

## **Section Four**

### **Central Service Allocations**



## Central Services

This section lists some of the centrally funded positions that are assigned to schools. The Central Services section also has guidelines on how to purchase additional central services.

**Note:** The availability of funding for Drug/Alcohol counselors is not known at this time. Until further notice, schools should plan to use their own funds to retain a Drug Alcohol Counselor.

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## **NURSING SERVICES**

The nursing allocation model has been held stable for FY 07-08. The base continues to be approximately one (1.0) FTE/2500 students. However, the following will be applied.

1 - Schools under 250 will receive .2 FTE

2 - In order to preserve the K-4 ratio of certificated staff to number of students, there will be no reduction in the total elementary allocation.

3 - After the initial base distribution is completed, nurse funding is to be distributed to achieve highest nurse to student ratio in schools with greater percent of students with health concerns, free and reduced lunch, special education needs, English as a second language needs, high turnover of students mid year, and failed WASL scores.

### **Family & Education Levy**

This grant allocation will not purchase as many nurses in FY 2007-08. The allocation presented here for schools with health centers is recommended for 2007-08. The allocation process is described above in Number 3.

8.4 FTEs of nurses funded by FEL are allocated to 14 Schools with School Based Health Centers. Nurses will align their work to the required Family & Education Levy grant goals/targets. This is a .5 FTE reduction from this year.

### **Purchasing Additional Nurse Time**

Schools may purchase additional portions of FTE (nurse time) to augment the central allocation they receive. If baseline funding is used, the average nurse salary of \$79,041, which includes benefits should be used to calculate the amount of budget needed. If Self Help or grant funding is used, the salary should be calculated at actual cost and a Budget Analyst should be consulted.

### **Assuring Care for Students**

Early in the school year 2007-08 building administrators are encouraged to meet with nurses and plan delegation of care of students including: medication administration when the nurse is not in the building and time for staff training for mandated training requirements and to assure sufficient CPR and First aid trained staff in building.

### **Immunization Compliance**

During the budget process, Student Health Services encourages discussion that sufficient resources are available at the building level to support full immunization compliance in 07-08.

### **Supplies for Health Needs at Schools**

It is recommended that each school set aside \$1.50 per student for the consumable health room supplies to ensure first aid supplies are available to the general student body. Health Services will continue to support nursing durable medical equipment. Some special needs classrooms require added supplies such as gloves, diapers, etc to meet student needs. Additional budget may be needed for these type of costs within the Special Education cost center and budget in the school.

### **Camp and Other Field Trips**

If schools require additional nursing time to cover your building AND a nurse to accompany students during a field trip or camping trip, budget sufficient funds pay for the added nurse time. This should be included in the planning cost for camps and field trips.

## Nurse School Allocations

School	FTE		School	FTE
	2007-08			2007-08
<b>Elem. K-8,K-12</b>				
Adams	0.2		Lowell	1.0
AAA	0.4		Loyal Heights	0.2
Alki	0.3		Madrona	0.5
Arbor Heights	0.2		Maple	0.4
Bagley	0.2		McGilvra	0.2
Beacon Hill BH	0.3		Minor/King	0.3
Blaine BL	0.3		Montlake	0.2
Brighton	0.3		Muir	0.3
Broadview	1.0		New School	0.2
Bryant BY	0.3		North Beach	0.2
Coe	0.2		Northgate	0.2
Salmon Bay NC	0.3		Olympic Hills	0.2
Concord	0.3		Olympic View	0.2
Cooper	0.3		ORCA****	1
Day	0.2		Pathfinder AE #4	0.3
Dearborn Park	0.4		Pinehurst AS #1	0.2
Decatur AE #2	0.2		Rogers	0.2
Dunlap	0.4		Roxhill	0.3
Emerson	0.4		Sacajawea	0.2
Highpoint	0.4		Sanislo	0.3
Gatewood	0.2		Schmitz Park	0.2
Gatzert	0.4		Stevens	0.2
Graham Hill	0.3		Summit K-12	0.5
Green Lake	1.0		Thurgood Marshall	0.4
Greenwood	0.2		TOPS	0.3
Hawthorne	0.3		Van Asselt VA	0.5
Hay	0.2		View Ridge	1
Highland Park	0.4		Wedgwood	1
Kimball	0.4		West Woodland	0.2
Lafayette	0.2		Whittier WR	0.2
John Stanford Int'l	0.2		Wing Luke WL	0.3
Laurelhurst	0.2		Float	1.4
Lawton	0.2			23.8
Leschi	0.2			

