resources and protects school resources, to the extent possible, we are asking schools to review and potentially modify their staffing to limit cost increases based on this new rule. This will affect job sharing, hourly work schedules and some combinations of positions that shift non-medically eligible jobs into medically eligible situations. More details and examples are noted below.

Hourly Staffing

As noted above, any staff who are anticipated to work 630 hours or more will become eligible for full time medical benefits. Historically hourly positions have not been medically eligible and to help prevent moving employees accidentally into a medical funded position, we are recommending hourly staff be scheduled for not more than a total of 15 hours per week. This is across all jobs at a school or across more than one school if known. To help in early identification of potential staff on track to exceed 630 hours, the district will be running reports next school year to identify any individuals who obtain 500 hours during the year, so schedule adjustments can be made if necessary.

It is expected that schools will adjust their planned hourly usage if they have staff that currently exceed the 15 hours weekly. HR business partners and budget staff can help work through options if needed.

Concurrent Employment

Employees who work fractions of jobs across multiple functions may or may not create a funding requirement for the new medical rules. If an employee's FTE, either within the school or across the school and central departments or across multiple schools' results in the person working a full 1.0 FTE the medical cost is pro-rated across all the funding sources. Check with your HR business partner to try and determine if the employee may be in this type of situation. Increased costs to your building would only occur if the person is less than 1.0 FTE across their various jobs.

Job Sharing

A job-sharing assignment is the shared performance of the duties of one full-time, regular position by (2) employees. School Board Policy 5222 Job Sharing, states "It is the policy of the Seattle School Board to permit employee job sharing, provided that in no case should the cost to the District of a shared position be greater than the cost of a regular position."

Prior to the new medical rules staff could share a position 0.50 FTE for one person and 0.50 FTE for another. The medical was pro-rated so each person received half of the medical funding. Based on the new rules they would both receive 1.0 medical funding which makes this staffing approach no longer available to employees. If it worked for the services required, one option to resolve this would be to ask if one employee would like to increase their share of the position to 0.60 FTE (full medical benefits) and the other person reduce their work to 0.40 FTE (no medical benefits). Per the Superintendent's Procedure, the Principal has the final authority to approve or deny a job share.

Weighted Staffing Standards (WSS) positions below full time

Some positions may be provided to schools for less than 1.0 FTE such as nursing, librarians, special education, etc. If the allocated FTE creates a medically eligible position, the medical benefits will come with the position. If the position is modified by the school increasing the person's work time the medical costs will be pro-rated across all funding sources – same as what happens currently.

- 1. The Weighted Staffing Standard (WSS) allocated our school 0.40 FTE of a special education teacher last year and now allocates 0.50 FTE. In the past they did not receive any medical benefits, however now they will be eligible for a full 1.0 of medical. Who will pay for this?**

The WSS will. Since the fraction of FTE provided by the WSS created the need for a full medical benefit, funding for it will also be provided by the WSS.

2. We have a nurse who works in our school 2 days per week and another school 3 days per week. Who pays for the medical benefits?

The medical cost would be included with the allocated nursing FTE and pro-rated across the two schools. If the staffing allocation or hiring process is created by the district, the central office will cover the cost.

Increasing positions with multiple funding sources

1. During school budget arenas, an employee is staffed WSS 0.40 FTE, school adds 0.20 FTE from LAP, and the PTA is approved to add another 0.20 FTE. Who pays the medical cost?

The initial approach in this situation is to not add additional work to the non-medically eligible person. If this situation can't be avoided, the medical cost would be distributed 4/8ths to the school's discretionary funds, 2/8ths to LAP and 2/8th to the PTA. Since LAP funding to the district is a finite amount, if there are insufficient funds in the grant to cover the additional medical cost, the school would be required to fund the LAP portion from their discretionary funds as well. Check with the Director of Grant's for specific situations.

2. What if an outside funding source (e.g. PTA, LAP, etc.) creates staffing above 630 annual hours?

Like #1 above, this situation is discouraged since it creates an unfunded cost for the WSS. For the 2019-20 school year, the WSS will fund its prorated benefits in this situation. Similarly, if a school receives a 0.50 FTE and the PTA adds another 0.50, the benefit cost would be prorated between the WSS and the PTA.

Another approach would be to add hourly LAP resources or an additional person to the building with the PTA funding.

3. Traditionally when the district provides nursing services to our school, we are given a 0.20 FTE allocation and we use our Equity Funds to increase it to 0.50 FTE. Our nurse just works at our school and has medical insurance through their partner. How would this work in the future?

Since the nurse has been allocated at 0.20 FTE there is no medical insurance provided with the position. Once the school adds to the nurse's time it creates a requirement to provide full medical coverage (630 hours or more) even if the nurse does not want the coverage. In this situation the cost of the medical coverage would be pro-rated 3/5th to the school equity funds and 2/5th to the central nursing budget.

Nursing is an exception where, in most cases, the schools will be permitted to create a medical liability without being required to fully fund the cost. There are other academic situations for unique staffing or personnel endorsements like band or some electives that will also be permitted and reviewed on an individual school basis.

4. The visual and performing arts department allocates 0.10 FTE Elementary Instrumental Music to my school, our PTA funds an additional 0.50 FTE for a total of 0.60 FTE, all staffed by one person. Who pays for this medical cost?

Centrally provided services like Music, Nursing, Special Education and ELL services are frequently allocated out to the schools in FTE below the 630-hour limit. It is the responsibility of the central manager for these services to attempt to create whole 1.0 work for staff by assigning people to multiple schools. Check with the appropriate manager to see if they can accommodate your request or if they require that person at other schools. The final work schedule of the person determines how the medical is distributed across the funding sources. If the person is only 0.60 FTE, the medical costs would be pro-rated across the funding sources for the employee with 1/6th being paid by the central budget and 5/6th paid by the PTA.

OPTIONS FOR USING PART TIME ALLOCATIONS

OVERVIEW

The Weighted Staffing Standard (WSS) allocations for secondary schools allocate staff in increments of 0.20 FTE. Due to these FTE increments, WSS adjustments, enrollment changes, or other staffing changes, a secondary school may be left with a partial full-time equivalency (FTE). In these cases, the school should attempt to hire the vacant partial FTE. In situations in which the school is unable to hire for fractions of FTE, the school may consider the following options to fill these positions.

OPTIONS AVAILABLE FOR CERTIFICATED POSITIONS

- Determine if any appropriate staff member can increase their contract.
- Determine if the conversion of the FTE to another type of position is permitted and if so, request a waiver. For detailed information on the waiver process, please see "[Weighted Staffing Standard Waiver Process](#)" on page 39.

General Education FTE

- A secondary school may convert a vacant 0.20 FTE general education position to non-staff budget to use for supplemental compensation for staff who teach an additional general education section beyond the contractual limit. *The following restrictions apply to this option:*
 - This is only available for secondary general education teachers. It does not apply to special education or EL teachers.
 - The school will need to hire a position if the need is greater than 0.20 FTE.
 - Schools should work with their budget analyst to request a conversion. If approved, the budget analyst will convert the FTE into discretionary dollars and place the funds in a commitment item for supplemental compensation.
 - The amount to be converted will be calculated dependent on the amount of time the position was not filled by a staff person or substitute.

Special Education FTE

- A school that is unable to fill a special education partial FTE allocation should contact their Student Support Services Supervisor to determine if the staff is eligible to receive overage pay. Please see "[Special Education](#)" on page 47 for more details.

OPTIONS AVAILABLE FOR CLASSIFIED POSITIONS

- Determine if any appropriate staff member can increase their contract.
 - Classified positions are allocated in 1.0 FTE or 0.50 FTE increments, and can only be adjusted in 0.50 FTE increments.
- Determine if the conversion of the FTE to another type of position is permitted and if so, request a waiver. Upon approval, your budget analyst can convert the position and the new position can be advertised. For detailed information on the waiver process, please see "[Weighted Staffing Standard Waiver Process](#)" on page 39.

LABOR RELATIONS GUIDELINES

Budget and staffing plans need to comply with any collective bargaining agreement provisions that impact these decisions. The following information highlights important contract language that should be reviewed. Certain excerpts from the Seattle Education Association (SEA) labor agreement have been cited.

STAFF

Article IX, Sections D.2 and D.3 of the Collective Bargaining Agreement (CBA) requires that the district maintain an average Seattle Public Schools (SPS) building ratio of students to full time equivalent teachers (General Education*) of no more than the following:

- 26:1 for grades K-3
- 28:1 for grades 4-6 (when grade 6 is conducted using an elementary model)
- 32:1 for core classes* in grades 6-12 (when grade 6 is conducted using a secondary model)
- 150:1 daily limit for core classes in grades 6-12 (when grade 6 is conducted using a secondary model) exclusive of Special Education and Bilingual**
- Class size for non-core classes will be limited by space, safety, equipment needs, ability to supervise and effective instruction. If non-core classes have been incorporated into an integrated/cluster curriculum, the above limits apply.
- When using a block or modified schedule in a secondary school, apply a weekly limit of 150:1.

These limits would not necessarily hold when staff have, through their decision-making process, adopted a whole school model that results in a variation in curriculum, instructional methods and staff organization. Otherwise, if the limits established by the CBA are exceeded, schools should notify their director of schools to address the problem; the preferred solution is to reduce class size, but individual teachers eligible for overage pay will be compensated for any days after October 1 during which there was an overload.

Note: When buildings/programs intentionally staff programs outside contractual ratios, with affected staff agreeing, no compensation will be paid for overloads. Also, no overload compensation will be paid on days when additional staffing has been provided to address class overloads.

* Core is defined as including English/Language Arts, World Languages, Math, Science and Social Studies.

** Staffing levels vary based on service models for Special Education and EL Education classes.

Combination or Split-Grade Assignments

The basic class size in combination or split-grade assignments shall be at least two (2) less than the average class size limits (above) or those combined grade levels for a school. This does not apply to staff who make the choice to split with a co-teacher or multi-age classrooms (where the building has adopted that mode of instruction in whole or part). Article IX, Section B, 2 and 3. If these limits are exceeded, schools should notify their director of schools.

Combination of split-grade assignments, as differentiated from multi-age organization, cannot be given to beginning teachers until they are proficient in three domains of the evaluation. Except for first year teachers, exceptions can be approved by the director of schools.

SECONDARY COURSE PREPARATIONS

Contract language limits the number of course preparations a teacher is assigned but provides schools flexibility with an arrangement that is mutually agreed upon between the principal and the teacher. This agreement must be documented at the time the agreement is reached.

The SPS considers as a reasonable maximum, secondary teacher assignments of no more than three (3) different curriculum course preparations in no more than two (2) subject fields. Secondary teachers will not teach more than five (5) class periods per day without volunteering and being compensated for giving up their PCP time. To the extent possible, departments will balance the number of preparations between employees. Schools will avoid giving teachers new to the profession more than two different curriculum course preparations. An exception to this last rule may happen when the new employee is the only person in their job category at the school or when the number of preparations in any given department would cause the District to have to compensate an employee for extra preparation time.

Variations to the above conditions, including when some K-8 schools find that their secondary teachers need to teach more than three course preparations, shall be made by the building principal/ program manager after discussion and mutual agreement between a teacher, an affected grade level, a department, the certificated teaching staff (faculty) or the BLT/Instructional Council. The written record of the arrangement, a Multiple Preps Agreement, shall be retained on file in the school office and shall be binding on all affected parties for one semester/year as appropriate.

If a principal is considering reducing the number of CTE courses taught, he/she should work directly with the CTE office, as a reduction in CTE positions may impact future CTE course offerings.

CLASSIFIED HOURLY AND TUTOR EMPLOYEES

Classified hourly and tutor employees are defined as SPS employees who are compensated in the form of hourly pay only. Regular part-time employees may work as hourly employees above their regular schedules. Beginning January 1, 2020, all employees who work 630 annual hours become eligible for full medical and insurance benefits. Please see "[Change to Medical Benefits Coming January 1, 2020](#)" on page 27.

As a part of the 2019 spring budgeting and staffing process, schools will submit the hourly employee staffing that they intend to utilize for the 2019-20 school year. Please consult the HR Staffing Guidelines on the "[MySPS human resources webpage](#)" for specific information and processes.

Hire Summary Form and Packet

The link to "Hourly Hiring Process" can be found on the "[MySPS human resources webpage](#)" under resources for "Managers & School Leaders." Human resources maintains the hourly salary schedule. The following forms must be submitted to human resources and are available on the internal "[MySPS budget office webpage](#)."

- **Statement of Assurance Form:** Certifies involvement by staff and parents. All schools must send in this form with their staffing submittal to their HR Business Partner or Senior Human Resources Analyst.
- **Stakeholder Identification Form:** Submit to appropriate executive director if there is an unresolved budget process concern.

SEATTLE ASSOCIATION OF EDUCATIONAL OFFICE PERSONNEL OFFICE STAFFING PLAN

The following process applies to office staff represented by the Seattle Association of Educational Office Personnel (SAEOP).

ADDRESSING OFFICE WORKLOAD

1. If a staffing reduction [in full time equivalency (FTE) or days] in a school office is considered for the following year, a reorganization that adds work to an office is anticipated, or office staff consider the current level of staffing to be insufficient, the principal and all potentially impacted employees (those facing reduction and those remaining) shall meet to:
 - Identify the potential workload problems and impacts; and
 - Discuss possible ways of minimizing these impacts, including prioritization, efficiencies, elimination of some assignments, redistribution of work, time allocations for duties, and any other ways of realizing optimal workloads and office efficiency.
2. Through collaboration, the employees and principal shall attempt to develop a mutually agreeable office staffing plan that addresses the issues in the paragraph above and describes who will do what to complete the work. The plan, if mutually agreeable, shall be documented on the "[SAEOP Office Staffing Plan Form](#)" and signed by all impacted employees.
3. In the event an agreement is not reached, any office staff person may develop an alternative office staffing plan signed by those who develop such a plan.
4. The plan shall be submitted to the Building Leadership Team (BLT) and shall be considered by the staff using the same decision-making process as other budget options and proposals. Office staff shall have an opportunity to present an alternative plan to the appropriate decision-making body.
5. The office staffing plan that is finally approved by the school shall be submitted to human resources.
6. In the event any of the office staff wishes to object to the office staffing plan submitted by the school, they shall complete the "[Stakeholder Identification of Budget Process Concern](#)" form and send the completed paperwork to their regional director of schools, with a copy to SEA. This form is available on the internal "[MySPS budget office webpage](#)" under "Budget Forms." For guidance on this form, please see the "[Process for Resolution of Stakeholder Concerns](#)" section on page 38 for more information.

Note: SAEOP represented staff working within an administrative department should collaborate with their supervisor or program manager, in place of a principal, to create an office staffing plan. The plan should be considered using the same decision-making process as other budget options and proposals.

LIST OF SCHOOL OFFICE FUNCTIONS

This list of classifications (job titles) and their functions are to be used as part of the decision-making process for the staffing of office positions:

High School (HS):

Job Code	Job Title	Grade
15006063	Administrative Secretary HS-260	021
15006115	Assistant Secretary HS-222	018
15006113	Assistant Secretary HS-260	018
15006151	Attendance Specialist HS-203	019
15006492	Counseling Secretary-203	017
15006493	Counseling Secretary – 222	017
15006652	Fiscal Specialist HS-222	021
15006319	HS Data Registration Specialist-222	021
15006326	HS Data Registration Specialist-260	021
15006566	Library Assistant II-203	018

Middle School (MS):

Job Code	Job Title	Grade
15006061	Administrative Secretary MS-260	021
15020155	Assistant Secretary MS-203	018
15006117	Assistant Secretary MS-222	018
15006116	Assistant Secretary MS-260	018
15006150	Attendance Specialist MS-203	018
15006492	Counseling Secretary-203	017
15006493	Counseling Secretary-222	017
15006321	Data Registrar-203	021
15006318	Data Registrar-222	021
15006320	Data Registrar-260	021
15006658	Fiscal Specialist MS-203	019

Elementary Schools and K-8 Schools:

Job Code	Job Title	Grade
15006057	Administrative Secretary Elementary-222	021
15006056	Administrative Secretary Elementary-203	021
15006321	Data Registrar -203	021
15006332	Elementary School Assistant-203	018
15020129	Fiscal Clerk Elementary-203	017
15006564	Library Assistant-203	017

Note: If an elementary or K-8 school intends to hire hourly office assistance, the school must staff at a minimum a 0.50 elementary school assistant position. See the "[Labor Relations](#)" section on page 31 for more information for use of hourly employees.

Alternative Schools

Job Code	Job Title	Grade
15006062	Administrative Secretary Alternative -260	021
15006060	Administrative Secretary Alternative Secondary-222	021
15006118	Assistant Secretary Alternative-203	018
15006321	Data Registrar-203	021
15006318	Data Registrar-222	021
15006326	Data Registrar-260	021
15023109	Interagency Student Records Specialist	021
15006658	Fiscal Specialists-MS 203	019

Summer Tasks

When considering which type of position is needed for the work year, consider the timing of summer tasks that must be accomplished, such as:

- mailing out of transcripts in July
- handing out and receiving athletic paperwork (in time for mid-August practices)
- receiving/depositing of funds from ASB card sales and other fundraising activities
- mailings regarding opening of school in September
- assisting families new to the city/community in finding information about schools
- providing office coverage so 260-day employees can take vacation

Position Descriptions

In addition to the direct support given to building administration, all these positions enable school operations to run smoothly for the student, parent, and staff.

