

Section One

General Guidance

General Guidance

This section contains information regarding the major changes that have taken place for the FY 2006-07 budgeting process as well as some guidance relating to SEA Bargaining contract highlights. You will also find the Budget Checklist, Statement of Assurance, Process for Resolution forms for your guidance.

Contents:

Major Changes to Budget Development
Instructions for Developing Your Budget
School Planning and Budget Timelines
Contacts for Technical Assistance
2007-2008 Budget Checklist
Guidance for School Budget Decision Making Process
Process for Resolution of Concerns
Questions and Concerns from Stakeholders
Statement of Assurance form
Office Staffing Plan
Office Staffing Plan Form
Labor Relations Highlights

Major Changes to Budget Development

Budget Development Process

As in the previous years, we must continue to be prescriptive as we develop our budget plans for FY 07-08 to protect planned revenue. We will need to provide specific direction with resource decisions both centrally and with schools if we are to be successful in maintaining planned revenue and addressing increased requirements of No Child Left Behind (NCLB).

For schools, this means continuing to pay attention to the budgeting of stipends, hourly, supplies and other non-staff items in addition to meeting the standard expectations around minimum pupil/teacher ratios, assignment of staff to specific fund sources, and careful adherence to requirements for appropriate use of grant funds. The electronic school budget development tool will be partially completed to reflect the minimum expectations for the use of Weighted Student Formula funds.

Schools will be asked to revise budgets that do not appear to be addressing basic program needs or do not seem to be using funds appropriately. Budget analysts will be available to provide specific guidance and answer questions.

Student Funding Allocations

Weighted Student Formula

- WSF per pupil base and foundation funds have been inflated to account for increases in average staff costs.
- Four dollars per student has been added to the formula to fund costs related to the District's new bargaining agreement with PASS members.
- Half of the school closure first year savings has been applied to the Foundation Allocation.
- The WSF allocation for supplies is unchanged.

I-728 Student Achievement

- The total allocation for FY 07-08 will be \$179 per Average Annual Full Time Equivalent Enrollment (AAFTE).
- In addition, \$2.0M has been set aside for added High School program offerings.

Learning Assistance Program (LAP)

- There is no change in the allocation formula for LAP in FY07-08.
- LAP will serve grades K – 12.
- LAP revenue is expected to be lower in FY07-08 resulting in a projected \$242,044 reduction to buildings.
- Changes in staffing costs may reduce the purchasing power of buildings, depending on how schools choose to use their funds.

Major Changes to Budget Development Cont.

Title I

- Title I revenue is projected to remain unchanged for FY 07-08 and the allocation formula will not change.
- Changes in staffing costs may reduce the purchasing power of buildings, depending on how schools choose to use their funds.

Special Education

Schools are no longer required to complete the Special Education Budget Checklist

Prudent Reserve / Contingency Reserve Requirement Removed

Schools are not required to set-aside a reserve to address potential funding reductions in the fall. The Principal should consult with their Instructional Director if there is a concern that enrollment projections are too high and a contingency reserve is needed.

Commitment Item Changes

There are few new commitment items that schools should be aware of for budgeting purposes:

- **23201211** for High School Comp. Ed. Teachers. These teachers provide supplemental support
- **23201206** Middle School Comp. Ed. Teachers These teachers provide supplemental support
- **23101195** for Elementary Comp. Ed. Teachers These teachers provide supplemental support
- **23101185** for Kindergarten Comp. Ed. Teachers. These teachers provide supplemental support

Secondary Stipend Change

Chemical Hygiene Office Stipend 20220555 was added for FY 06. In FY 07 the stipend was paid by Risk Management Department , beginning in FY 2007-08, this cost will be the responsibility of the school.