## Nurse School Allocations Cont.

School	FTE	
	2007-08	FEL
<b>Middle school</b>		
Eckstein EC	0.5	
Denny DY		0.5
Hamilton HA	0.5	
Madison MA		0.5
McClure MC	0.4	
Meany MR	0.4	
Mercer MY	0.6	
Aki Kurose AKI		0.5
Washington WA		0.5
Whitman WH	0.6	
<b>High School</b>		
South Lake	0.2	
Middle College	0.2	
NOVA	0.2	
BOC/Old Hay SD	0.3	
Ballard		0.7
Center School CS	0.2	
Cleveland		0.5
Franklin		0.9
Garfield		0.7
Nathan Hale		0.5
Ingraham		0.8
Rainier Beach		0.4
Roosevelt		0.7
Sealth		0.6
West Seattle WS		0.6
Interagency	0.3	
Preschool assess	1.0	

## (CTE) VOC PCP GUIDELINES 2007- 08

PCP is an abbreviation for Preparation, Conference, and Planning. In Career and Technical Education (CTE) programs, PCP has been assigned to your school by position, and used to provide release time from teaching, to help launch new programs, and to reduce class sizes for specific Career and Technical Education programs that meet OSPI program standards

The new system of PCP allocation will allow you, within specific parameters, to make the PCP allocations; the amount of PCP you have is based upon the amount of student CTE FTE in your school from the previous year.

Below is the chart showing the allocation of PCP specifically for supporting the Career & Technical Education programs in your high school. Beginning with the 2007-08 school year PCP will be allocated to your school in a lump sum, and you will need to distribute it according to the rules, which are explained below. We will be working with the Budget and Human Resource Departments to ensure that your PCP distribution is in compliance before your staffing plan and budget for 2007-08 is approved. We are excited about moving to this new system, because you will know how much PCP you have before the staffing process begins in earnest, and also, by learning the rules herein, you will also be learning the attributes of high-quality and state-approved Career & Technical Education programs, and be in charge of developing your school's programs.

As stated, the amount of PCP allocated to your school is based on the amount of CTE student FTE in the previous year. That number is multiplied by a factor (for 2007-08, 9% of student FTE minus allocation for Cisco Networking) that produces the allocation amount. When the student FTE in CTE goes up (for example, as you offer more programs, take advantage of cross-credited CTE courses, increase enrollment in existing programs) in your school, so does the allocation. The multiplier will also go up, as central office expenses remain flat. In other words, together we can create an upward spiral of increased offerings and increased resources to support them.

PCP is provided to help schools offer strong Career & Technical Education programs that meet state standards. As much PCP as can be afforded is allocated, but this expenditure must be balanced with the equipment, supply, professional development and other student and teacher needs that the Career & Technical Education Department supports. It is the responsibility of the school to ensure that all OSPI standards for state-approved CTE programs are met. CTE Pathway Specialists will help you understand these standards. Standards for CTE programs can be found at <http://www.k12.wa.us/CareerTechEd/CTEstandards.aspx> and are cited in the user chart on the next page.

### **Rules for PCP Allocation, 2007 08**

High School CTE programs are defined below and designated by the site defined code (last three digits of the ten digit cost center code).

Code	Program Area
121	Technology Education
141	Business Education/ Information Technology, and IT/Cisco
151	Agriculture Education
171	Marketing Education
181	Trade and Industry Education
1F1	Diversified Occupations Education (Work-Based Learning Instructors)

## (CTE) VOC PCP GUIDELINES 2007-08 Cont.

The Weighted Student Formula includes funding for your career and technical education teachers, i.e., the CTE funding for those teachers' salaries is in your school budget. Only teachers with valid CTE credentials teaching state-approved CTE courses can be charged to the appropriate programs and codes listed above.

**For comprehensive high schools with over 550 students, All CTE PCP allocation must follow ALL of these rules:**

1. All CTE PCP must be allocated to a CTE-credentialed teacher.
2. That teacher must be teaching state-approved CTE courses at least 0.7 time.
3. That teacher must be a fulltime employee.
4. No more than 0.3 FTE can be allocated to a single teacher.