- The job of Administrative Secretary - High School is performed for the purpose/s of providing secretarial and administrative support to the assigned assistant principal or administrator; communicating information to students, parents, staff, and/or other Districts; ensuring compliance with financial, legal and administrative requirements; and supporting the broad array of services provided to students, parents, instructional and support employees.
- The job of Administrative Secretary - Middle School is performed for the purpose(s) of providing secretarial and administrative support to the Principal; communicating information to students, parents, staff, and/or other Districts, ensuring compliance with financial, legal and administrative requirements, and supporting the broad array of services provided to students, parents, instructional and support employees.
- The Administrative Secretary - Elementary provides secretarial support to the school site, establishes and maintains records, compiles and distributes materials and reports, and responding to inquiries from a variety of internal and external sources.
- Assistant Secretary HS: This position's responsibilities are, under the general direction of an Assistant Principal or designated administrator(s) of a High School, to provide secretarial/clerical support to facilitate building operations and public relations to students, parents, staff, and the public; and to provide clerical services to support the school athletic program.

- Attendance Specialist HS: Serves as a technical support establishing and maintaining attendance, truancy, medical and other records that affect student attendance. Monitors, maintains, tracks, documents and processes student attendance, discipline and legal documents and release files and records, ensuring compliance with District, State and Federal regulations and policies. Represents the District in attendance related proceedings, monitors student teacher's assistants performing entering data into PowerSchool for accuracy and responds to inquiries requesting student attendance information. Periodically provides medical attention to students.
- Attendance Specialist MS: Monitors student attendance and/or compliance to District, local and State regulations; maintaining attendance/discipline files and records; processing legal documents; representing the District in attendance related proceedings; ensuring compliance with District, State and Federal attendance policies; and working with parents to ensure appropriate student placement.
- Counseling Secretary: Assists counseling office personnel answering phones, scheduling students, and testing of students. Maintains inventory of counseling office supplies. Maintains students' records (student cumulative folders, student schedules updates, master schedule updates, rosters) documenting students' goals and achievements. Monitors discipline of in-house suspension of severely behavioral disorder students. Prepares a variety of written materials (registration materials, updates student schedules, collects grades, all drop grades, correspondence, daily bulletins, incident reports). Processes forms and materials (registration, new class lists, updates student grades, progress reports, orientation information, schedules). Responds to inquiries from internal and external parties.
- Data Registrar: Develops and maintains master schedules. Maintains data services to support registration for an assigned school or program, ensuring availability and accuracy of student information. Data entry updates for staff and students. Specialized clerical and technical abilities. Registration of students and maintenance of student records and files.
- HS Data Registration Specialist: Enters, changes and modifies student enrollment and withdrawal information, files, documents and student records both manual and electronic. Maintains master schedules and course booklets; advises administrative team about seats, courses, and placement of sections. Processes requests for transcripts and job verifications. Informs Administrators and/or Counselors of possible student credit deficiencies. Prepares cyclical and "on-demand" reports, certificates, programs, bulletins, wait lists, reports, schedules, memos, letters and related documents. Provides primary support to assigned administrative personnel for the purpose of providing assistance with their administrative functions. Schedules individual students as needed, depending on counselor load, and maintains class size, monitors and enforces contractual limits as directed by administrators. Responds to inquiries from a variety of parties, staff, educational institutions, the public, parents, and students.

- Elementary School Assistant: The job of Elementary School Assistant is done for the purpose/s of providing clerical and other support for the school; maintaining attendance and related issues; communicating truancy records and other information to parents; and serving as a contact for inquiries from the public.
- Fiscal Specialist HS: The job of High School Fiscal Specialist is performed for the purpose/s of providing an array of fiscal services for high school funds, including building fund, ASB, all grants and endowments; conveying and updating fiscal information; and ensuring that fiscal practices are followed, and disbursement of funds are within proper and legal guidelines. Directly supports the Principal on building funding budget.
- Fiscal Specialist MS: Maintains, records, updates and reconciles fiscal accounts associated with maintaining the stockroom for the school.
- Library Assistant and Library Assistant II: These positions assist the librarian with daily operation of the library, provide clerical support, maintain the facilities and provide assistance to students and staff.
- Interagency Student Records Specialist: This position retrieves student records of former students as requested from mailed, faxed, and emailed communications, dropped-off or walk-in service requests for the purpose of providing transcripts, school records, or graduation verifications ensuring compliance with FERPA (Family Educational Rights and Privacy Act) and as required by the Public Disclosure Act (RCW.42.17); responds to challenges of graduation status; maintains databases of requests, and revenue; and provides administrative/technical support and assistance to the Head Counselor and Principal.

PROCESS FOR RESOLUTION OF STAKEHOLDER CONCERNS

In the event any stakeholder feels that authentic participation in the budget development process has not occurred:

1. The stakeholder should describe the process concern and the requested action to address the concern on the "[Stakeholder Identification of Budget Process Concern](#)" form. This can be found on the internal "[MySPS budget office webpage](#)" under "[Budget Forms](#)."
2. The stakeholder should share their process concern, orally and in writing, with the principal to seek resolution. The principal is responsible for reviewing the process concern, explaining the process used, and clarifying how the process supported the budget development.
3. If the issue(s) or concern(s) is/are not resolved at the principal level, the stakeholder is advised to notify the building representative, Seattle Education Association (SEA) representative and/or parent representative and send a completed form to their regional director of schools, with a copy to SEA.
4. The director of schools will verify that the process concern was discussed with the principal and determine whether:
 - Enough information is available to consider the impact of the proposed budget on the remaining employees, the school, and the district and approve or deny the plan submitted by the school; or
 - A meeting with the principal, the stakeholder, and the union representative is needed to seek resolution.
5. If resolution is not reached as a result of this meeting, the school director, after consideration of the issues raised in the meeting, will make the final decision.

Note: Seattle Association of Educational Office Personnel (SAEOP) represented staff working within an administrative department should collaborate with their supervisor or program manager, in place of a principal, to seek resolution. If the issue is not resolved, the "Stakeholder Identification of Budget Process or Concern Form" should be submitted to the Chief Finance Officer, the Chief Academic Officer, or parallel decision-maker in the organization, with a copy to SEA.

WEIGHTED STAFFING STANDARD WAIVER PROCESS

A waiver is defined as permission to adjust staffing at a school in exception to allocations generated through the Weighted Staffing Standards (WSS) model or in a manner outside the existing collective bargaining agreements (CBAs) with the Seattle Education Association (SEA) or Principal Association of Seattle Schools (PASS). Waivers are not used to request additional staff full time equivalent (FTE) over a school’s initial allocation. Please read these instructions carefully and ensure the required form(s) are filled out accurately and in a timely manner. Incomplete forms (e.g. missing specific contract language for SEA or PASS waivers) may delay waiver decisions or result in requests being denied.

There are three types of waiver requests – WSS, SEA and PASS. The following table provides definitions for each as well as the specific forms required:

Type	Purpose	Forms Required
WSS	Any request to convert WSS funding for a position from the allocated commitment item to another in order to meet a school’s unique needs that are not governed by existing agreements with SEA.	WSS form only
SEA	Convert WSS funding for any SEA-represented position that requires a specific provision of the collective bargaining agreement to be waived. This may include requests related to SPED or EL positions.	WSS and SEA forms*
PASS	Convert WSS funding for any PASS-represented position (i.e. Assistant Principal) into any other requested position.	WSS and PASS forms

*Changes in existing Seattle Association of Educational Office Personnel (SAEOP) represented office staff configurations will also require a SAEOP Office Staffing Plan to be submitted. See the “[SAEOP Office Staffing Plan](#)” section on page 33 for more details.

WAIVER REQUIREMENTS

An approved waiver is required to change the funding for any WSS allocated position for another, as defined by the commitment item or job code. Approved WSS waivers are only valid for one school-year.

The following exceptions do not require a WSS waiver as long as class size requirements are met:

- Conversion between an Elementary Teacher and a Kindergarten Teacher
- Conversion between a Homeroom Teacher and a PCP/Intervention Teacher (specialist)
- Conversion of a General Education Teacher to a CTE teacher at a secondary school
- Conversion of 0.20 FTE of a general education, secondary school teacher to supplemental compensation (see “[Options for Using Part Time Allocations](#)” on page 30 for details).

Please note that the elementary counselor/social worker/head teacher allocation cannot be waived. If a principal is unsure whether a desired change requires a waiver, please consult your regional director of schools for guidance.

CRITERIA FOR ALL WAIVERS

The conversion of any position must cover the full cost (including pension, payroll taxes, and medical benefits) of the new position, either through the conversion itself or in combination with discretionary dollars. Excess funding resulting from conversions that cost less than the original allocation will be returned to the school as non-staff budget.

In reviewing each waiver request, the following criteria will be considered:

- Intent of the proposed waiver request
- Alignment to district strategic plan and building CSIP
- Impact to students if request is approved
- Contingency plan if request is NOT approved
- Cost impact of waiver request (i.e. is the request budget neutral?)
- Other supporting evidence for or against the request as appropriate

Please note: schools must continue to develop budgets based on their original allocation until their waiver request is approved.

CRITERIA FOR SEA WAIVERS

A SEA waiver is only required for a change involving a specific provision of the collective bargaining agreement. The following scenarios are examples of requests that do require a WSS waiver, but do not require SEA approval:

- Conversion of 0.50 FTE office assistant to 0.50 FTE teacher.
- Conversion of 1.0 FTE office assistant to 0.50 counselor
- Convert 0.25 certificated teacher to 0.25 counselor
- Convert 1.0 elementary school assistant to a 0.50 instructional assistant and a 0.50 computer lab assistant.

Excerpt from SEA CBA 2018-2019:

ARTICLE I: Purpose, Recognition, and Terms of Agreement

SECTION F: Contract Waivers

Waiver proposals must be developed with knowledge and opportunity for participation of all SEA-represented employees and administrators assigned to the building/program submitting the proposal.

1. The request must be for the purpose of implementing strategies for increasing academic achievement and tied to the building/program/s CSIP.
2. The request must include: (See Appendix M for SEA/SPS Contract Waiver Request Form)
 - A. Reference to the specific provisions of the Agreement requested to be waived;
 - B. Evidence of both employee and administrator participation in the decision-making process leading up to the request (2/3 of the SEA represented staff must vote to support the request.);
 - C. Rationale for the waiver; specifically, how will the waiver assist in increasing academic achievement, how the building or program staff evaluate the effectiveness of the change and how will any negative impact on SEA members or other effected staff will be mitigated or addressed;

- D. Duration of Waiver - Waiver Requests may be for up to three years. Schools must review the waiver each year, and if the SEA represented staff determines they wish to continue the waiver, they will notify the SEA and Regional Director of Schools. If the SEA represented staff wishes to modify or extend the waiver beyond the duration originally approved, they must submit a new application. Any request or documentation will be forwarded to the Assistant Superintendent of Human Resources;
- E. Costs (if applicable);
- F. Effect of waiver on other areas of the Agreement, other bargaining units' contracts, or other program/buildings,
- G. After the building has conducted its process, the Waivers Request forms must be signed by the SEA representative and the building principal.

The waiver request must be submitted to the regional director of schools and SEA concurrently and by the first working day of each month, so the respective committees can process and make recommendations to their appropriate decision-making bodies. Waiver requests will be granted only if both the SPS and the SEA agree. A copy will be forwarded to the Chief Human Resources Officer.

SUBMISSION PROCESS

For a request to be processed before budgets are finalized in the budget arenas, schools must complete the appropriate waiver request form(s) by the deadline indicated below. The forms must describe the rationale for the request and contain all required supporting information. This includes SEA membership voting results if applicable (see below for details). Forms are available on the internal "[MySPS budget office webpage](#)" under "[Budget Forms](#)." Incomplete requests may be returned to the requestor for more information or clarification. At this time, waiver requests will be accepted only during this period (see Process Timeline). Schools cannot request waivers at a later date unless the waiver process is re-opened due to a major change in allocations.

Process Timeline

- **February 26, 2019** – Schools will receive their budgeted staffing allocations by 5:00pm
- **March 6, 2019** – Waiver requests must be submitted by 12:00pm
- Please submit complete and appropriate form(s) including supporting documents via email to waivers@seattleschools.org. Include your school's budget analyst, HR business partner, and director of schools on the email.
- **March 11, 2019** – The principal, director of schools, budget analyst and HR business partner will be jointly notified by email of the request outcome by 5:00 pm.

Voting Requirements for SEA Waivers

- To make a staffing conversion for positions governed by the SEA CBA, schools must have support from their SEA membership. SEA leadership requires that at least two-thirds of the total SEA-represented building staff vote to approve the request prior to submission.
- Voting results must be included on the SEA waiver request form.

The school district will forward all requests needing SEA review to their leadership team. Please do not submit such requests separately to SEA. As noted above, simply send all materials to waivers@seattleschools.org. SEA reviews staffing waiver requests during their monthly meetings on the first Monday of each month. SEA waiver requests will be granted only if both the school district and the SEA agree.

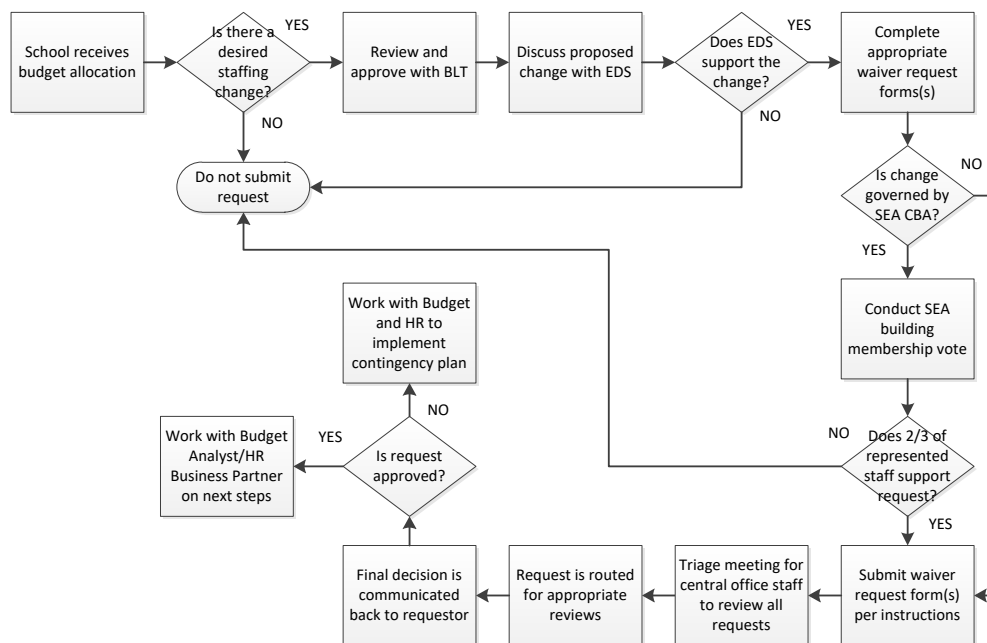
REVIEW AND APPROVAL PROCESS

After a waiver request is submitted, it will be reviewed by appropriate central office staff. Human resources (i.e. labor relations) will help ensure that schools have correctly identified their waiver type. The table below shows the approvals needed for each waiver type. Schools are not responsible for routing their request to individual approvers. If any of the required approvers deny the request, the overall request is denied.

Waiver Type	Approvals Needed						
	Director of Schools	Budget	Exec Director of P-12 Schools	Chief of Student Support Services	Director, EL	SEA Leadership	PASS Leadership
WSS	Must approve prior to request submission	Reviews each request only to ensure cost neutrality	X				
SEA			X			X	
SEA-SPED			X	X		X	
SEA-EL			X			X	X
PASS			X				

NOTE: All requests are subject to final review by the Chief Academic Officer, Chief of Human Resources, and Chief Financial Officer.

Process Flow Diagram



QUESTIONS/FEEDBACK

If you have questions regarding the waiver process, please reach out to your director of schools. If you or your director of schools have additional questions, please contact your assigned budget analyst or HR business partner.

INSTRUCTIONAL AND DISTRICTWIDE SUPPORT SERVICES

IN THIS SECTION:

- English Learners and International Program
- Special Education
- Health Services Program
- Career and Technical Education
- Elementary Instrumental Music Program
- Publishing Services



SEATTLE
PUBLIC
SCHOOLS

ENGLISH LEARNERS AND INT'L PROGRAM

USE OF YOUR ENGLISH LEARNERS SCHOOL PLAN

State and federal funds generated by English Learner (EL) students may only be expended to provide supplemental education services for eligible EL students. The provision includes funds and positions delivered through the Weighted Staffing Standards (WSS) allocation process.

EL students are general education students first. Any supplementary support provided by EL dollars is in addition to the student's basic education entitlement. Therefore, EL funded students must receive resource support comparable to general education support, plus specialized services, EL staffing, supplies, and equipment necessary to ensure academic and social English language development.