Instructions For Developing Your Budget

The Building Leadership Team (BLT) with the leadership and facilitation of the Principal, is responsible for leading the preparation and submission of the school's annual budget and is accountable for all aspects of the budget. The BLT works collaboratively with the Principal, and community. It is expected the BLT will use group process skills and collaborative involvement techniques to ensure all student needs are surfaced and addressed to the extent possible. Education Directors can help guide BLT teams in these techniques. Stakeholders for these meetings are certificated and classified staff, and parents/community members, and they are to be authentically involved in decision-making using the schools decision-making matrix. Students represent a stakeholder group that should also be involved at the middle school and high school levels.

1. Review Your School's Transformation Plan

Your School Transformation plan forms the foundation for your program and resource planning. Develop a list of your budget priorities based on the School Transformation Plan and the data and evidence of effective strategies that are working to improve student achievement and reduce disproportionality in achievement and discipline.

2. Review Your Student Funding Allocation Information

Your Weighted Student Formula Allocation information can be found on the inside web site for the following information:

Blue Book <http://inside.seattleschools.org/area/finance/bluebook/08/index.htm>

- Total Weighted Student Formula & Other Allocations,
- Enrollment Projections

Green Book <http://inside.seattleschools.org/area/finance/greenbook/08/index.htm>

- Special Education Compliance Planning, and
- Bilingual Education Compliance Planning.

The Student Funding Allocations page shows the total 2007-2008 Weighted Student Formula allocation for your school. Note total funds available and changes in the number and mix of students projected for your school. Review your Special Education and Bilingual Compliance Planning information and note total WSF funds generated by your bilingual and special education students. These figures will be key to your categorical program planning. Also review your school's other funding allocations as shown on the Student Funding Allocations page.

The Weighted Student Formula delivers funding in two parts. The Foundation Allocation is given to each school to support basic administrative operation of the school. This year, an additional amount was included in the Foundation Allocation to reflect SEA and PASS negotiated phone and travel allowances. The Weighted Student Allocation is attached to each student and varies by the grade level and characteristics of the student. The combination of these two components constitutes the total WSF allocation to a school. As you begin your budget development process, please note that you are responsible for meeting contractual and regulatory requirements with these funds before budgeting for flexible items. The electronic school budget development tool will include a staffing model that will allow schools to confirm that their staffing meets the minimum requirements

Other allocations such as I-728 and Comp Ed. (LAP & Title I) should be used to supplement the basic program funded by the WSF allocation.

Instructions For Developing Your Budget Cont.

3. Review Program Description and Compliance Information

Carefully review program description and compliance guidance. Take particular note of changes in requirements surrounding your Bilingual, Special Education and Compensatory Education programs.

4. Complete Bilingual Service Delivery Plan for Instructional Programs. Determine your school instructional program models for 2007-08. You need only complete a Service Delivery Plan for your Bilingual Program this year. You may use a budget checklist to review the general framework for your categorical program budget planning but you do not have to submit a form. This will assist in the process of compliance review and identification of unmet needs.

5. Develop Budget

Use the Weighted Student Formula allocation to build a budget that funds minimum certificated staff/student ratio requirements, meets minimum Bilingual and Special Education program requirements, and provides a basic program for all students

Specific financial compliance targets for Bilingual and Special Education are not required. However, minimum program requirements must be met. We are continuing to implement a process intended to guide principals and their planning teams through the steps needed to build these program budgets appropriately for the program models offered at individual schools and to comply with regulatory requirements.

Although the Advanced Learning program (i.e., Accelerated Progress Program, Spectrum, and Advanced Learning Opportunities) does not generate special characteristic dollars through the Weighted Student Formula, funds from your Weighted Student Formula should be used to support the Advanced Learning program.

Use grant funds to supplement and enhance the basic program funded by the WSF.

As you develop your budget consider your programs in the following order:

1. Service for your special education students;
2. Service for your bilingual education students;
3. All regular education contractual and regulatory requirements;
4. Remaining non-grant program services;
5. All grant and entitlement funding program services.