**All CTE PCP allocation MUST meet AT LEAST ONE of the following criteria, i.e., this is the 'menu' from which you can select designations for your school's PCP allocation. So, with your school's PCP you can:**

CRITERION	STANDARD
1. Provide a coordinating period for a marketing teacher who teaches Marketing Applied	<b>9. CTE instructors are provided time and resources to connect student learning with work, home and community.</b> 4.2 Deliver core-employability skills 1.8 Work-based learning opportunities as identified by OSPI(OSPI CTE Standards)
2. Provide a coordinating period for teachers who need to coordinate students in embedded student field (work-based learning) experiences: i. e., Careers in Education, career academies, ProStart.	<b>[See #1]</b> 4.2 Deliver core-employability skills 1.8 Work-based learning opportunities as identified by OSPI
3. Allocate PCP to a teacher whose classroom has power tools or other hazards, using it to compensate for reduced class size that ensures student safety.	10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom. (OSPI CTE Standards)
4. Allocate PCP to a teacher when the size of the classroom or facility cannot accommodate a larger class; it is used to compensate for a reduced class size.	10. CTE programs are structured so that supervision, safety and the number of training stations determine the maximum number of students per classroom. (OSPI CTE Standards)
5. Provide a coordinating period for a lead teacher in one of Seattle Public Schools' career academies, if that lead teacher is a CTE teacher. Seattle Public Schools' ten career academies are:  <ul style="list-style-type: none"> <li>• <b>Finance</b> @ Ballard, Franklin &amp; Sealth</li> <li>• <b>Hospitality &amp; Tourism</b> @ Ingraham &amp; Sealth</li> <li>• <b>Information Technology</b> @ Ingraham</li> <li>• <b>Biotechnology &amp; Maritime</b> @ Ballard</li> <li>• <b>Public Service &amp; CREATE</b> @ Franklin</li> <li>• <b>Environmental Science</b> @ West Seattle</li> </ul>	1.7 Instruction in all aspects of an industry associated with a specific CTE course. (OSPI CTE Standards)  Washington Learns, Personalized Learning, Strategy 5.
<b>Note: If the lead teacher is not CTE, PCP can be allocated to the CTE teacher, but the period provided to the non-CTE lead teacher.</b>	

## (CTE) VOC PCP GUIDELINES 2007-08 Cont.

CRITERION	STANDARD
1. Provide a coordinating period for a Family & Consumer Sciences teacher.	<p><b>9. CTE instructors are provided time and resources to connect student learning with work, home and community.</b></p> <p>2.2 Balancing family, career, and community roles</p> <p>2.3 Extended learning into the community; managed by CTE instructors (OSPI CTE Standards)</p>
2. Provide a coordinating period for a Marketing teacher to supervise or coordinate a student store and/or Marketing training lab.	<p>5. Employability skills are integrated into the content of each course and students in CTE programs participate in some form of work-based learning.</p> <p>1.3c Learning/ training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development (OSPI CTE Standards)</p>
<p>3. Support a teacher when there is no other PCP support for a teacher in that pathway. The five CTE Career Pathways are:</p> <ul style="list-style-type: none"> <li>• Arts, Communications &amp; Media</li> <li>• Business, Marketing &amp; Information Technology</li> <li>• Health &amp; Human Services</li> <li>• Science, Engineering &amp; Industry</li> <li>• Agriculture and Environmental Science</li> </ul>	<p>Seattle Public Schools Career + Technical Education Policy C52.00</p>
4. Support a teacher in a CTE program that is new to the school, i.e., in its first three years.	<p>Seattle Public Schools Career + Technical Education Policy Procedure C52.01</p>

### Rules for PCP Allocation, 2007-08

**For comprehensive high schools with 550 or fewer students, Nova, Southlake, Interagency, Center, City Campus , Middle College or other alternative programs, PCP allocation amount is calculated by the same formula, but the school leadership and the CTE Department liaison will collaboratively determine distribution.**

#### ADDENDUM

Schools, teachers, and the CTE Department share the responsibility for ensuring that all CTE programs meet state standards. The PCP allocation is there to help with this, but state standards must be met regardless of how a principal decides to use the school's PCP. For staffing purposes, these standards include:

- Teachers of Marketing Applied must be provided with a coordination period.
- Work-based Learning Instructors must be provided with a coordination period for each 25 students enrolled in internships.

**(CTE) VOC PCP GUIDELINES 2007-08 Cont.**

<b>School</b>	<b>2007-08</b>	<b>Cisco</b>
Ballard	1.9	
Cleveland	0.6	
Franklin	1.6	0.4
Garfield	1	
Nathan Hale	1.1	
Ingraham	1.5	
Rainier .Beach	0.3	
Roosevelt	1.8	0.2
Sealth	0.9	
West Seattle	2	
Interagency	0.2	
Marshall	0	
Nova	0.1	
Center	0.1	
Summit K- 12	0.1	
Middle Coll.	0	
City Campus	0.4	
<b>Total</b>	<b>13.5</b>	<b>0.6</b>

# GUIDELINES FOR SCHOOL LIBRARIES

Below are definitions of the role, played by a school library and teacher-librarian, as written by a combined Seattle School District and Seattle Education Association Task Force. This page describes the library and teacher-librarian, and the following page is a checklist of factors to achieve these goals.