State reporting and audit requirements prohibit the use of EL funds for salaries of basic education employees, including but not limited to general education teachers, nurses, librarians, counselors, family support workers, reading specialists, administrators, and house administrators.

English Learners (EL) School Plan Form

The "*EL School Plan Form*" is a state and federal compliance requirement for EL & International Programs (IP) budgets. This can be found on the internal "*MySPS budget office webpage*" under "*Budget Forms*". The form must be completed and sent to the Director of EL and International Programs at the time the budget is submitted.

EL PROGRAM STAFF

Classified staff positions are allocated in August through the central EL department; they do not appear in school budgets. The CBA Instructional Assistant contractual ratio is set by the contract for all EL service schools. Certificated staff is generated through the WSS model and is based on June projections.

Note: EL funds may not be used for salaries of general education teachers, nurses, librarians, counselors, administrators, or house administrators.

EL PROGRAM NON-STAFF BUDGET

Materials

The WSS model allocates funds for supplemental instructional (curricular) materials for EL classrooms. These will be preloaded into school budgets in commitment item 5601, sub org "T." This includes:

- \$10 per student based on spring projections
- \$ 800 per Bilingual Orientation Center (BOC) classroom

Services

The WSS model allocates funds for translation or interpretation services and community outreach. These funds are preloaded into commitment item 3062 (classified extra-time) and 4012 (associated pension and payroll taxes), sub org "T." Translation and Interpretation cost guidelines are as follows:

- Per school allocations for translation and interpretation will be determined on projected student enrollment.
- These funds will be used to host ongoing family and community events where information is shared regarding EL program changes to seek family input. They will also be used for dual identified EL/Special Education students' Individualized Education Plan (IEP) meetings, parent/guardian conferences, and other necessary meetings that occur beyond the school day.
- When the extra time charges are reported in the on-line time record, please be sure to choose one item from the list below and record it in the free text column. This will allow secretaries to override the cost center.
 - EL event
 - EL parent/family school night
 - IEP or EL parent/guardian meeting; only if the student is an EL student.

Note: EL funds may not be used for department stipends, general education supplies, or activities (examples: basic school supplies such as pencils, paper, or art supplies, or basic education activities such as field trips or bus transportation) per WAC 28A.180.080.

CLASS SIZE OVERAGES

Staffs whose caseload exceeds contractually negotiated levels are eligible for overage pay. Staff must maintain monthly records of each student served as evidence of overages.

Payment of overages because of local service delivery models is the responsibility of the building unless written agreement is reached between building staff, central Bilingual Administration and SEA.

Payment of overages caused by central departments is the responsibility of central offices.

PROGRAM CHANGES

As a result of the last contract negotiations, any additional staff or FTE allocated to your school centrally from the EL department outside of the WSS, will no longer be supported for performance Level 1, Level 2, or collaborative schools in 2019-2020.

Requests for changes to the EL program budget must be made in writing to the Director of EL and International Programs, Michelle Ota.

SPECIAL EDUCATION

OVERVIEW

The following outlines budget requirements and processes for developing the special education services component of school budgets.

All special education classroom program services are reviewed by the special education department leadership team to assess the need for staffing and supply budget adjustments. Classes that are under-enrolled or over-enrolled may receive adjustments to their special education allocation. All staffing adjustments or recommendations are submitted to the budget department, human resources (HR) and district senior leadership for review and approval.

BASIC BUDGETING GUIDELINES FOR SPECIAL EDUCATION

Students who receive special education services are first considered general education students. Basic supplies and other general expenditures that do not support specifically designed instruction (SDI) as designated in the student's individualized education program (IEP) may not be purchased with special education funding. The following sections outline the appropriate use of special education funding.

For a quick reference guide on allowable special education expenditures, please see the "[Special Education Expenditure Guide](#)" on page 89."

Allowable Expenditures for the Special Education Allocation

The district allocated special education budget for staff and supplies is based on the number of special education students and types of services assigned to the school. The special education budget may only be expended to provide educational services for students with IEP's. The following are allowable expenditures:

- Special education FTE as allocated by the Weighted Staffing Standards (WSS) Model.
- IEP Compliance Stipend for special education teachers who are compliant with IEP preparation.
- Special education materials must be directly related to the implementation of the students' IEP services. This can include supplies, curriculum and materials. This funding is NOT for general education supplies. The special education department will review budgets throughout the year and inappropriate expenditures will be moved to the school's general discretionary budget.
- The budget preloaded to __ S21263R0 is allocated for occupational, physical and speech therapy supplies. Note: "__" is a placeholder for the 2-digit organization code of your site.

Other Expenditures that May Be Allowable

The needs of students as documented in their IEP's must be reviewed for compliance with Individuals with Disabilities Act (IDEA) requirements. Schools may need to pay for items in addition to those outlined above. Schools should work with their Student Support Services Supervisor to determine if the following expenditures are allowable with the special education cost center:

- Class size overage considerations (i.e., caseloads exceed contractually negotiated levels in classrooms).

- Class size overages resulting from school-based staffing decisions may be charged to the school's general education discretionary budget
- Class size overages due to increased special education enrollment may be eligible for overage pay or additional staff. Please see Article IX section F of the Certificated Collective Bargaining Agreement for more information
- Schools will be charged \$1,000 for each 1:1 Instructional Assistant. Schools may use the following cost centers for these expenditures: special education (sub org "S"), per pupil Base Allocation (sub org "A"), or per pupil Equity Dollars (sub org "F").
- Special equipment, technology, curriculum linked professional development, or other aids to support instruction.

Prohibited Expenditures

State law prohibits the use of special education funding for:

- Staff, services or equipment not approved by central student support services supervisors.
- Salaries of basic education employees, including but not limited to special education teachers teaching general education, general education teachers, nurses, librarians, counselors, administrators, and house administrators.
 - Schools that employ special education teachers who also teach general education, must split-fund the position based on student ratio served
- Building maintenance in special education classrooms. Large projects requiring building upgrades, large furniture repairs, fixed assets, etc., are not costs that will be borne by the special education department.
- Other expenses that should not be expended from the special education budget are as follows:
 - Departmental stipends
 - Tutors or other hourly staff
 - Extra/Over time for classified staff
 - Professional development costs for special education staff, including the cost of substitutes and registration fees (limited exception specifically linked to student IEP services may be possible, contact your Student Support Services Supervisor for written prior approval)
 - Field trip admissions
 - Chartered buses for field trips: *field trips are general education focused experiences and must be funded with per pupil Base Allocation funds (sub org "A"). There will be no exceptions*
 - Food for meetings
 - General classroom supplies: *supplies purchased for special education classrooms that are normally purchased for general education classrooms, must be purchased with per pupil Base Allocation (sub org "A") funds*
- Cost of extending centrally funded substitutes (e.g., 1:1 Instructional Assistant, district initiated or Relief fund subs). If the school approves additional time for these subs, the cost will be charged to the school's general education discretionary budget.

Compensatory Education

When the building fails to provide services as documented in the IEP, the building is responsible for these expenses using the building's discretionary per pupil Base Allocation budget (sub org "A").

PRIVATE SCHOOL AND PRESCHOOL PROGRAM STUDENTS

A school's WSS special education enrollment count includes private school students who attend that school to receive special education services (dual enrolled). Schools receive additional special education resources (FTE, IEP writing & curriculum or materials) based on the number of private school students registered for services).

Buildings with pre-school special education programs will receive additional discretionary dollars (included in their WSS allocation) for school-wide program support, specifically to support the additional demand on office staff. This amount will be contingent upon the needs of each program model.

2019-20 SPECIAL EDUCATION SERVICE DELIVERY MODELS

The district set the special education classroom material budget amounts below with guidance from the central special education department. These are used as an allocation model for distributing budget to the special education department at each school. If the rules on the use of special education dollars are followed, each school can determine the best way to use the money allocated to their special education department.

For a quick reference guide on allowable special education expenditures, please see the "[Special Education Expenditure Guide](#)" on page 89."

School Allocated

Special Education Service Delivery Models	Students	Teachers	Instructional Assistants	Curriculum and/or Equipment Budget
Resource - Satellite	18	1	1	\$10 per student
Resource - Continuum	22	1	0	\$10 per student
Access - Elementary	10	1	3	\$1,000
Access - Secondary	13	1	3	\$1,000
Social and Emotional	10	1	2	\$1,000
Focus	10	1	2	\$1,000
Distinct	7	1	2	\$1,000
Deaf/Hard of Hearing	9	1	2	\$1,000
Medically Fragile (including Pre-K)	6	1	2	\$1,000
Preschool (includes DHH preschool)	10	1	2	\$575 per session

Centrally Allocated

Centrally managed classroom programs including BRIDGES, In Tandem, Ryther and Vision Impairment are budgeted by the special education department leadership team.

HEALTH SERVICES PROGRAM

OVERVIEW

Certificated school nurse time is assigned by the health services department to most sites in increments from (0.10 FTE-1.0 FTE) to provide nursing support for health planning and care of students. Certificated nurses write health care plans, contribute health information to 504 plans and special education assessments, assist school staff to accommodate students with health conditions, delegate and train staff to administer medication and assist with staff training in emergency response to student health conditions. Some schools have a classified nurse assigned to a school by Health Services to support individual students who have complex health needs.

NURSING FTE ALLOCATIONS

All schools receive nursing FTE based on the Weighted Staffing Standards (WSS) model that is based primarily on enrollment. Nursing allocations are shown on each school's allocation page; however, the funding is staffed centrally. Health services allocates additional nurse FTE based on the following criteria:

Level B Nursing Support:

The district designates 17 schools as "Level B Nurse Service sites" for parents to have the option of sending their student with complex health issues to a school with full-time nurse service. Level B sites are staffed with full-time nurses and substitutes are provided by health services they are out of the building. *Note: not all schools with a full-time nurse are designated as Level B sites.*

Special Education and Section 504 Support:

Additional certificated nursing FTE is assigned based on student needs and at the direction of these services. Classified nurses for individual students are centrally assigned case by case based on the nurse's assessment of the student's medical needs and with the approval of the Health Services Manager.

Levy Support:

Additional FTE funding may be provided from levy resources to sites that host a School Based Health Center (SBHC). This funding supports collaboration between the SBHC and the school nurse. SBHCs provide medical and behavioral health care for students enrolled in their clinic (i.e. a health provider's office in the school) while certificated nurses are responsible for promoting health for all students in the school.

Schools may fund additional nurse FTE in 0.10 increments to augment their allocation. The average cost of a nurse position can be found in the "[Average School Staff Costs](#)" section on page 77. Schools should use the average cost when using baseline funds. When using a grant or self-help funds, principals should work with their budget analyst to estimate the actual cost of the employee in that position. For further information on using discretionary funds to increase FTE, please review "[Guidelines for Budgeting Additional Staff](#)" on page 25.

NON-STAFF ALLOCATIONS

Funding Provided by Health Services

The following items are budgeted and funded through the health services department budget:

- **Equipment:** Nurse assigned equipment and supplies (vision screening charts, stethoscopes, otoscopes, etc.). As of school year 2016-17, all buildings were provided with audiometers that are assigned to a school. Health services will provide required annual calibration and any needed repairs. Health services does not pay for replacement thermometers.
- **Extra time and Substitutes:** Health services is responsible for the clerical task of entering immunization data gathered through enrollment. Schools designated as a level B site will be provided with a substitute when the assigned nurse is away from the building if there are students who require care that can only be provided by a nurse. In general, health services does not pay for a school to have a substitute in the event the nurse is absent.

Funding Provided by Schools

The following items are the responsibility of individual schools. When creating a budget, schools should budget some WSS discretionary funds for these items.

- **Consumable Health Room Supplies:** Schools should budget for consumable first aid and health room supplies, including gloves, pillow covers and sharps containers. In addition, some special needs classrooms require additional supplies such as gloves, diapering supplies, etc. to provide care according to Occupational Safety and Health Administration (OSHA) requirements for infection control. Please work with your special education supervisor to determine if funding from the building Special Education allocation may be used for these costs. The recommended budget for consumable health room supplies is \$1.00 per student in the building.
- **Durable Medical Equipment:** Equipment such as cots, health room computers, furniture, health room oral thermometers, refrigerators, classroom emergency bags, vision screening light boxes, and similar items must be provided and maintained by the building.
- **Extra Time and Substitutes:** Schools must budget additional extra time for nurses as needed for the following:
 - **Camp and/or field trip health care preparation.** Check with your school nurse to determine if additional nurse support is needed at camp or on field trips for students with special health needs (i.e. students who need Section 504 accommodations for diabetes, some seizure disorders, etc.). If a nurse is needed, please notify Health Services at least four (4) weeks in advance for overnight trips, two (2) weeks in advance for day field trips. Nurses should be compensated for their time to review and plan for medication administration during the field trip
 - Attendance at building-based professional development outside of the nurse's regular working hours i.e. Part-time nurse asked to attend a full-day training needs to be paid for the remainder of the day above the FTE.
 - Attendance at any **building-based** mandatory portion of the TRI scheduled meetings and professional development. Part-time staff will receive a full day's pay for any full days worked. (Article IV Section D #6)

CAREER AND TECHNICAL EDUCATION

OVERVIEW

The Career and Technical Education (CTE) department provides middle and high schools with an additional CTE allocation in the form of CTE staffing support to bolster high-quality CTE programs at all secondary schools. The additional CTE staffing allocation can be used to reduce class size or help launch new CTE programs.

The CTE staffing allocation is based on CTE enrollment from October of the previous year.

It is the responsibility of each school to ensure that all Office of Superintendent of Public Instruction (OSPI) standards for state-approved CTE programs are met. CTE Pathways Specialists can help staff understand these standards. The seven CTE pathways are as follows:

1. Arts, Design, & Graphics
2. Culinary & Hospitality
3. Business, Marketing, & Management
4. Health & Medical
5. Skilled Trades
6. STEM-Science, Technology, Engineering, and Math & Agriculture
7. Education & Human Services

GUIDELINES FOR USING CTE STAFFING SUPPORT

For comprehensive high schools with over **550** students, the CTE staffing allocation must meet the following guidelines:

- The teacher must be teaching state-approved CTE courses at least 0.70 FTE.
- The teacher must be a full-time employee.

For all schools, the CTE staffing allocations must meet the following:

- All CTE staffing support must be allocated to a CTE credentialed teacher.
- No more than 0.20 FTE can be allocated to a single teacher.

For all schools, the CTE staffing allocations must meet at least one of the following four criteria:

1. Safety: Allocate staffing to a teacher working in a classroom that has power tools or other hazards, using it to help compensate for reduced class size that ensures student safety.
2. Support a teacher in a pathway that has no other staffing support.
3. Provide a coordinating period for a lead teacher in one of Seattle Public Schools' Career Academies. Seattle Public Schools' career academies are:
 - Finance at Ballard, Franklin and Chief Sealth
 - Hospitality and Tourism at Chief Sealth
 - Biotechnology at Ballard
 - Life Sciences and Engineering/Design at Cleveland
 - New High Demand 4-year Career Pathways (Health & Medical, Information Technology, Skilled Trades)
4. Support a CTE program that is new to the school, i.e. in its first three years.

GUIDELINES FOR BUDGETING CTE STAFFING SUPPORT

To ensure accurate reporting to OSPI, CTE teachers need to be budgeted in the correct cost centers. The following steps provide guidance on how to properly budget CTE teachers. Talk to your budget analyst or the CTE department if you need further assistance.

- Determine how many CTE programs the school will offer.
- The Weighted Staffing Standards (WSS) allocation includes both general education and CTE teachers. The CTE staffing allocation is based on current year programs. If schools wish to increase or decrease CTE programs, they should talk to their budget analyst and the CTE program manager to make changes. Note: if schools decrease CTE programs, accompanying CTE staffing support may also be reduced.
- Select the correct program code for the CTE teachers. The program code is the 4th and 5th digit of the 10-digit cost center. For example, __A3127010. High School CTE teachers should be budgeted using state program code 31. Middle school teachers should be budgeted using state program code 34. Note: only use program 34 if the students are in grades 7-8.
- Use your CTE staffing allocation to supplement the CTE teaching allocation. For example, use 0.80 FTE from the WSS allocation and 0.20 from CTE staffing support allocation. The district defined code is the last 3 digits of the 10-digit cost center. CTE staffing support allocation uses district defined code 011, CTE teaching allocation uses district defined code of 010.

CHAPTER ADVISOR STIPEND GUIDELINES

The 2018-19 Collective Bargaining Agreement (CBA) includes a provision for up to three Subject Matter Specialist 1 stipends at each high school for CTE teachers conducting student leadership activities (e.g., CTSO's). Below is an outline of the steps to assign these stipends, the relevant excerpt from the CBA, and the eligibility criteria for SPS CTE Approved Leadership Programs. Note that school budgets are not affected as these stipends are paid through the SPS CTE Department budget.