The Budget Office will send your electronic School Budget Development file by e-mail. Use the School Budget Development Tool to indicate how you will allocate your student funding allocation in the budget. Student funding allocations and the budget forms and instructions are also available on the Budget Office web page <http://inside.seattleschools.org/area/budget/schoolbudgeting08.htm>

6. Review School Budget Checklist

Use the school budget checklist form as a prompt to remind you of the budget development requirements and ensure that you have considered the needs of all groups in your school.

Instructions For Developing Your Budget Cont.

7. Complete Statement of Assurances and Submit Budget

Budget packages are due to your school director by noon, Monday, March 12th. A central leadership and technical support team lead by Education Directors will review all school budgets for:

- 1) alignment with the school transformation plan,
- 2) compliance with contractual and regulatory requirements,
- 3) certification of participation, and
- 4) identification of unmet needs.

The team will contact principals when budget and program changes are necessary to meet these requirements. Principals need to be available March 19 – 23 to answer questions and meet if necessary to resolve issues.

8. Implement Changes Requested During Review meetings

Your Employment Services and Budget Analysts will assist you in completing any technical revisions required as a result of the technical review meetings.

School Planning and Budget Development Timelines

<u>Activity</u>	<u>Date</u>
• Projected budget allocations and staffing information will be emailed to school Principals	Feb 16
• Budget Office provides on-going technical support and one on one training to Schools.	Feb-March
• Schools complete their staffing and school-based budgets	March 12
• District technical staff review school budgets for compliance issues and reconciliation problems	March 12 - 16
• Education Directors complete review and approval process With technical support staff and schools as necessary.	March 19-23
• District wide staffing plan delivered to Human Resources	April 2
• Classified Reduction in Force notifications received	April 20
• Certificated Reduction in Force notifications received	May 15
• Superintendent's Recommended Budget presented to Board	June 20
• Board adopts 2007-2008 General Fund Budget	July 11
• WSF October Enrollment count	Oct 1
• WSF October adjustments and 06-07 carry forward distributed to schools	Nov 1

Contacts for Technical Assistance

<u>Nature of Request</u>	<u>Primary Contact for Technical Assistance</u>	<u>Tele #</u>	
Planning, Scheduling Policy	<u>School Directors</u>		
	<u>Elementary Schools</u>		
	Gloria Mitchell	20399	
	Pat Sander	20393	
	Patrick Johnson	20397	
	Carla Santorno	20180	
	Michelle Corker-Curry	20056	
	<u>Middle / K-8 Schools</u>		
	Ruth Medsker	20398	
	<u>High Schools</u>		
	Phil Brockman	20395	
	<u>Non-Traditionally Graded Schools</u>		
	Ammon McWashington	20151	
	Overall Budget Development Process	<u>Budget Office</u>	
Linda Sebring, Budget Director		20242	
Weighted Student Formula (methodology/weights)	Kevin Kent, WSF Analyst	20245	
Technical Assistance Developing Your School Budget	<u>Elementary Schools</u>		
	Renee' Burchfield	20224	
	Jennifer Diles	20240	
	Cheryl Klinker	20096	
	Jenny Cassel	20094	
	<u>Middle Schools</u>		
	Sherry Johnson	20246	
	<u>High Schools</u>		
	Leora Tyau	20255	
	<u>Non-Traditionally Graded Schools</u>		
	Sim Henderson	20223	
	Assistance in Interpreting Program Requirements, Expectations and Restrictions	<u>Compensatory Education (Title 1 / LAP)</u>	
		Barbara Salo, Program Supervisor	20192
		<u>Bilingual Education</u>	
	Irina Malykhina Program Supervisor	20074	

Contacts for Technical Assistance cont.