## **School Library Vision Statement:**

Academic achievement for every student in every school by ensuring that students are effective users of ideas and information.

## **School Library Mission Statement:**

The resources of a school library, and the teacher-librarian's knowledge, skill and passion for learning, increase the academic achievement of students by teaching them to be effective users of ideas and information. This is accomplished by:

- Providing access to materials in all formats,
- Promoting interest in reading, viewing, using, and creating information and ideas, and
- Working with other teachers to integrate resources and technology into the curriculum.
- Providing support and resources for all Washington State Essential Academic Learning Requirements, and the appropriate Grade Level Expectations.

## **What is a Teacher-Librarian?**

**A school teacher-librarian is a certificated teacher with specialized training and endorsement whose job is to:**

### **Teach Information Skills**

- Teach a standards-based curriculum of information skills in collaboration with classroom teachers,
- Teach students and teachers to integrate the use of technology into their teaching and learning,
- Provide space for teaching and learning with library resources.

### **Advocate for Literacy**

- Be part of the school's team approach to making proficient readers.

### **Manage Information**

- Develop, organize and maintain a collection of print, non-print, and electronic resources that are integral to the school's curriculum,
- Be a resource person for the faculty and administration,
- Manage the resources, budget, usage, and staff of the library,
- Know the school's curriculum, and help integrate a variety of resources, technology, and teaching and learning styles,

Identify and promote the services of public libraries, and other community resources.

## GUIDELINES FOR SCHOOL LIBRARIES Cont.

### What is a School Library?

A school library is a physical and virtual space which:

- Is an enriched area, organized as good teaching and learning space, able to accommodate individuals, small groups, and one or more classes,
  - Provides learning resources in all formats--either in the library, the building, or the school community--for that school's curriculum,
  - Is where resource-based teaching and learning can occur with print and electronic resources,
- Is an inviting, beautiful, well-used place for all students and the school community

RCW 28A.320.240

Washington State criteria for quality school library media programs

<http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.320.240>

WAC 392-204-0009

Washington State definitions of "teacher-librarian" & "school library media program"

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-204-009>

WAC 392-204-020

Washington State school library media programs

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-204-020>

WAC 392-204-025

Washington State teacher-librarian services/expectations

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-204-025>

WAC 392-204-055

Washington State expectation of school library resources

<http://apps.leg.wa.gov/WAC/default.aspx?cite=392-204-055>

## CHECKLIST “LIBRARY STUDENT FUNDING ALLOCATION” 2007-08

This page is a companion page to “Guidelines for School Libraries 2007-08”. It is a checklist of items recommended in order to achieve the goals for school libraries;

### Certificated Librarian

**A fulltime certificated teacher-librarian is highly recommended in each school.**

FTE BUDGETED FOR FY08 = \_\_\_\_\_

### Assistant Time

FTE BUDGETED FOR FY08 = \_\_\_\_\_

### Book Budget (Commitment 5602)

A recommended, annual, minimum library book budget range for each school level is suggested below. These are minimum amounts needed to keep a collection aligned with a school’s curriculum and student reading and interest levels. Larger schools may need to spend more than these ranges.

Elementary:	RECOMMENDED MINIMUM =	\$3,000-\$6,000
	BUDGETED FOR FY08=	\$ _____
K-8:	RECOMMENDED MINIMUM =	\$5,000-9,000
	BUDGETED FOR FY08 =	\$ _____
Middle:	RECOMMENDED MINIMUM =	\$6,000-10,000
	BUDGETED FOR FY08 =	\$ _____
High:	RECOMMENDED MINIMUM =	\$8,000-12,000
	BUDGETED FOR FY08=	\$ _____

### Electronic Resources (Commitment 5605 or 5606)

Depending on the needs in your building, funds may need to be allocated in your library budget for:

Online database subscriptions \$ \_\_\_\_\_

New computers, equipment, peripherals \$ \_\_\_\_\_

**Periodicals** (Commitment 5603) Magazine budget \$ \_\_\_\_\_

**Supplies** (Commitment 5100) Supply budget \$ \_\_\_\_\_

**\* Librarians shall not provide a substantial amount of PCP time, (not more than 1/2 their time) during their librarian assignment**

# GUIDELINES FOR PURCHASING CENTRAL SERVICES

## Purpose

Provide a system to allow schools to purchase needed customized services using school-based funds.