SPS/SEA CBA Article IX, Section P

"Unless they are provided with an additional prep period to support this work, each high school will provide up to three (3) stipends at the Subject Matter Specialist 1 rate to CTE chapter advisors for OSPI Recommended Leadership Extra-Curricular Activities and SPS CTE Approved Leadership Programs. If there are more than three (3) eligible CTE advisors at a given school, the stipends will be distributed at principal discretion after consultation with the CTE advisors."

Steps to Assign CTE Teacher Stipends

1. In the fall, the SPS CTE Department identifies potentially eligible CTE teachers and emails each principal.
2. In cases where more than three teachers at a school are eligible, the principal consults with these teachers and then decides how to distribute the available stipends.
3. The principal emails the SPS CTE Department to confirm which teachers will receive the stipends.
4. The SPS CTE Department assigns the budget to the appropriate teachers (school budgets are not used to pay the stipends; SPS CTE budget are used).
5. The SPS CTE Department provides instructions for teachers with stipends to verify the student leadership activities they supervise during the school year. The stipends serve as compensation for time spent conducting student leadership activities. Additional extra hourly pay for activities supporting student leadership activities will not be provided to teachers receiving a stipend.

Stipend Eligibility Criteria for SPS CTE Approved Leadership Programs

- The teacher/advisor is a CTE certified Teacher and is not receiving an additional prep period
- The teacher/advisor supervises students conducting leadership activities beyond the scheduled school day or school year, such as the following:
 - Competitions (local, regional, state and national), financing and fundraising, community service, student recognition, or special projects
- The student leadership program supervised by the CTE teacher/advisor includes OSPI CTE Extended Learning Components
 - The leadership program has a current constitution and bylaws
 - The leadership program is led by students (activities are planned, conducted, and evaluated by students)
 - The student leadership structure is defined (e.g., elected student officers or formal committee structure)
 - Regular meetings are held

ADDITIONAL INFORMATION

Standards for CTE programs can be found at:

<http://www.k12.wa.us/CareerTechEd/Forms/CTEProgramStandards2011.pdf>

ELEMENTARY INSTRUMENTAL MUSIC PROGRAM

OVERVIEW

Seattle Public Schools offers Elementary Instrumental Music (EIM) instruction to all elementary and K-8 schools. The EIM program serves 4th and 5th grade students that voluntarily enroll in the program. Classes are approximately 30 minutes, once a week during school hours. The goal is to prepare students for middle and high school instrumental music.

ELEMENTARY INSTRUMENTAL MUSIC FTE ALLOCATIONS

The Visual & Performing Arts Program provides one, ½ day (0.10 FTE) per week of EIM. All elementary and K-8 schools receive instrumental music FTE based on an equal distribution for each school. These EIM allocations are currently budgeted for and staffed centrally.

Schools may fund additional EIM FTE in 0.10 increments to augment their centrally budgeted allocation. There are different procedures when budgeting positions depending on the funding source. Sources available for funding additional EIM FTE:

- WSS per pupil Base Allocation and Equity Dollars
- PTA or PTSA grant
- School self-help

Schools should use the average cost when using WSS per pupil allocations (Base Allocation and Equity Dollars). Please see [page 17](#) for criteria on prioritizing Equity Dollars. Please see the "[Average School Staff Costs](#)" section on page 77 for information on the 2019-20 average cost of an EIM position. When using grant or self-help funding, schools must use the actual cost of the employee in that position and principals should work with their budget analyst for this estimate. For further information on using discretionary funds to increase FTE, please review "[Guidelines for Budgeting Additional Staff](#)" on page 25.

Schools planning to fund staff through their PTSA must turn in a "[Request for Advance Commitment to Expend Grant funds](#)" form during their budget arena. This form can be found on the internal "[MySPS grants & fiscal compliance webpage](#)" and the budget office under "[Budget Forms](#)." Schools should refer to the "[Grants Process and General Guidelines](#)" on page 59 for more information.

PUBLISHING SERVICES

SCHOOL XEROX COPIERS

- A portion of the WSS per pupil Base Allocation is automatically set aside for school Xerox copiers and is placed in the commitment item for intra-district printing, 0510. The amount set aside is based on the imprints the school used from February 1, 2018 to February 1, 2019.
- The rate per black-and-white single-sided copy is at \$0.01 and color is charged at a rate of \$0.046 per single-side.
- School budgets will be charged each month based on the color and BW imprints used. Each schools' BW and color monthly usage and year to date totals will be posted on the publishing services webpage. The School Leaders Communicator will include reminders and a link to the publishing site to ensure schools are aware of their usage and related costs.

CENTRALIZED HP DESKTOP PRINTERS

- A few of the newer schools have some BW HP centralized (shared) multi-functional devices. These devices are capable of printing, copying, and scanning. These machines are placed on a maintenance agreement and can be identified by the ID tag with information for the user to request toner supplies or support. Centralized printer monthly usage will also be posted on the publishing Services website.
- Schools are charged a flat rate of \$0.01 per single-sided black & white copy and \$0.046 for color per single-sided page.

OTHER DESKTOP PRINTERS

- These devices are not included in the print commitment budgeted item.
- These devices have a higher per page print cost.
- The related toner, paper, and repair costs are charged to your supplies budget.

PRINT JOBS COMPLETED BY PUBLISHING SERVICES

- The "Digital Store Front" (DSF) tool provides quotes for standard print jobs, allows users to finalize their ticket requests, and tracks the progress.
- Users can use the following link <http://seattleschool.myprintdesk.net/DSF> to create their own DSF account or contact publishing services for assistance in establishing an account. User will need to provide at least one cost center. Please make sure to choose the correct cost center for each order. These print jobs will also be charged to commitment item 0510 in the cost center you choose.
- For questions, price quotes, or special requests call publishing services directly at 206-252-0080 or send an email to: publishing@seattleschools.org

GRANTS

IN THIS SECTION:

- Grant Process and General Guidelines
- Time & Effort Reporting Requirements
- Learning Assistance Program (LAP) and High Poverty LAP Program Overview
- Title I, Part A Overview
- City of Seattle Families & Education Levy Grants Overview



SEATTLE
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SCHOOLS

GRANTS PROCESS AND GENERAL GUIDELINES

REQUESTING PERMISSION TO BUDGET PTA FUNDS IN ADVANCE

Form – “Request for Advance Commitment to Expend Grant Funds”

This form is used to request permission to budget and expend grant dollars prior to the receipt of a formal commitment from a Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) donation for a position(s). This form is available on the internal “[MySPS grants & fiscal compliance webpage](#)”, and on the budget office webpage under “[Budget Forms](#).” Submit the completed form to the grants and fiscal compliance office.

- This form must be signed by the principal and received by the grants & fiscal compliance office BEFORE approval can be given.
- Only the principal can make this request. Included on this form is the school’s commitment as to how the expense will be covered if funding should not materialize or is rescinded by the funder after a position has been staffed or an expense has been incurred. Approval for requests without this information may be delayed.

APPLYING FOR NEW GRANTS OR COMPETITIVE GRANTS

All competitive grants and new grants or proposals over \$10,000 for which managers, principals, teachers or other staff or their representatives (including parent and community organizations) would like to apply must receive prior approval. An “[Intent to Apply](#)” form must be submitted to the grants & fiscal compliance office for review and approval. This form is available on the internal “[MySPS grants & fiscal compliance webpage](#)” as well as on the budget office webpage under “[Budget Forms](#).”

- Included in this review are any requests for district participation in grant applications developed by outside partnerships or groups, as well as those which may require the completion of a Memorandum of Understanding (MOU) or Agreement (MOA).
- **All MOU’s, whether they involve funds or not, must be signed by the Chief Financial Officer (CFO).**
- All applications from schools must have the signed approval of the principal.
- The grants & fiscal compliance office must approve all final grant applications.

The acceptance and approval of grants, interagency (other governmental agencies), Memorandum of Understanding and revenue producing contracts must follow superintendent procedures 6220.A. The different levels of review, approval, and execution of grant contracts are listed in the procedure’s authority matrix below:

Amount	Initiator	Grants Office	Accounting	Director	Legal	CAO	CFO	Supt.	School Board
Up to \$10k	RA, E								
\$10k - \$50k	RA	RA	RA, E	RA	RA				
\$50k - \$100k	RA	RA	RA	RA	RA	RA	E		
\$100k - \$250k	RA	RA	RA	RA	RA	RA	RA	E	
Over \$250k	RA	RA	RA	RA	RA	RA	RA	E	RA

RA = Review and Approve

E = Execute

- When a grant application of \$10,000-\$50,000 requires an authorized official's signature, **allow 5 business days for the appropriate routing** to occur for review and approval.
- When a grant application over \$50,000 requires an authorized official's signature, **allow 10 business days for the appropriate routing** to occur for review and approval.

It is the responsibility of the principal or program manager to submit completed grant applications in a timely manner. Program managers bear the primary responsibility for their grant, i.e., program compliance, appropriate use of funds, and meeting report mandates and end-of-the-grant year deadlines. The grants & fiscal compliance office will assist as needed and as requested.

NOTIFYING THE GRANTS OFFICE OF YOUR INTENT TO APPLY

1. Fill out the "*Intent to Apply*" form and obtain approval signatures from the school principal or department manager. The form can be found on the grants & fiscal compliance website or budget office webpage under *Budget Development—Forms*.
2. Email the "*Intent to Apply*" form to mastone@seattleschools.org or fax to (206) 252-0016 or deliver it to the grants & fiscal compliance office (JSCEE, Office 3454). District mail: MS 33-182
3. Requests will be reviewed, and an approval determination will be made within two business days. This may be dependent on the availability of senior leadership, when required.
4. The grant application/proposal is due to the grants & fiscal compliance office for review a minimum of 10 business days before the grant due date. **The grants & fiscal compliance office will obtain appropriate district signatures, as required.**
5. Completed proposals will be edited by the grants & fiscal compliance office as required.
6. Each school is responsible for submitting their final proposal to the funder. Make an extra copy for the grants & fiscal compliance office – We are required to keep a copy of all awarded grants. **Grants to state and federal governmental agencies must be submitted by the grants & fiscal compliance office regardless of who is applying (i.e., school or central office).**

Per school board policy 6114, grants over \$250,000 per school year require school board approval before the funds can be used. Program managers, working in tandem with the grants & fiscal compliance office, are responsible for completing a Board Action Report (BAR) to be submitted to the appropriate board committee for approval and for vote by the school board. **It typically takes up to two months from the time a BAR is written to final approval.**

BASIC BUDGETING GUIDELINES FOR GRANTS

Staff

You must budget for staff positions at actual salary cost, including pension and payroll taxes, medical benefits, and all applicable costs such as Responsibility Incentive (RI), sick leave substitute days, and stipends. If the proposed position is vacant, use the average salary rate for the new position. Please work with your budget analyst to determine these costs for positions.

Non-Staff

Expend funds only on items that have been approved by the grantor. Any significant changes to an approved budget or the addition of new budget lines require prior approval from the funder. Failure to do so may require the district to repay funds.

Indirect

Indirect costs **must** be charged against all grants regardless of size unless prohibited by the grantor. The indirect cost rate changes annually and runs on a September 1 – August 31 cycle. The rate for the 2019-20 school year is 15.14% on non-federal grants, and 3.77% on most federal grants. PTA/PTSA grants are exempt from the indirect requirement for the 2019-20 year. Work with the grants & fiscal compliance office to ensure indirect costs have been budgeted.

POST AWARD: NOTIFICATION OF AWARD RECEIPT, AND ACCESSING THE GRANT FUNDS

To enter a grant award into the district's finance system, the following steps need to be taken:

1. The grants & fiscal compliance office will need a signed grant award document, contract, interagency agreement, or letter of intent to fund. This must be received from an authorized representative of the funding organization. In the event your application is not funded, and the funding agency provides you with feedback on their decision (a letter, email), please forward it to the grants & fiscal compliance office. The more data we have on why proposals are not funded, the more we can learn for submitting successful proposals in the future.
2. The award documentation must include the following items:
 - Name of the funding agency and funding agency contact
 - Amount of the award
 - Start and end dates of the award (program period) and/or budget period
 - Name of the designated manager assigned responsibility for the implementation of the award
 - Contract number or award reference number, if applicable
 - Type of payment (reimbursable, advanced funded, milestone funded)
 - For reimbursable and milestone grants, the frequency and dates that the District needs to submit invoices under the award
 - Approved line item budget
 - Any "terms and conditions" associated with the implementation and operation of the award

3. Once received, within two days the grants & fiscal compliance office will generate the "Grant Summary Sheet & Fund Code Request" and send to grants accounting, in order to establish the appropriate fund and cost center codes in the financial/SAP system.
4. Once the accounting codes have been established, the grants & fiscal compliance office will distribute a copy of the "Grant Summary Sheet & Fund Code Request" and accompanying documents to the designated district program manager and budget analyst. The budget analyst will load the budget with assigned fund and cost center codes in the amount of the approved grant award. ***In cases where the grant is on a different fiscal year than the district, or for multi-year grants, the budget analyst will contact you for instructions on how much you will load for the current SPS fiscal year.***
5. The grants & fiscal compliance office will log the award on its grant inventory and create a grant award file to retain all official correspondence related to this award.
6. Program managers are responsible for ensuring all grant funds are expended, and on approved activities only. If funds are to be carried forward to the next year, the program manager should provide the reason(s) for this request and submit the request to Michael Stone, Director of Grants & Strategic Partnerships, who will then contact the appropriate funding agency for approval as required.
7. When required, schedule the preparation of any follow-up reports that may be needed. This report will assess the success of the program and is critical to receiving additional funding. Put the due date on your calendar so you don't forget!

TIME & EFFORT REPORTING REQUIREMENTS

Prior to assigning certificated staff to multiple cost objectives that include federal awards (e.g. Title I and Baseline, Title I and EL, etc.), you MUST inform the staff member he or she will be required to track and record their time spent working within each fund center.

Federal regulation requires that any salary costs charged to a federal award(s) must be based on documentation that meets the following criteria to be allowable:

- The employee's time must be documented in writing.
- The documentation must reflect the actual time spent by the employee on activities of the federal program(s) being charged.
- The period covered by the documentation may not exceed one month unless an approved substitute system is in place or a semi-annual certification is used to report time and effort for a single cost objective.
- The documentation must account for all the employee's time for the period covered (including state and local activities).
- The documentation must be signed by the employee and the employee's supervisor.

Time and effort reports are required to document that federal funds were charged only for time actually worked on allowable cost activities and, ensure that federal programs paid only their proportionate share of personnel costs.

LEARNING ASSISTANCE PROGRAM (LAP) AND HIGH POVERTY LAP OVERVIEW

LAP – OVERVIEW

Learning Assistance Program (LAP) dollars are intended to serve students who have achieved a Level 1 or Level 2 on Smarter Balanced Assessment in grades 3rd-8th and 11th, or students who are not at grade level on a district level assessment. LAP progress expectations:

- Close the opportunity and achievement gaps, to reduce the disproportionality of the children who meet or exceed the state and district's levels of proficiency.

How LAP Dollars are Allocated to Schools

NEW Guidance for 2019-20: LAP will be allocated to schools in the form of FTE only.

LAP allocations are provided to schools based on the percent of students qualifying for free or reduced-price lunch (FRL) at each building.

LAP – GENERAL GUIDELINES

Budget must only **supplement, not supplant** (replace), dollars from other sources. The district's grants & fiscal compliance office must pre-approve all LAP items. Please contact your Title I supervisor or consulting teachers (listed in the "[Who to Contact](#)" on page 8) regarding any desired program changes.

Target those students who are level 1 or level 2 on the Smarter Balanced Assessment or below grade level on a district level assessment.

LAP – SPECIFIC GUIDELINES

- All elementary schools **MUST** target level 1, level 2 or students below grade level in reading at grades K-5.
- Middle and high schools must target level 1, level 2 or students below grade level in reading or math.
- High Schools may use LAP to fund credit retrieval for students in their 3rd year of high school for FAILED courses needed for graduation.

LAP – BUDGETING FOR STAFF POSITIONS

LAP is intended to supplement basic education supports through Tier 2 interventions and supports for students who are not proficient on the state assessment or are below grade level on a district level assessment. The staffing of nurses, librarians, counselors, administrators, house administrators and general classroom teachers is not allowable on LAP funding (one exception is secondary teachers who teach supplemental intervention courses to students who are simultaneously enrolled in a CORE literacy or math course).

LAP – BUDGETING FOR NON-STAFF ITEMS

In general, LAP allocations can be used for:

- Supplies and other items requested by the school including, student credit retrieval registrations, before/after transportation for identified LAP students, classified extra time, and certificated extra time for working with identified LAP students (items may not be purchased for the core classroom).
- Supplemental instructional materials for intervention.

Schools should use the "*LAP Expenditure Guide*" on page 91 for further information on what items can be purchased with LAP funds.

HIGH POVERTY LAP – OVERVIEW

High Poverty LAP Expectations

High Poverty LAP school allocation is intended to be supplemental, must benefit LAP students, and activities should align with the LAP law, WACs, and the Menu of Best Practice for ELA, Math, and Behavioral Support.

How High Poverty LAP Program Dollars are Allocated to Schools

LAP allocations will be by a per pupil allocation based on the number of low-income students above 50% established by the Office of Superintendent of Public Instruction.

HIGH POVERTY LAP – SPECIFIC GUIDELINES

The High Poverty LAP school allocation is intended to be additional, must benefit LAP students, and activities should align with the LAP law (RCW 28A.165), WACs (392-162), and the Menu of Best Practice for ELA, Math, and Behavioral supports. Schools should use the "*High Poverty LAP Expenditure Guide*" on page 93 for further information on what items can be purchased with High Poverty LAP funds. The following menu of items are highly suggested for HP LAP funding:

Elementary Schools:

- Extended day programs for targeted students in ELA or Math
- Extended year (Summer School) for students in ELA or Math
- Small group work in ELA or Math outside of the core instructional block
- SEL/Trauma informed supports for students with behaviors impacting their academic growth in ELA or Math

Middle Schools:

- Extended day programs for targeted students in ELA and Math
- Extended year (Summer School) for students in ELA or Math
- Additional 7th period support classes in ELA or Math

High Schools:

- Extended day support in ELA, math or credit retrieval for 11th or 12th graders needing to retake a failed course
- Extended year (Summer School) for Credit Retrieval and/or ELA or Math supports
- Credit Retrieval for 11th or 12th graders needing to retake a course needed for graduation
- Check and Connect wrap around services

TITLE I, PART A OVERVIEW

TITLE I – OVERVIEW

Title I budget is intended to provide academic assistance to students who are failing, or most at risk of failing, to meet the challenging academic standards of Seattle Public Schools and Washington State. Title I progress expectations:

- Close the opportunity and achievement gaps, to reduce the disproportionality of the children who meet or exceed the state and district’s levels of proficiency.
- Focus on students who are economically disadvantaged, limited English proficient, disabled, migrant, and/or homeless.
- Use district and state data, to determine groups of students or instructional areas where Title I dollars should be targeted, and to monitor and document program effectiveness.

How Title I Funds are Allocated to Schools

Title I allocations are provided to schools based on the percent of students qualifying for free or reduced-price lunch (FRL) at each building.

- Any K-12 school with 75% or more FRL qualified students
- Any K-5 program with 35% or more FRL qualified students
- Any Middle School with 60% or more FRL qualified students

Title I per pupil allocations increase as the concentration of FRL increases. Office of Superintendent of Public Instruction (OSPI) calculates district allocations; districts determine the formula for distributing their schools per pupil allocations.

TITLE I – GUIDELINES

NEW Guidance for 2019-20: All Title I funded positions will be staffed at actual cost. This means schools may only spend up to their allocated amount. For example, if a school is allocated \$120,000 and they fund a teacher who costs \$130,000, the \$10,000 overage will have to be covered by another funding source. On the other hand, if a school is allocated \$120,000 and they fund a teacher who costs \$110,000, that school will have \$10,000 remaining in their Title I budget.

Budget must only **supplement, not supplant** (replace), dollars from other sources. The grants & fiscal compliance office must pre-approve all Title I items. Please contact your Title I Supervisor or Consulting Teachers (listed in the *“Who to Contact”* on page 8) regarding any desired program changes.

Target those students who are level 1 or level 2 on the Smarter Balanced Assessment or below grade level on a district level assessment.

Parent component funds cannot be used for the sole benefit of adults (such as ESL classes or books for parents to learn English). Activities must be for the purpose of increasing parent engagement in their children’s education.

TITLE I – SPECIFIC GUIDELINES

Consideration for Developing Instructional Programming with Title I

Identify, plan for, and implement learning strategies for students who are not meeting the academic standards, according to state and district data, in any of these Title I approved subjects or content areas: reading, writing, language development, math, and kindergarten readiness.

Hire teachers with multiple categories or endorsements to serve students with learning needs in Title I approved subjects.

Purchase supplemental instructional materials that support students to meet standards and grade-level benchmarks in Title I approved subjects.

Provide professional development (PD) funds for staff that focus on student learning; implementing new strategies to increase academic achievement; and reducing disproportionality as specified in schools' Continuous School Improvement Plans (CSIP), or the District Improvement Plan (DIP). *(In Targeted-Assistance programs, this is only allowable for Title I -funded staff)*. Long-Term Substitutes may attend PD for the staff they are replacing or for unfilled positions.

Key Requirements of Title I Programs

- Compliance with federal and state regulations
- Schools must annually evaluate the Title I program, be able to demonstrate that targeted students' academic performance has improved and modify the Title I program as needed.
- Funds must be targeted to benefit those students most at risk of not making adequate yearly progress (per district or state data).
- Each school must have a C-SIP, approved by the grants & fiscal compliance office, strategic planning department and the director of schools. The C-SIP should include the following items (either with or separate from the C-SIP document):
 - All four required components (Needs Assessment, Schoolwide Reform Strategies, Activities to Ensure Mastery, and Coordination and Integration).
 - Professional development plan.
 - School-Parent Compact developed with parent participation.
 - Parent involvement plan with all Title I required components, developed with documented parent participation.

Copies of all C-SIPs will be posted online at SPS's website. The grants & fiscal compliance office, strategic planning department, and director of schools will monitor C-SIPs for compliance with the required Title I components as well as other required elements. They will work with principals and school directors to bring the schools' plans into compliance while meeting the needs of their targeted students.

- A team of building administrators, staff, parents, and community members must develop the plan components.
- Students cannot be excluded because they are eligible for other categorical programs (i.e., a student might receive EL services as well as Title I-funded services).

BUDGETING FOR STAFF POSITIONS WITH TITLE I

Title I is intended to supplement basic education supports through Tier 2 interventions and supports for students who are not proficient on the state assessment or are below grade level on a district level assessment. The staffing of nurses, librarians, counselors, administrators, house administrators and general classroom teachers is not allowable on Title I funding (one exception is secondary teachers who teach supplemental intervention courses to students who are simultaneously enrolled in a CORE literacy or math course).

BUDGETING FOR NON-STAFF ITEMS WITH TITLE I

In general, Title I allocations can be used for:

- Supplies and other items requested by the school including membership, registrations, transportation, classified extra time, and certificated extra time in line with the school improvement plan.
- Supplemental instructional materials.
- Professional development.

Schools should review "[Title I Expenditure Guide – Targeted Assistance Programs](#)" on page 94 and the "[Title I Expenditure Guide – School-Wide Programs](#)" on page 98 for further information on what items can be purchased with Title I funds.

Use of Title I Parent Involvement Funding (Cost Center xxR5127AZ0)

Federal law requires a minimum of 1% of each district's Title I allocation be set aside specifically for parent involvement.

- Program information must be provided to parents in a language that they understand.
- Schools submitting a requisition to use parent money need to state how the activity addresses at least one of the allowable uses (see budget documents on the internal "[MySPS grants & fiscal compliance webpage](#)").
- If money is used for food or supplies for a parent meeting, schools must submit copies of the following documents to the grants & fiscal compliance office 10 days prior to the event:
 - A flyer or other invitation provided to parents.
 - The meeting agenda showing an agenda item of student academic achievement in one or more Title I approved subjects.
 - The sign-in sheets indicating which signees were parents and which were staff.
- Parent funds cannot be used for the sole benefit of adults (such as ESL classes, citizenship classes, books for the parent to learn English, supplies for homeless families, etc.). Activities must be for the purpose of increasing parent and family engagement of eligible students in their children's education.

CITY OF SEATTLE FAMILIES & EDUCATION LEVY GRANTS OVERVIEW

OVERVIEW

The 2019-20 school year will be the transition year between the Families & Education Levy (FEL) and the Families, Education, Preschool & Promise (FEPP) levy. Schools who received funding in 2018-19 will maintain this funding. The 2019-20 the Department of Education & Early Learning (DEEL) will establish new Requests for Investment (RFI) protocol for 2020-21 funding for Elementary, Middle and High Schools.

Complete information can be found at the DEEL website, <http://www.seattle.gov/education>.

BUDGETING

Schools develop their own budgets for submission to the DEEL for consideration. The grants and fiscal compliance office and your budget analyst are available to assist as necessary. Please note the following when completing the budget for your application:

Salaries

Budget staff at actual salary including pension, payroll taxes, medical benefits, sick leave, substitute time, and applicable stipends. If a proposed position does not currently exist at your school, use the average salary rate. Please work with your budget analyst to calculate full costs for positions. **Schools must have written approval from DEEL to budget a staff position.**

For in depth guidance on the appropriate uses of FEL funding, please see the "[City of Seattle FEL Reference Guide](#)" on page 102 of this book.



SEATTLE
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QUICK REFERENCE DOCUMENTS

IN THIS SECTION:

- Account Code Reference Guide – Elementary & K-8
- Account Code Reference Guide – Secondary & Alternative
- Average School Staff Costs
- Pension, Payroll Taxes, and Medical Benefits
- Stipends
- Per Diem, Extra Time, Hourly Positions and Release Days
- Tips for your Non-Staff Budget
- Special Education Expenditure Guide
- Learning Assistance Program (LAP) Expenditure Guide
- High Poverty LAP Expenditure Guide
- Title I Expenditure Guide – Targeted Assistance Programs
- Title I Expenditure Guide – School-Wide Programs
- City of Seattle Families & Education Levy Reference Guide
- List of Important Forms



SEATTLE
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ACCOUNT CODE REFERENCE GUIDE – ELEMENTARY AND K-8

This sheet is a guide to some of the most commonly used Fund 1000 cost centers and commitment items.
 Note: " _ " is a placeholder for the 2-digit organization code of your site (e.g. BA = Bagley, PA= Pathfinder)

Cost Center Description	Cost Center		Commitment Item and Description	
	Basic Education	Equity Dollars		
- Library	__ A0122010	__ F0122010	5642	Library Materials
			5643	Periodicals
- Principal/Main Office	__ A0123010	__ F0123010	2072	PASS cell phone allowance
			30597358	Office Helper
			3062	Office Staff Extra/Over Time
			5610	Office Supplies
			5613	Postage
- Counseling	__ A0124010	__ F0124010	5610	Counseling Supplies
- Student Safety	__ A0125010	__ F0125010	20220606	Safety Patrol Stipend
			30597356	Playground/Lunchroom Supervisor
			3062	Classified Extra/Over Time
- Health/Nurse	__ A0126010	__ F0126010	5610	Health Related Supplies
- Teaching	__ A0127010	__ F0127010	0510	School copies and Publishing Services Jobs
			0590	Nutrition Services Catering Charges
			0710	Maintenance Work in School Buildings
			2022XXXX	Stipends for Instruction
			2043	Cert Workshop Sub (<i>Not PD Time</i>)
			2062	Cert Extra Time (<i>Not PD Time</i>)
			3043	Classified Workshop Subs (<i>Not PD Time</i>)
			30597352	Classified Hourly Tutors
			30597357	Volunteer Coordinators
			3062	Classified Extra/Over Time (<i>IA's or Class BLT</i>)
			5610	Consumable Instructional Supplies
			7811	Registrations or fees for students.
			7811	Field Trip Admissions
			7513	Student Transportation
			7514	Contracted Field Trips
			7340	Contracts for Classroom Instruction
- Extracurricular	__ A0128010	__ F0128010	20220420	Elementary Recreational Stipend
- Professional Development	__ A0131010	__ F0131010	2043	Cert Workshop Subs (PD Only)
			2062	Cert Extra Time (PD Only)
			3043	Classified Workshop Subs (PD Only)
			3062	Classified Extra/Over Time (PD Only)
			7580	Registrations (PD Only)
			7330	Contractual Services Prof Development
			8581	Travel Same Day (<i>within 24-hour period</i>)
			8583	Travel Extended (<i>overnight, over 24 hrs.</i>)

ACCOUNT CODE REFERENCE GUIDE – ELEMENTARY AND K-8

Cost Center Description	Cost Center		Commitment Item and Description	
Base-line Budgets	Basic Education	Equity Dollars		
- Instructional Technology	__ A0132010	__ F0132010	30597799	Elementary Curriculum Stipend
			5650	Software & Licenses (<i>non-curricular only</i>)
			5615	Minor Equipment (<i>under \$5,000</i>)
- Curriculum	__ A0133010	__ F0133010	20220504	Elementary Curriculum Stipend
			5641	Textual & Curriculum Materials
			5650	Software & Licenses (<i>curricular only</i>)

Cost Center Description	Cost Center		Commitment Item and Description	
Special Education				
- OT/PT/SLP Health	__ S21263R0		5610	OT/PT/SLP Special Education Supplies
- Teaching - K-12	__ S21273R0		2062	Cert Extra Time (<i>for IEP writing</i>)
- Teaching - Preschool	__ S21273A0		2062	Cert Extra Time (<i>for IEP writing</i>)
- Curriculum - K-12	__ S21333R0		5641	Special Education curriculum materials only
- Curriculum - Preschool	__ S21333A0		5641	Special Education curriculum materials only
Bilingual Education				
- Teaching	__ T6527010		3062	Class Extra Time (<i>Translations by I.A.</i>)
- Curriculum	__ T6533010		5641	Bilingual curriculum materials only
Self Help General				
- Teaching	__ X7927450		2062	Cert Extra Time
			30597352	Hourly Tutors
			3062	Classified Extra/Over Time (<i>Non-PD Only</i>)
			5610	Supplies
Substitute Reimbursement				
- Teaching	__ X0127400		2062	Sub-Reimb. pay to Certs as Extra Time
			3062	Sub-Reimb. pay to Class as Extra/Over Time
			5610	Consumable Instructional Supplies

Control Levels

Baseline Cost Centers – Fund 1000

Fund 1000 cost centers have shared budget control at their third digit (sub-org):

- 2-digit Organization Code + 1-digit Sub-org
- E.g. all Alki cost centers ALAxxxx010 share budget

Grant Cost Centers – Fund 1C01, 1A28, 1F66, etc.

Grants have shared budget control to the first digit of their commitment items:

- Fund 1xxx + 10-digit cost center + First digit of commitment item
- E.g. the following Pathfinder LAP budgets are separate (do not share)
 - Fund 1A28 + PAR55274B0 + 5xxx
 - Fund 1A28 + PAR55274B0 + 7xxx

For questions, please contact your budget analyst

ACCOUNT CODE REFERENCE GUIDE – SECONDARY & ALTERNATIVE

This sheet is a guide to some of the most commonly used Fund 1000 cost centers and commitment items.
 Note: " _ " is a placeholder for the 2-digit organization code of your site (e.g. BA = Bagley, PA= Pathfinder)

Cost Center Description	Cost Center		Commitment Item and Description	
	Basic Education	Equity Dollars		
- Library	__ A0122010	__ F0122010	5642 5643	Library Materials Periodicals
- Principal/Main Office	__ A0123010	__ F0123010	2072 30597358 3062 5610 5613	PASS cell phone allowance Office Helper Office Staff Extra/Over Time Office Supplies Postage
- Counseling	__ A0124010	__ F0124010	5610	Counseling Supplies
- Student Safety	__ A0125010	__ F0125010	20220606 3062	Safety Patrol Stipend Classified Extra/Over Time
- Health/Nurse	__ A0126010	__ F0126010	5610	Health Related Supplies
- Teaching	__ A0127010	__ F0127010	0510 0590 0710 2022XXXX 2043 2062 3043 30597352 30597357 3062 5610 7811 7811 7513 7514 7340	School copies and Publishing Services Jobs Nutrition Services Catering Charges Maintenance Work in School Buildings Stipends for Instruction Cert Workshop Sub (<i>Not PD Time</i>) Cert Extra Time (<i>Not PD Time</i>) Classified Workshop Subs (<i>Not PD Time</i>) Classified Hourly Tutors Volunteer Coordinators Classified Extra/Over Time (IA's or Class BLT) Consumable Instructional Supplies Registrations or fees for Students Field Trip Admissions Student Transportation Contracted Field Trips Contracts for Classroom Instruction
- Extracurricular	__ A0128010	__ F0128010	2022XXXX 2023	Stipends (annual, newspaper, music, etc.) Athletic stipends
- Professional Development	__ A0131010	__ F0131010	2043 2062 3043 3062 7580 7330 8581 8583	Cert Workshop Subs (PD Only) Cert Extra Time (PD Only) Classified Workshop Subs (PD Only) Classified Extra/Over Time (PD Only) Registrations (PD Only) Contractual Services Prof Development Travel Same Day (<i>within 24-hour period</i>) Travel Extended (<i>overnight, over 24 hrs.</i>)

ACCOUNT CODE REFERENCE GUIDE – SECONDARY & ALTERNATIVE

Cost Center Description	Cost Center		Commitment Item and Description	
Base-line Budgets	Basic Education	Equity Dollars		
- Instructional Technology	__ A0132010	__ F0132010	30597799 5650 5615	Hourly College Tech Software & Licenses (<i>non-curricular only</i>) Minor Equipment (<i>under \$5,000</i>)
- Curriculum	__ A0133010	__ F0133010	2022XXXX 5641 5650	Department Head Stipends Textual & Curriculum Materials Software & Licenses (<i>curricular only</i>)

Cost Center Description	Cost Center		Commitment Item and Description	
Special Education				
- OT/PT/SLP Health	__ S21263R0		5610	OT/PT/SLP Special Education Supplies
- Teaching - K-12	__ S21273R0		2062	Cert Extra Time (<i>for IEP writing</i>)
- Teaching - Preschool	__ S21273A0		2062	Cert Extra Time (<i>for IEP writing</i>)
- Curriculum - K-12	__ S21333R0		5641	Special Education curriculum materials only
- Curriculum - Preschool	__ S21333A0		5641	Special Education curriculum materials only
Bilingual Education				
- Teaching	__ T6527010		3062	Class Extra Time (<i>Translations by I.A.</i>)
- Curriculum	__ T6533010		5641	Bilingual curriculum materials only
Self Help General				
- Teaching	__ X7927450		2062 30597352 3062 5610	Cert Extra Time Hourly Tutors Classified Extra/Over Time (<i>Non-PD Only</i>) Supplies
Substitute Reimbursement				
- Teaching	__ X0127400		2062 3062 5610	Sub-Reimb. pay to Certs as Extra Time Sub-Reimb. pay to Class as Extra/Over Time Consumable Instructional Supplies

Control Levels

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 - Fund 1A28 + PAR55274B0 + 7xxx

For questions, please contact your budget analyst

AVERAGE SCHOOL STAFF COSTS

The following is a list of the estimated district-wide average costs of select positions across schools for the 2019-20 school year. This list is primarily used for budgeting staff with non-staff (discretionary) allocations through the Weighted Staffing Standards (WSS) formula. Positions are budgeted at average cost throughout the district both when a school spends their FTE allocations and when they decide to turn discretionary dollars (e.g. per pupil Base Allocation or Equity Dollars) into FTE. These rates are **estimated for budgeting purposes and subject to change**. Note: an employee's actual cost must be used in cases where revenue sources differ such as grants or self-helps. Please work with your budget analyst for clarification on average vs. actual cost.