## Guidelines for Purchasing Staff

- A school may purchase additional central services **when the resources are available**, and the school wishes to enhance the level of a central service. Use the Purchased Service Cost table in the next pages to determine the cost of a position or service. If the service you wish to purchase is not on the list, contact your Budget Analyst for assistance.
- Schools may use WSF, Title I, LAP, I-728, other grants, and Self-Help funds to purchase partial central service positions. Schools should work with their Budget Analyst if they plan to use Title I, LAP, I-728, or other grants to ensure compliance with grant restrictions. WSF, Title I, LAP, and I-728 are budgeted at average but expensed at actual. Self Help and other grant funded positions need to be calculated at actual salary levels if known, and will also be expensed at actual salary levels.
- During the budget development process, schools must choose the type of services they plan to purchase 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, and with your budget analyst to determine the amount of budget needed to support the staff.
- Designating a purchased service in the budget process acts as a final commitment of funds for that service.

## Guidelines for Purchasing Non-Staff

- Schools should try to use WSF or Self Help to fund non-staff services such as contracts, workshops or facilities services purchased from central organizations to avoid restrictions on grants such as Title I, LAP and I-728.
- All Facilities Services (movers, grounds, maintenance, custodial and security services) are budgeted under commitment item 0704 "District Services".
- All Publishing Services (large print jobs, laminating, binding) are budgeted under commitment item 0510 "District Printing".
- All Child Nutrition Services (catering) are budgeted under commitment item 0590 "District Supplies and Equipment".

## Purchased Central Service Cost

*Initial allocations all staffed centrally unless otherwise noted.*

Job Code	Position Title	Commitment Item	Average Compensation for 1.0 FTE including benefits	Restrictions
1730	Nurse	24701730	\$79,041	Additional school based increments of minimum .1 may be purchased. Work with Health Services. See Page 70
1705	Teacher - Instrumental Music	23101705	\$85,518	Additional school based increments of minimum .1 may be purchased. Work with Visual & Performing Arts.
6331	Drug/Alcohol Intervention Res Spec	39106331	\$61,945	Position <u>cannot</u> be used to teach classes. Additional school based increments of minimum .2 may be purchased. Jointly supervised. Work with Student Services.
1259	Consultant (D/A)	24001259	\$91,106	Position can be used to teach classes. Additional school based increments minimum of .2 may be purchased. Jointly supervised. Work with Student Services.
6380	Family Support Worker	39106380	\$55,173	These positions staffed in schools but report to FSW Program. Additional minimum 0.5 increments may be purchased. Work with FSW Program Manager.
1765	School-Based Professional Dev Coach	24001765	\$79,829	Additional school based increments minimum .5 may be purchased. Staffed in activity 21 this year in schools. Work with Instructional Services & Budget Analyst.

**Purchased Central Service Cost Cont.**

*Initial allocations all staffed centrally unless otherwise noted.*

<b>Job Code</b>	<b>Position Title</b>	<b>Commitment Item</b>	<b>Average Compensation for 1.0 FTE including benefits</b>	<b>Restrictions</b>
	Computer Support Analyst I 204 Day	7995	\$51,449	Position is staffed centrally. The cost is billed to the school in commitment item 7995. Work with Dept. of Technology Services.
	Lead Data Control Specialist 260 Day	7995	\$63,047	Position is staffed centrally. The cost is billed to the school in commitment item 7995. Work with Dept. of Technology Services.
	Network Analyst I 201 Day	7995	\$53,428	Position is staffed centrally. The cost is billed to the school in commitment item 7995. Work with Dept. of Technology Services.
	Network Analyst I 260 Day	7995	\$65,572	Position is staffed centrally. The cost is billed to the school in commitment item 7995. Work with Dept. of Technology Services.
7799	Hourly Tech Support (U-Wired College Student)	30597799	\$6,600	Budget in School based on a min 10 hour week, minimum 10 weeks. 36 weeks is \$7,200. Work with Dept. of Technology Services.

**\*Actual Costs are subject to slight changes, please check with your Budget Analyst**

*For additional assistance contact the following managers:*

<b>Health Services</b>	<b>Jill Lewis</b>	<b>252-0752</b>
<b>Visual/Performing Arts</b>	<b>Tim Burke</b>	<b>252-0188</b>
<b>FSW Program</b>	<b>Thelma Payne</b>	<b>252-0950</b>
<b>Dept of Technology Svc.</b>	<b>Tracy Lott</b>	<b>252-0467</b>