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Administrative Staff

Principal – Elementary	22101754	\$193,628
Principal – Middle School	22301755	\$202,073
Principal – K-8	22103633	\$197,829
Principal – High School	22301756	\$215,807
Assistant Principal – Elementary	22201058	\$172,352
Assistant Principal – Middle School	22401059	\$179,963
Assistant Principal – K-8	22403752	\$179,142
Assistant Principal – High School	22401060	\$187,935

Certificated Instructional Staff

Teacher – Kindergarten	23101180	\$120,321
Teacher – Elementary	23101190	\$120,321
Teacher – Elementary PCP/Specialist	23403483	\$120,321
Teacher – Elementary Instrumental Music (EIM)	23101705	\$120,321
Teacher – Elementary, Bilingual BE–ESL	23301173	\$132,210
Teacher – Elementary, GE-BOC	23301174	\$153,569
Teacher – Middle School	23201205	\$122,358
Teacher – Alternative Middle School	23201215	\$122,358
Teacher – CTE, Middle School	23202952	\$122,358
Teacher – High School	23201210	\$126,100
Teacher – CTE, High School	23201230	\$126,100
Teacher – Secondary, Bilingual BS–ESL	23301175	\$128,734
Teacher – Special Education	23301240	\$119,914
Teacher – Hearing Impaired	23301250	\$119,914

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Certificated Support Staff

Academic Intervention Specialist – Elementary	23303934	\$120,321
Academic Intervention Specialist – Middle School	23300607	\$126,908
Academic Intervention Specialist – High School	23300528	\$126,908
Dean of Students	24001438	\$121,784
Head Teacher	24001689	\$139,026
House Administrator	24001700	\$139,704
Librarian – Elementary	24101710	\$140,398
Librarian – Middle School	24101712	\$148,102
Librarian – High School	24101713	\$150,240
Counselor – Elementary	24201418	\$117,375
Counselor – Middle School	24201422	\$133,367
Counselor – High School	24201420	\$131,320
Social Worker	24401423	\$107,039
Psychologist	24601790	\$134,112
Nurse	24701730	\$117,981
Activity Coordinator	25101036	\$133,603

Classified Instructional Staff

Instructional Assistant - 203	39106530	\$64,695
Language Immersion IA - 203	39106389	\$69,764
Bilingual IA - 203	39106531	\$70,239
Special Education IA - 203	39106860	\$68,736

Classified Support Staff

Admin Secretary – Elementary - 222	39406057	\$84,340
Admin Secretary – Alt Secondary 222	39406060	\$87,836
Admin Secretary – Alternative - 260	39406062	\$92,831
Admin Secretary – High School - 260	39406063	\$100,132
Admin Secretary – Middle School - 260	39406061	\$97,724
Assistant Secretary – High School - 222	39406115	\$70,929
Assistant Secretary – Middle School - 203	39400155	\$62,518
Assistant Secretary – Middle School - 222	39406117	\$72,385

Position	Commitment Item	Average Salary at 1.0 FTE with Pension, Payroll Tax, & Medical
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Classified Support Staff (continued)

Attendance Specialist – High School - 203	39406151	\$70,841
Attendance Specialist – Middle School - 203	39406150	\$65,046
Career Center Specialist - 203	39106189	\$80,414
Computer Lab Assistant - 203	39106299	\$68,104
Computer Support Specialist - 260	39600283	\$107,289
Coordinator of School/Family Partnerships - 223	39603035	\$98,686
Correction Education Associate - 203	39106310	\$78,145
Counseling Secretary - 203	39406492	\$63,056
Data Registration Specialist – High School 222	39406319	\$81,199
Data Registration Specialist – High School 260	39406326	\$100,595
Data Registration Specialist – Middle School 222	39406318	\$82,855
Elementary School Assistant - 203	39406332	\$65,948
Family Support Worker - 222	39106380	\$93,159
Fiscal Specialist – High School - 222	39406652	\$85,333
Fiscal Specialist – Middle School & Alt. - 203	39406658	\$71,426
High School Graduation Success Coordinator - 203	39100804	\$69,494
Home School Coordinator - 203	39106510	\$65,571
Library Assistant – Elem & K-8 - 203	39406564	\$67,188
Library Assistant II – High School - 203	39406566	\$65,500
Online Student Liaison - 204	39602859	\$70,086
Re-Entry/Intervention - 204	39106751	\$79,924
Student and Family Advocate - 204	39106002	\$88,346
Student Services Facilitator - 223	39406853	\$104,621
Truancy Intervention Asst. - 203	39100308	\$66,086
Youth Services Assistant - 203	39106955	\$60,293

PENSION, PAYROLL TAXES, AND MEDICAL BENEFITS

The following rates reflect the projected 2019-20 school year mandatory costs to the district for staff and non-staff items. Medical benefits and pension and payroll taxes will differ depending on the type of staff or personnel cost. These rates **estimated for budgeting purposes and subject to change**.

This rate list is primarily useful for estimating actual costs. For example, if a department wants to budget for one hour of per diem for a teacher paid at \$40 per hour, they must apply the certificated non-staff tax rate of 26.46% to find the actual cost they will be charged, in this case \$50.58. See EXAMPLE: How to use rates table. Please work with your budget analyst for questions and clarification.

Mandatory Benefits	Medical Benefits*	Pension Taxes	Payroll Taxes	Total Tax Rate
Certificated Staff - FTE	\$13,294	15.83%	10.63%	26.46%
Certificated Non-Staff - hourly & extra-time	-	15.83%	10.63%	26.46%
Classified Staff - FTE	\$13,294	13.49%	10.63%	24.12%
Classified Non-Staff - hourly & extra-time	-	13.49%	10.63%	24.12%
Substitutes - certificated & classified	-	-	10.63%	10.63%
Casual Hourly - tutors, playground supervisor, etc.	-	-	10.63%	10.63%

* Rate is the average full medical benefits. Employees are eligible for full medical benefits based on annual hours worked.

EXAMPLE: How to use rates

	A	B	C	D	E	F	G	A+B+C+D+F+G
	Base Pay	Contract Days	Tech Days	RI*	Tax Rate	Taxes	Medical	Total Cost
Certificated Staff	\$55,744	\$1,548	\$1,239	\$8,437	26.46%	\$17,720	\$13,294	\$97,982
Certificated Hourly	\$40 p/hour	-	-	-	26.46%	\$10.58	-	\$50.58
Classified Staff	\$55,744	-	-	-	24.12%	\$13,445	\$13,294	\$82,483
Classified Hourly	\$40 p/hour	-	-	-	24.12%	\$9.65	-	\$49.65
Substitutes	\$40 p/hour	-	-	-	10.63%	\$4.25	-	\$44.25
Casual Hourly	\$16 p/hour	-	-	-	10.63%	\$1.70	-	\$17.70

* Contract Days, Tech Days, & RI (Responsibility/Incentive) pay is for certificated staff.

STIPENDS

The following list reflects common curricular and extracurricular discretionary stipends. Based on the Seattle Education Association Collective Bargaining Agreement, these rates are **estimated for budgeting purposes and subject to change**. Classification & Compensation will provide a list of the actual rates later. "Stipend Amount" reflects the take-home amount while "School Responsibility" includes the addition of pension and payroll taxes and reflects the total estimated cost to the school.

Stipend Title	Commitment Item	Stipend Amount	School Responsibility
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Curricular (Discretionary)

Building Leadership Team	20220543	\$3,851.76	\$4,870.94
Dept Head I: 30 or More classes or 7 or More FTE'S	20220500	\$3,697.65	\$4,676.05
Dept Head II: 16-29 classes or 4-6 FTE'S	20220501	\$3,093.97	\$3,912.63
Dept Head III: 6-15 classes or 2-3 FTE'S	20220502	\$2,654.90	\$3,357.38
Dept Head IV: 1-5 classes or 0.2-1 FTE	20220503	\$1,725.35	\$2,181.87
Elem Curriculum	20220504	\$1,949.45	\$2,465.27
Elem Instruction	20220505	\$1,949.45	\$2,465.27
Elem Music (Choral)	20220506	\$1,136.52	\$1,437.24
Equity Team	20220632	\$2,552.50	\$3,227.89
Instructional Liaison	20220508	\$1,949.45	\$2,465.27
Subj Matt Spec I	20220511	\$2,202.13	\$2,784.82
Subj Matt Spec II	20220512	\$1,771.08	\$2,239.70
Subj Matt Spec III	20220513	\$1,500.09	\$1,897.02
Subj Matt Spec IV	20220514	\$1,389.19	\$1,756.77
Team Leader I: 7 or More FTE'S	20220515	\$3,697.65	\$4,676.05
Team Leader II: 4-6 FTE'S	20220516	\$3,093.97	\$3,912.63
Team Leader III: 2-3 FTE'S	20220517	\$2,654.90	\$3,357.38
Team Leader IV: 0.2-1 FTE	20220518	\$1,725.35	\$2,181.87
Educational Tech Leader I (Elem Level)	20220547	\$1,949.45	\$2,465.27
Educational Tech Leader I (Sec Level)	20220548	\$2,202.13	\$2,784.82
Chemical Hygiene Officer I	20220555	\$1,487.53	\$1,881.12
Chemical Hygiene Officer II	20220556	\$1,239.41	\$1,567.36
Chemical Hygiene Officer III	20220557	\$929.57	\$1,175.53
Head Counselor	20220520	\$3,289.49	\$4,159.89

Stipend Title	Commitment Item	Stipend Amount	School Responsibility
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Extra-Curricular (Discretionary)

Annual	20220601	\$2,523.42	\$3,191.12
Building Coordinator Athletics	20220613	\$1,855.24	\$2,346.13
Debate	20220602	\$1,405.20	\$1,777.02
Elem Recreational	20220603	\$1,880.16	\$2,377.65
Elem Sch/Home/Comm Coord	20220604	\$1,880.16	\$2,377.65
Newspaper	20220605	\$2,523.65	\$3,191.40
Safety Patrol	20220606	\$1,336.72	\$1,690.42
Sr Class Advisor	20220607	\$1,512.57	\$1,912.80
Stockroom	20220608	\$2,391.02	\$3,023.68

Band, Choral, Drama, & Orchestra stipends are split amongst a total dollar amount based on the size of school seen at right	Commitment Item	Secondary School	
		Stipend Amount	School Responsibility
Band	20220609	\$7,081.03	\$8,954.67
Choral	20220610	less than 1500 students	less than 1500 students
Drama	20220611	\$11,095.98	\$14,031.98
Orchestra	20220612	more than 1500 students	more than 1500 students

PER DIEM, EXTRA TIME, HOURLY POSITIONS, AND RELEASE DAYS

The purpose of this section is to provide guidance for budgeting per diem, extra time, common hourly positions, and specific types of daily activities or substitutes as defined by the Seattle Education Association Collective Bargaining Agreement (CBA). These rates for the 2019-20 school year are **estimated for budgeting purposes and subject to change**. Classification & compensation will provide a list of the actual 2019-20 rates on the MySPS human resources webpage under "Salary Schedules" near the beginning of the school year.

PER DIEM RATES

Per diem rates are the daily or hourly rate of pay derived from a teacher's base salary and responsibility incentive divided by 180 days. Per the CBA, per diem rates should only be used in the following circumstances:

- Part-time teachers working full TRI days will receive per diem pay for the difference in their daily hours and the TRI day hours (8 hours per day)
For example, if a part-time teacher only works 4 hours regularly, but attends a TRI day, all day, he/she should submit a time sheet for the 4 extra hours at their per diem rate.
- Secondary schools are each allotted 25 hours' worth of time for its curriculum area departments. Employees assigned to this work should be paid at their per diem rate.
- Employees with supplemental contracts that extend their work year beyond the 180 contracted days (not including TRI) shall be paid at the per diem rate (e.g., counselors, librarians and nurses work a longer year than classroom teachers and are paid at the per diem rate for those extra days).
- Employees whose summer assignments involve the same or similar kinds of duties and responsibilities as their regular school year assignments shall be paid at the per diem rate.

For inquiry into per diem rates, please work with your budget analyst or HR business partner. All other extra time performed by certificated staff will be compensated at the following extra time rates.

EXTRA TIME RATES

Extra time rates are rates paid for activities outside of the regular work day/work year not covered by the above per diem rate activities. Extra time rates should only be used if the teacher is not already being compensated for the work. For example, if a stipend is being paid for an activity, extra time should not also be submitted for the work. Substitutes who work beyond their regularly scheduled work day and turn in extra time forms will also use the rates listed below. If a timesheet is submitted without listing one of the activities/hourly rates above, the default rate will be the "Guided Activities" rate. Rates here are **estimated for budgeting purposes and subject to change.**

The CBA outlines the following types of Extra Time rates and when they should be used:

Activity Type	Base Rate	Rate with Pension & Payroll Taxes
Semi-Independent Activities - An employee instructing an in-service class; or designing and writing new curriculum; or serving as the assigned chairperson of a curriculum-type committee or project.	\$37.99	\$48.04
Guided Activities - An employee serving as a member of a curriculum revision committee; or an instructional materials development committee; or attendance by certificated employees at certain voluntary in-service activities, including a coach's clinic.	\$28.18	\$35.64
Closely Supervised Activities - An employee participating in certain voluntary in-service activities; or on a textual materials review committee.	\$18.30	\$23.14
Required Activities - Required attendance by certificated employees for activities initiated and established by the administration or required at the building level.	\$39.50	\$49.95

Important Note:

- The school is responsible for covering the "**Rate with Pension & Payroll Taxes**" total

SUBSTITUTES

The following table provides total cost estimates of average daily rates for substitutes that can be used to help develop a budget plan. Actual substitute rates will depend on the amount of days worked. Please contact your budget analyst for help with actual rates and classification & compensation for more information about how rates are determined. Rates here are **estimated for budgeting purposes and subject to change.**

Expenditure Type	Staff Type	Base Daily Rate	Rate with Pension & Payroll Taxes
Average Daily Workshop/Sick Leave Substitutes	Certificated	\$230	\$255
	Parapro	\$181	\$200
	Clerical	\$181	\$200

Important Notes:

- The school is responsible for covering the “**Rate with Pension & Payroll Taxes**” total.
- Classified staff working over 40 hours in a week and/or over 8 hours in a day must be paid time and a half.
- Per Diem should be budgeted for part time certificated employees to receive full TRI compensation.
- When open substitute assignments are reasonably expected to last forty-five (45) days or more consecutive days continuously in single or multiple assignments, the substitute will qualify for medical benefits and be an additional cost of the position.

COMMON HOURLY POSITIONS

The following table provides common hourly positions hired by schools and 2019-20 total cost **estimates of rates for budgeting purposes.** The intent of this table is to help estimate the cost of these positions for school budgeting purposes. To identify the actual rate that a specific staff person will be paid, please contact classification & compensation.

Expenditure Type	Staff Type	Commitment Item	Rate Effective January 2019	Rate with Payroll Taxes
Hourly	Certificated	20592800	Varies	Varies
	Classified	30597350	Varies	Varies
	Tutor	30597352	\$16.00	\$17.70
	Office Helper	30597358	\$16.00	\$17.70
	Hourly SPS Students	Varies	\$16.00	\$17.70
	Playground Supervisor	30597356	\$16.00	\$17.70
	Volunteer Coordinator	30597357	\$16.15	\$17.87
	Sound Partners Tutors	30597362	\$16.00	\$17.70
	College Tech	30597799	\$20.23	\$22.38

Important Notes:

- The school is responsible for covering the “**Rate with Payroll Taxes**” total.

ADDITIONAL DAYS, ASSIGNMENTS, & SUBSTITUTE DAYS DEFINED BY THE CBA:

The following information explains which release days defined by the Seattle Education Association Collective Bargaining Agreement would be paid from schools' discretionary budgets, and which are budgeted elsewhere.

School Discretionary Budget

The following items should be set aside in the school's discretionary budget and charged to the school's non-staff discretionary budget as "Extra-Time" or "Workshop/Subs."

- Data Processing Days: 180-day pool for use by middle and secondary Schools (see page 146 of current CBA).
- Per Diem Days: Each secondary and middle School shall be allotted twenty-five (25) days. (Article IV, Section G.9.f., page 47 of current CBA)
- Substitute Days: secondary and middle Schools shall have available substitute days for the purpose of releasing department heads, team leaders and other employees based on one (1) day for every three (3) non-supervisory certificated employees. (Article IV, Section G.9.h., page 47 of current CBA)

Budgeted Elsewhere

The following items have been budgeted outside the schools' budgets and will not affect the school's discretionary budget:

- Each secondary school shall be allotted five (5) days for each full-time equivalent counselor at per diem pay. (Article IX, Section K.4., page 100 of current CBA)
- Each secondary counselor will have five (5) additional days at per diem pay a year for working on scheduling, registration, and other counseling activities. (Article IX, Section K.5., page 101 of current CBA)
- Five (5) additional days per school shall be made available at per diem rate for opening and closing of facilities. (Article IX, Section M.7., page 104 of current CBA)
- School nurses are allocated a pool equivalent to five per diem days per site. (Article IX, Section O.8., page 105 of current CBA)
- SAEOP/Paraprofessional staff is shall be allocated the number of hours equal to 8 workdays for professional development (Article II, C. 1., page 15 of current Paraprofessional CBA, and page 14 of current SAEOP CBA).

TIPS FOR YOUR NON-STAFF BUDGET

To help determine how much to set aside for each non-staff commitment item in your budget, you can review your previous year expenditures. If the previous year is not a good indicator for certain items, your budget analyst can help identify multiple-year averages or trends.

PRE-POPULATED BUDGET ITEMS

The following items are pre-populated in your budget when you receive your allocation. Please see the *"Understanding the WSS Model"* section of this book on page 13 for an in-depth overview.

- Building Leadership Team (BLT) stipends
- Stipend pool (including \$2,000 for each elementary school)
- SAEOP peak load overtime
- School copier and printer expenses
- Special education materials, IEP compliance stipends, and supply budget for therapists
- English Learner (EL) materials and extra time for translations

COMMONLY OVERLOOKED NON-STAFF ITEMS

These items are good to remember when setting up your discretionary budget.

Stipends: Make sure to budget for all your staff stipends beyond the BLT. Stipend amounts are determined by the Seattle Education Association (SEA) Collective Bargaining Agreement (CBA).

Extra-time for part-time staff: Make sure that you budget extra time for part time staff when you expect them to attend all day staff training or meetings. Please see the *"Per Diem, Extra Time, Hourly Positions and Release Days"* section on page 83 for more information.

District transfers: The following costs are important to budget for as the departments plan their year based on what schools' set aside in these commitment items.

- **Publishing:** You can add to the pre-populated amount in the "District Printing" commitment item (0510) to budget for special jobs you plan to order from the publishing office.
- **Catering:** Budget for food ordered from the district's nutrition services department in the "District Supplies/Equipment DT" commitment item (0590).
- **Maintenance:** Budget for maintenance work orders from the district's facilities department in the "District Services DT" commitment item (0710).
- **Transportation:** Budget for transportation arranged through the district in the commitment item "Transportation – District (DT)" (0702).

Mobile Phone: The PASS collective bargaining agreement states that \$80* per month cell phone allowance will be provided to PASS members who choose not to have a district cell phone. If a PASS member chooses to use their personal cellphone, \$960 plus \$102 in payroll taxes needs to be budgeted from school discretionary allocation to cover the cost of the cell phone allowance. Schools that use district cell phones should budget for that cost in commitment item 7030.

* With the increase in cell phone allowance from \$50 to \$80, schools will be provided an additional \$30 per month (\$360) in budget for each cell phone allowance. This calculation will be done in late November, after HRIS provides a listing off all PASS members that are receiving cell phone allowance.



SEATTLE
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SPECIAL EDUCATION EXPENDITURE GUIDE

Special Education School Funds – What Can and Cannot Be Purchased. Updated as of 1/24/2019		
ACTIVITY	Approved Spending	Disapproved Spending
STUDENT LEARNING MATERIALS & SUPPLIES	Supplemental instructional materials for programs for targeted students that are IEP driven.	<ul style="list-style-type: none"> • Additional core materials needed due to increased enrollment • Consumables that are part of district adopted curriculum
	Computer software or hardware that directly supports the specific learning needs of special education identified students. These items must be for students' IEPs, which are not already provided by the district for standard learning opportunities.	<ul style="list-style-type: none"> • Adding computers to a lab • Software not directly tied to IEPs
	Supplies for essential classroom learning opportunities such as life skills classes, social-emotional SDI supplies, consumables for specially designed instruction.	<ul style="list-style-type: none"> • Supplies that are part of the learning program during the regular school day • Food for students
OTHER SUPPLIES	None	<ul style="list-style-type: none"> • Supplies that are part of all other Gen Ed classrooms • Copier supplies and paper • Nursing supplies
EL SUPPORT	None	Extra time for EL staff to translate documents or interpret conversations as they pertain to the student family involved IEP meetings. This must be paid from either the school's EL budget, or baseline budget. In the case the school does not have enough funds, please contact the assigned area Student Support Services Supervisor for availability of funds.
PROFESSIONAL DEVELOPMENT	Limited professional development linked to student IEP services may be allowed. Contact your Student Support Services Supervisor for prior written approval.	Most professional development costs for special education staff (subs, extra time, registrations). See approved column for exceptions.

See the "[Special Education](#)" section on page 47 of this book for an in-depth overview of this information.



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LEARNING ASSISTANCE PROGRAM (LAP) EXPENDITURE GUIDE

LAP <i>MAY</i> support:	LAP Does <i>NOT</i> support:
<p>SUBJECTS TAUGHT/ CONTENT AREAS:</p> <ol style="list-style-type: none"> 1. K–4 reading or reading readiness 2. K-2 Readiness 3. K-12 ELA 4. K-12 Math <p>Transition Services may be offered for students transitioning into kindergarten or high school (Grade 8 through Grade 9).</p> <p>Graduation Assistance may be offered to students in Grades 11 & 12 or in year 3 or 4 of high school.</p>	<p>Teaching in any other subjects or areas</p>
<p>STAFFING:</p> <p>Coordination of LAP staff must meet intents and purposes of program as stated in the C-SIP.</p> <p>*NOTE* Beginning in the 2019-20 school year, LAP will be allocated in the form of FTE only</p>	<p>Adding ANY of these staff positions for programs not detailed in needs assessment or stated in the C-SIP:</p> <ul style="list-style-type: none"> • Homeroom teacher • Administrative staff • Counselor or Psychologist • Speech/Language Therapist • Nurse • Special Education teachers • Librarian • Kindergarten Teacher • Testing Coordinator
<p>CERTIFICATED STAFF (<i>Recommended</i>)</p> <ul style="list-style-type: none"> • Non-homeroom certificated staff, for small-group instruction for targeted students from a rank order list (i.e. teacher assigned pull-out or push-in groups for remedial or supplemental instruction in one or more of allowable subject areas). • Secondary staff can teach supplemental math or reading courses to targeted students (i.e. Read 180 or Math Lab Courses). 	
<p>CLASSIFIED STAFF Staff working specifically with rank-ordered students.</p> <ul style="list-style-type: none"> • Instructional Assistant (IA) positions/hours in LAP approved subjects only. • All LAP funded IAs must meet ESSA’s “Highly Qualified” requirements: <ol style="list-style-type: none"> 1. Earned at least 72 quarter credits (48 semester) at an accredited college/university OR 2. Pass the “Para Test” (see HR) <p>HOURLY TUTORS (15 hours per week per tutor recommended)</p> <ul style="list-style-type: none"> • Hourly Tutors are hired by the school to provide supplemental instruction/intervention in reading, writing, mathematics, and readiness within these content areas. 	<p>Any staff teaching non-approved subjects</p> <p>Any staff serving Special Education minutes</p> <p>Any of these support-staff positions:</p> <ul style="list-style-type: none"> • Special Education IAs • Secretaries/clerical/office support • Nurse/health room staff • Family support workers
<p>STUDENT LEARNING MATERIALS & SUPPLIES Must be approved by Title I/LAP Office before ordering.</p>	<p>Supplies/materials for programs not detailed in the C-SIP Additional core materials or consumables</p>

LEARNING ASSISTANCE PROGRAM (LAP) EXPENDITURE GUIDE

Additional LAP Guidance	
LAP Planning	<p>Please use the following questions for LAP planning, as this information will be reported in the annual LAP Student Data Report:</p> <ul style="list-style-type: none"> • How will you use student data to identify students for LAP services and determine which services are appropriate? • How will you use student data to monitor progress? How will you formally review student progress? • How will you use student data to determine whether students are ready to exit LAP services? • How will you review the implementation effectiveness of your supplemental curriculum/interventions? (For example: If you observe that a group of students receiving the same intervention are not progressing as expected, how are you determining whether the intervention itself is not effective or if it is not being implemented with fidelity?) • What method will you use to calculate months of growth?
LAP Assurance, Resources, and Required Reporting	<p>The Annual LAP Student Data Report is due by July 1st each year and is completed in EDS:</p> <ul style="list-style-type: none"> • Report the amount of academic growth gained by LAP students; • Report the number of students who gained at least one year of academic growth; and • Describe the specific practices, activities, and programs used by each building that received LAP funding (<i>see LAP guiding questions above</i>).
Required K–4 Intensive Literacy Improvement Strategy	<p>For any student who received a score of basic or below basic on the 3rd grade statewide student assessment in ELA in the previous school year, the school district must implement an intensive reading and literacy improvement strategy from a state menu of best practices or an alternate strategy.</p> <p>For any school where 40 percent or more of the tested students (per state calculation) receive a score of basic or below basic on the 3rd grade statewide student assessment in ELA in the previous school year, the school district must implement an intensive reading and literacy improvement strategy from a state menu of best practices or an alternate strategy, to be approved by OSPI, for all students in grades K–4 at the school.</p>
Strengthening Student Educational Outcomes: Menus and Reports	<p>The ELA, Mathematics, and Behavior Menus of Best Practices and Strategies identify evidence- and research-based practices that will increase student academic and/or non-academic growth for all students in the state. These menus are reviewed and updated online annually by July 1.</p> <p>The WSIPP Inventory of Evidence- and Research-Based Practices: Washington’s K–12 Learning Assistance Program identifies practices, strategies, and programs that are shown to improve student outcomes.</p> <p>The LAP Student Data Report is submitted to the legislature annually by January 1.</p>

Please see the “[LAP and High Poverty LAP Overview](#)” section on page 64 for more information.

HIGH POVERTY LAP EXPENDITURE GUIDE

High Poverty LAP	
<p>DIRECTIONS:</p> <p>To assist you in matching the new LAP High Poverty Allocations to your C-SIP and ensure compliance with state law, please provide the following information by June 15 of the current school year. If you have specific questions, please contact Michael Stone.</p> <ol style="list-style-type: none"> 1. Explain how the allocated budget will be used to support Level 1 & 2 students in ELA, Math, or Social Emotional Learning (SEL). 2. Explain how the planned use of the allocated budget aligns to the school CSIP. 3. Explain how the planned use of the allocated budget aligns to the LAP Menus of Best Practice. 	
<p>What is the High Poverty LAP allocation?</p>	<p>High Poverty LAP school allocation is intended to be additional, must benefit LAP students, and activities should align with the LAP law, WACs, and the Menus of Best Practice for ELA, Math, and Behavioral Support.</p>
<p>How the High Poverty LAP is calculated:</p>	<p>LAP allocations will be by a per pupil allocation based on the number of low-income students above 50% established by the Office of Superintendent of Public Instruction.</p>
<p>LAP Planning</p>	<p>Elementary Schools:</p> <ul style="list-style-type: none"> • Extended day programs for targeted students in ELA or Math • Extended year (Summer School) for students in ELA or Math • Small group work in ELA or Math outside of the core instructional block • SEL/Trauma informed supports for students with behaviors impacting their academic growth in ELA or Math
	<p>Middle Schools:</p> <ul style="list-style-type: none"> • Extended day programs for targeted students in ELA and Math • Extended year (Summer School) for students in ELA or Math • Additional 7th period support classes in ELA or Math
	<p>High Schools:</p> <ul style="list-style-type: none"> • Extended day support in ELA, math or credit retrieval for 11th or 12th graders needing to retake a failed course • Extended year (Summer School) for Credit Retrieval and/or ELA or Math supports • Credit Retrieval for 11th or 12th graders needing to retake a course needed for graduation • Check and Connect wrap around services

Please see the "[LAP and High Poverty LAP Overview](#)" section on page 64 for more information.

TITLE I EXPENDITURE GUIDE – TARGETED ASSISTANCE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>SUBJECTS TAUGHT/ CONTENT AREAS:</p> <p>Targeted Supplemental instruction to rank ordered students identified through district or state assessment of these Title I, Part A-approved subjects for students in Preschool to Grade 12:</p> <p>Reading, writing, mathematics, and readiness within these content areas.</p>	<p>Teaching in any other subjects or areas</p>
<p>STAFFING:</p> <p>Coordination of Title I program staff must meet intents and purposes of program as stated in the C-SIP.</p> <p>*NOTE* Beginning in the 2019-20 school year, Title I funded certificated and classified staff will be budgeted at ACTUAL cost.</p>	<p>Adding <i>ANY</i> of these staff positions for programs not detailed in needs assessment or stated in the C-SIP:</p> <ul style="list-style-type: none"> • Homeroom teacher • Administrative staff • Counselor • Psychologist • Speech/Language Therapist • Nurse • Special Education teachers • Librarian • Kindergarten Teacher • Testing Coordinator
<p>CERTIFICATED STAFF (<i>Recommended</i>)</p> <ul style="list-style-type: none"> • Non-homeroom certificated staff, for small-group instruction for targeted students from a rank order list (i.e. teacher assigned pull-out or push-in groups for remedial or supplemental instruction in one or more of allowable subject areas). • Secondary staff can teach supplemental math or reading courses to targeted students (i.e. Read 180 or Math Lab Courses). 	
<p>CLASSIFIED STAFF</p> <p>Staff working specifically with rank-ordered students.</p> <ul style="list-style-type: none"> • Instructional Assistant (IA) positions/hours in Title I approved subjects only. • All Title I funded IAs must meet ESSA’s “Highly Qualified” requirements: <ol style="list-style-type: none"> 1. Earned at least 72 quarter credits (48 semester) at an accredited college/university OR 2. pass the “Para Test” (see HR) <p>HOURLY TUTORS (15 hours per week per tutor recommended)</p> <ul style="list-style-type: none"> • Hourly Tutors are hired by the school to provide supplemental instruction/intervention in reading, writing, mathematics, and readiness within these content areas. 	<p>Any staff teaching non-approved subjects</p> <p>Any staff serving Special Education minutes</p> <p>Any of these support-staff positions:</p> <ul style="list-style-type: none"> • Special Education IAs • Secretaries/clerical/office support • Nurse/health room staff • Family support workers

TITLE I EXPENDITURE GUIDE – TARGETED ASSISTANCE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>PROFESSIONAL DEVELOPMENT</p> <p>All PD must be REASONABLE and NECESSARY</p> <ul style="list-style-type: none"> • Staff training directly related to those programs for targeted assistance students and stated in the C-SIP. • Training must be in one or more of the Title I, Part A-approved subjects: writing, mathematics, and/or readiness within these content areas. (i.e. Data Teams, Professional Learning Communities, GLAD, Everyday Math). • Includes all instructional staff, certificated, classified, and hourly tutors funded by Title I. • Long-term substitutes may attend building/district PD. <p>Registration for conferences whose agendas target specific learning needs of the school’s struggling students and are in allowable subjects, per above (travel & lodging on case-by-case basis, per school’s request to Title I Department).</p>	<p>Training for any program not detailed in needs assessment or stated in the C-SIP.</p> <p>Any Professional Development topics other than the Title I-approved subjects (i.e. autism, bilingual immersion, discipline, social skills, music, art).</p> <p>Conference costs when the agenda is not focused on Title I-approved subjects and/or programs and stated in the C-SIP.</p>
<p>PARENT / FAMILY INVOLVEMENT (Must be at least 1% of school’s total Title I allocation, whether or not in improvement)</p> <p>*NOTE* Targeted Assistance Parent Funds may only be used to provide services and/or food for families of students receiving targeted Title I services.</p> <ul style="list-style-type: none"> • Extra staff time and materials for increasing parent/family involvement, meeting the intents and purposes of the programs stated in the C-SIP. • Must include support for bilingual, migrant, and homeless families. • Presenter topics that directly pertain to the C-SIP. <p>*Parent involvement activities (i.e. Title I family math night) must have flyers and agendas specifying Title I, Part A-approved subjects and sign-in sheets identifying who are the staff and who are the parents.</p> <p>**Allowable costs are food, presenters’ fees (reasonable and necessary), and materials; can include take-home (consumable) items.</p>	<p>Food for meetings that does not specifically target parents.</p> <p>Presenter topics that do not directly pertain to the C-SIP.</p> <p>**See Purchase Order Guidelines for additional information</p>

TITLE I EXPENDITURE GUIDE – TARGETED ASSISTANCE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>BILINGUAL SUPPORT</p> <p>Extra time for bilingual staff to translate documents or interpret conversations/presentations for programs stated in the C-SIP.</p> <p>Publishing documents related to Title I program in multiple languages (see "Other Supplies" below).</p>	<p>Regular work hours.</p>
<p>MISCELLANEOUS</p> <p>Items included in the school-wide plan that meet the intents and purposes of the programs combined in the school-wide program and are documented in the C-SIP.</p>	<ul style="list-style-type: none"> • Field trips • Residences • Furniture • Clothing • Facilities construction
<p>STUDENT LEARNING MATERIALS & SUPPLIES</p> <p><u>Must be approved by Title I Department before ordering.</u></p> <ul style="list-style-type: none"> • Supplemental math materials for <u>targeted, rank-ordered students only.</u> • Items that are NOT part of the school's Core educational program. (i.e. math books for an after-school program for targeted, rank-ordered students). 	<p>Supplies and materials for programs not stated in the C-SIP.</p> <p>Additional core materials needed due to increased enrollment.</p> <p>Consumables that are part of district-adopted curriculum.</p> <p>Software not directly tied to supplemental programs.</p>
<p>OTHER SUPPLIES</p> <p>Supplies essential to supplemental programs in the C-SIP for <u>targeted, rank-ordered students.</u></p> <p>Copier supplies and paper for activities specified in the C-SIP for <u>targeted, rank-ordered students.</u></p>	<p>Supplies that are part of the learning program during the regular school day.</p> <p>Supplies for programs not stated in the C-SIP.</p>

Please see the "[Title I, Part A Overview](#)" section on page 66 for more information.

TITLE I EXPENDITURE GUIDE – TARGETED ASSISTANCE PROGRAMS

Title I Parent Engagement Fund: Purchase Order Guidelines

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. These determinations must be made on a case-by-case basis, and schools will have to make a compelling case that the unique circumstances they have identified would justify these costs as **reasonable and necessary**.

Timeline	<p>All funding requests and necessary documentation MUST:</p> <ol style="list-style-type: none"> 1) be received by the Title I department no less than 10 DAYS prior to Parent Engagement event 2) go through the B2B Marketplace* <p>*Please Note: All requests for reimbursement through Title I must have prior approval from the Title I department. <i>Reimbursement requests made without prior approval will NOT be honored.</i></p>	
Documentation (MUST include all three)	Parent Flyer or Invite for Eligible Families	The flyer/invite AND agenda must state: <ol style="list-style-type: none"> 1) The event is funded by Title I 2) The specific information eligible families will learn (e.g. strategies families will learn to support the academic growth of their children, how to read the report card, how to prepare for conferences, information about testing) 3) The length of the event 4) If interpretation services are offered and in which languages
	Meeting Agenda	
	Sign-In Sheet	Family Sign-in Sheets from the event must include event title and date.
Allowable Expenses	Items to be Purchased	Please include a list of items that will purchased by Title I for the Family Engagement event.
	Event is LESS than 2 HOURS	Light snacks (e.g. fruit, cheese, crackers, vegetables and dip, cookies, etc.)
	Event is GREATER than 2 HOURS	<ol style="list-style-type: none"> 1) Light snacks (e.g. fruit, cheese, crackers, vegetables and dip, cookies, etc.) 2) Pizza and salad may be purchased if the event occurs during evening mealtime. Parents are not allowed to take food home as this would be a Federal Gift of Funds which is illegal under Title I.
After Event	For any event funded by Title I, schools must keep the following on file: <ol style="list-style-type: none"> 1) Family Sign-in Sheets from the event that include event title and date 2) At least one Parent/Family Evaluation of the event 	

TITLE I EXPENDITURE GUIDE – SCHOOL-WIDE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>SUBJECTS TAUGHT/ CONTENT AREAS:</p> <p>Supplemental instruction in any of these Title I, Part A-approved subjects for students in Preschool to Grade 12:</p> <p>Reading, writing, mathematics, and readiness within these content areas.</p>	<p>Teaching in any other subjects or areas</p>
<p>STAFFING:</p> <p>Staff of programs combined in the school-wide improvement plan as detailed in the C-SIP; must meet intents and purposes of each combined program in the C-SIP.</p> <p>*NOTE* Beginning in the 2019-20 school year, Title I funded certificated and classified staff will be budgeted at ACTUAL cost.</p>	<p>Adding <i>ANY</i> of these staff positions for programs not combined in the school-wide plan, state in the C-SIP:</p> <ul style="list-style-type: none"> • Homeroom teacher • Administrative staff • Counselor • Psychologist • Speech/Language Therapist • Nurse • Special Education teachers • Librarian • Kindergarten Teacher • Testing Coordinator
<p>CERTIFICATED STAFF (<i>Recommended</i>)</p> <ul style="list-style-type: none"> • Non-homeroom certificated staff, for small-group instruction (i.e. teacher assigned pull-out or push-in groups for remedial or supplemental instruction in one or more of allowable subject areas). 	
<p>CLASSIFIED STAFF</p> <ul style="list-style-type: none"> • Instructional Assistant (IA) positions/hours in Title I approved subjects only. • All Title I funded IAs must meet ESSA’s “Highly Qualified” requirements: <ol style="list-style-type: none"> 1) Earned at least 72 quarter credits (48 semester) at an accredited college/university OR 2) pass the “Para Test” (see HR) <p>HOURLY TUTORS (15 hours per week per tutor recommended)</p> <ul style="list-style-type: none"> • Hourly Tutors are hired by the school to provide supplemental instruction/intervention in reading, writing, mathematics, and readiness within these content areas. 	<p>Any staff teaching non-approved subjects</p> <p>Any staff serving Special Education minutes</p> <p>Any of these support-staff positions:</p> <ul style="list-style-type: none"> • Special Education IAs • Secretaries/clerical/office support • Nurse/health room staff • Family support workers

TITLE I EXPENDITURE GUIDE – SCHOOL-WIDE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>PROFESSIONAL DEVELOPMENT</p> <p>All PD must be REASONABLE and NECESSARY</p> <ul style="list-style-type: none"> • Staff training directly related to programs combined in the school-wide program, stated in the C-SIP. • Training must be one or more of the Title I, Part A-approved subjects: writing, mathematics, and/or readiness within these content areas. (i.e. Data Teams, Professional Learning Communities, GLAD, Everyday Math). • Includes all instructional staff, certificated, classified, and hourly tutors. • Long-term substitutes may attend building/district PD. <p>Registration for conferences whose agendas target specific learning needs of the school’s struggling students and are in allowable subjects, per above (travel & lodging on case-by-case basis, per school’s request to Title I Department).</p>	<p>Training for any program not combined in the school-wide program, stated in the C-SIP.</p> <p>Any Professional Development topics other than the Title I-approved subjects (i.e. autism, bilingual immersion, discipline, social skills, music, art).</p> <p>Conference costs when the agenda is not focused on Title I-approved subjects and/or programs in the school-wide program, stated in the C-SIP.</p>
<p>PARENT / FAMILY ENGAGEMENT</p> <p>(Must be at least 1% of school’s total Title I allocation, whether or not in improvement)</p> <ul style="list-style-type: none"> • Extra staff time and materials for increasing parent/family involvement, meeting the intents and purposes of the programs combined in the school-wide program, stated in the C-SIP. • Extra-time to provide support for bilingual, migrant, and homeless families. • Presenter topics that directly pertain to the school-wide program, stated in the C-SIP. <p>*Parent involvement activities (i.e. Title I family math night) – must have flyers and agendas specifying Title I, Part A-approved subjects and sign-in sheets identifying the staff and the parents.</p> <p>**Allowable costs are food, presenters’ fees (reasonable and necessary), and materials; can include take-home (consumable) items.</p>	<p>Food for meetings that does not specifically target parents.</p> <p>Presenter topics that do not directly pertain to the school-wide program, stated in the C-SIP.</p> <p>**See Purchase Order Guidelines for additional information</p>

TITLE I EXPENDITURE GUIDE – SCHOOL-WIDE PROGRAMS

Title I <i>MAY</i> support:	Title I Does <i>NOT</i> support:
<p>BILINGUAL SUPPORT</p> <p>Extra time for bilingual staff to translate documents or interpret conversations/presentations.</p> <p>Publishing documents related to Title I program in multiple languages (see “Other Supplies” below).</p>	<p>Regular work hours.</p>
<p>MISCELLANEOUS</p> <p>Items included in the school-wide plan that meet the intents and purposes of the programs combined in the school-wide program and are documented in the C-SIP.</p>	<ul style="list-style-type: none"> • Field trips • Residences • Furniture • Clothing • Facilities construction
<p>STUDENT LEARNING MATERIALS & SUPPLIES</p> <p><u>Must be approved by Title I Department before ordering.</u></p> <ul style="list-style-type: none"> • Supplemental instructional materials for programs combined in the school-wide plan (C-SIP). • Items that are NOT part of the school’s CORE educational program (i.e. math materials for after-school program for targeted students or research-based materials targeted to the specific learning needs of struggling students). 	<p>Supplies and materials for programs not combined in the school-wide program, stated in the C-SIP.</p> <p>Additional core materials needed due to increased enrollment.</p> <p>Consumables that are part of district-adopted curriculum.</p> <p>Software not directly tied to supplemental programs.</p>
<p>OTHER SUPPLIES</p> <p>Supplies essential to supplemental programs combined in the school-wide program, stated in the C-SIP.</p> <p>Copier supplies and paper for activities specified in the school-wide plan, stated in the C-SIP.</p>	<p>Supplies that are part of the learning program during the regular school day.</p> <p>Supplies for programs not combined in the school-wide program, stated in the C-SIP.</p>

Please see the “[Title I, Part A Overview](#)” section on page 66 for more information

TITLE I EXPENDITURE GUIDE – SCHOOL-WIDE PROGRAMS

Title I Parent Engagement Fund: Purchase Order Guidelines

Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant. These determinations must be made on a case-by-case basis, and schools will have to make a compelling case that the unique circumstances they have identified would justify these costs as **reasonable and necessary**.

Timeline	<p>All funding requests and necessary documentation MUST:</p> <ul style="list-style-type: none"> 3) be received by the Title I department no less than 10 DAYS prior to Parent Engagement event 4) go through the B2B Marketplace* <p>*Please Note: All requests for reimbursement through Title I must have prior approval from the Title I department. <i>Reimbursement requests made without prior approval will NOT be honored.</i></p>	
Documentation (MUST include all three)	Parent Flyer or Invite for Eligible Families	<p>The flyer/invite AND agenda must state:</p> <ul style="list-style-type: none"> 5) The event is funded by Title I 6) The specific information eligible families will learn (e.g. strategies families will learn to support the academic growth of their children, how to read the report card, how to prepare for conferences, information about testing) 7) The length of the event 8) If interpretation services are offered and in which languages
	Meeting Agenda	
	Sign-In Sheet	Family Sign-in Sheets from the event must include event title and date.
Allowable Expenses	Items to be Purchased	Please include a list of items that will be purchased by Title I for the Family Engagement event.
	Event is LESS than 2 HOURS	Light snacks (e.g. fruit, cheese, crackers, vegetables and dip, cookies, etc.)
	Event is GREATER than 2 HOURS	<ul style="list-style-type: none"> 3) Light snacks (e.g. fruit, cheese, crackers, vegetables and dip, cookies, etc.) 4) Pizza and salad may be purchased if the event occurs during evening mealtime. Parents are not allowed to take food home as this would be a Federal Gift of Funds which is illegal under Title I.
After Event	<p>For any event funded by Title I, schools must keep the following on file:</p> <ul style="list-style-type: none"> 3) Family Sign-in Sheets from the event that include event title and date 4) At least one Parent/Family Evaluation of the event 	

CITY OF SEATTLE FAMILIES AND EDUCATION LEVY REFERENCE GUIDE

APPROPRIATE USES OF FAMILY & EDUCATION LEVY FUNDING

The intent of the guidelines below is to inform schools' budgeting of City of Seattle Families and Education Levy (FEL) funding. All Levy expenditures must be linked to services or supports targeted to improving outcomes for Levy focus students. These services should be identified in your approved Levy work plan. Schools may be asked to provide additional information and/or data that link the proposed investment to improving their Levy-related student outcomes and indicators.

Schools can use Levy budget to fund:

- Personal Service Contracts with community-based organizations to provide academic interventions and social, emotional and family support services programming to Levy focus students.
- Supplies and materials linked to interventions for Levy focus students
- Certificated or classified FTEs (i.e. Academic Interventionist/Levy Coordinators) and/or extra time for services to Levy focus students during extended learning opportunities (e.g. before or after school, during Saturday programs, school breaks).
- Extra time for certificated or classified staff for professional development opportunities that will allow staff to meet the needs of Levy focus students.

The City of Seattle Department of Education and Early Learning (DEEL) will approve on a case-by-case basis Levy budget to fund:

- Additional certificated or classified FTEs who will provide services during the school day for Levy focus students. The FTE must add to and **not supplant** the allocation provided to the school by the district. For example, if a school is allocated 4.50 certificated FTE teachers from the district, the school can use Levy base budget to fund an additional 0.50 certificated FTE teacher to provide interventions for Levy focus students during the school day.

Schools cannot use Levy budget to:

- Supplant federal, state, or district funds for core academic services.
- Purchase general school supplies and/or textual materials for core instruction.
- Certificated, classified, or administrative staff funded by the state as part of basic education, but not allocated to schools by the district. (e.g. elementary guidance counselor positions funded by the state.)

Performance Pay Funds

- Please note that spending guidelines for "Base" funds do not apply to schools' performance pay. The intent of performance pay is to provide additional funding support to Levy focus students allowing schools flexibility in determining how to invest these dollars.
- Schools must spend their Levy performance pay earnings in accordance with district guidelines; however, they do not need to secure DEEL approval for their performance pay spending plans.

PROCESS FOR FEL LEVY BUDGET TRANSFER REQUESTS

Schools wishing to make changes to their levy “Base” budget must follow the process below.

Moving less than \$5,000

1. Principal or key Levy contact emails DEEL consultants with request, including description of how funds will be used differently.
2. Principal or key levy contact person makes draft amendments to Levy workplan that reflect the budget request.
3. DEEL consultant emails approved budget changes to Sim Henderson (shenderson@seattleschools.org), cc’ing Kenny Ching (kwching@seattleschools.org), Marie Guzzardo (maguzzardo@seattleschools.org), and DEEL staff.
4. Sim Henderson forwards approved budget changes to appropriate regional budget analyst to make changes in SAP.

Moving more than \$5,000

1. Principal or key Levy contact emails DEEL consultant with request, including description of how funds will be used differently and with draft amendments to work plan that reflect the budget request. DEEL consultant will forward on to DEEL staff for approval if it supports their Levy work plan.
2. DEEL staff emails approved budget changes to Sim Henderson (shenderson@seattleschools.org), cc’ing Kenny Ching (kwching@seattleschools.org), Marie Guzzardo (maguzzardo@seattleschools.org), and DEEL consultant.
3. Sim Henderson forwards approved budget changes to appropriate regional budget analyst to make changes in SAP.

DOCUMENTATION FOR SPECIFIC COSTS

If schools are using Levy funds to pay staff extra time associated with the work plan, schools must maintain adequate documentation as required by SPS guidelines to validate the use of those funds (student attendance sheets at extended learning opportunities, staff attendance sheets at professional development, information regarding scope of work with students, adherence to district guidelines regarding payment of extra time for out of school hours and planning time and payment guidelines for extra time based on the CBA).

FEL LEVY BUDGET CODES

		Elementary	Middle	High
Fund Code	Current Year Base Levy & Performance Pay	1L74	1F68	1H48
	Prior Year Performance Pay	1AA6	1AA2	1AA4

Cost Centers	Current Year Base Levy	__ L792XEJ0	__ L792XTE0	__ L792XYJ0
	Current Year Performance Pay	__ L7927EP0	__ L7927TD0	__ L79276N0
	Prior Year Performance Pay	__ L7927A60	__ L7927A20	__ L7927A40

LIST OF IMPORTANT FORMS

The following list of forms can be found in fillable format on the internal ["MySPS budget office webpage"](#) under *"Budget Forms."*

- Intent to Apply for a Grant
- Request for Advance Commitment to Expend Grant Funds
- English Learners School Plan
- SAEOP Office Staffing Plan
- Stakeholder Identification of Budget Process Concern
- Statement of Assurance
- WSS Waiver Request
- SEA Waiver Request
- PASS Waiver Request