<u>Nature of Request</u>	<u>Primary Contact for Technical Assistance</u>	<u>Tele #</u>
	<u>School Services</u>	
	Duggan Harman, Operations Coordinator	20057
	<u>Gates Grant Assistance</u>	
	John Thorp	20090
Technical Assistance Grant Procurement	<u>Other Grant Programs</u>	
	Jay Iman, Grants Manager	20220
	Kevin Corrigan	20222

2007-2008 School Budget Checklist

Item	Description	Yes, No or N/A	If No, please explain.
WSF SUPPORTED PROGRAMS			
Instructional Staff - Regular Education	Does your WSF supported staff budget comply with all contractual and regulatory requirements? The electronic budget development tool will have a page to check staffing ratios.		
Instructional Staff - Bilingual (teachers)	Does the budget maintain an average ratio of students to full time teachers at no more than 70:1 for elementary schools, and 45:1 for middle & high schools?		
Office Staff	Did you adequately staff your school office? If considering office staff reductions (including FTE level or work year), or if office staff consider current staffing levels to be insufficient, complete the Office Staffing Plan form. If applicable, submit a copy of the Office Staffing Plan with your staffing forms for Human Resources.		
Special Education Program	Did you build your Special Education budget according to the requirements in the Special Ed. instructions on pages 30-33?		
Transitional Bilingual Program	Did you build your Transitional Bilingual budget according to the requirements in the TBE instructions on pages 36 - 38? Remember to complete the Bilingual Education forms & e-mail copies of the completed forms to Student Services.		
IKON copier	Does the budget have an adequate amount for copier costs? At a minimum, the IKON budget should be equivalent to the amount charged in 2006-2007. This amount is included in the electronic school budget development tool.		

2007-2008 School Budget Checklist

Item	Description	Yes, No or N/A	If No, please explain.
WSF SUPPORTED PROGRAMS			
Supplies	Does the supply budget account for general office supplies, program or department needs, and potential unanticipated expenses.		
Hourly	<p>Have you budgeted for hourly positions that will continue in 2007 – 2008?</p> <hr/> <p>Reminder: Use of Hourly staff in Elementary schools may be limited. Please review the Labor Relations Highlights section of the Green Book for guidance</p>		
Stipends	<p>Did you fully fund stipends at the 2006 - 2007 level? Or have you notified your staff that you plan to eliminate their stipend.</p> <hr/> <p>Any stipend related work performed at the beginning of the school year must have been budgeted during budget development. Work performed before it is budgeted may delay payment for the employee and will place schools at risk of funding a grievance settlement out of their budgets.</p>		
Professional Development	<p>Does the budget have resources for professional development activities?</p> <hr/> <p>Did you budget extra time for part time employees required to participate in professional development outside of their regular work hours?</p>		
Department Head Days (Secondary)	Does the extra-time budget include \$6000 for 25 department head days?		
Extra-Time for Registrars (Secondary only)	Does the budget include extra-time for registrars? The amount required for your school is listed on pages 96 and 100		

2007-2008 School Budget Checklist

Item	Description	Yes, No or N/A	If No, please explain.
GRANT & OTHER PROGRAMS			
Title I & LAP	<p>Did you build your Title I/LAP budget according to the requirements in the Title I / LAP guidelines on pages 41 - 45?</p> <hr/> <p>Remember to complete the Title I/LAP forms & e-mail copies of the completed forms to Student Services</p>		
I - 728 Survey	<p>Did you complete and submit the appropriate surveys which can be found on the inside web site</p> <hr/> <p>Please e-mail this form to your Budget Analyst</p>		
Other Grants	<p>For any grant funded positions and non-staff line items, did you confirm the grant requirements and estimated grant award with the Office of Grant Procurement?</p> <hr/> <p>If the Office of Grant Procurement has not confirmed the grant award, do not include the grant funded activities in your budget.</p>		
Self-Help	<p>For any self-help funded positions and non-staff line items, have you verified that the funds are currently available? & Have you notified your Budget Analyst that you wish to reserve the funds for next year?</p> <hr/> <p>If the self help funds are not currently available, do not include the self-help funded items in your budget.</p>		
Assurances	<p>Did you complete and submit the statement of assurances form?</p> <hr/> <p>Submit a copy to your Instructional Director when you turn in your budget and staffing forms.</p>		

PROCESS FOR RESOLUTION OF QUESTIONS AND CONCERNS FROM STAKEHOLDERS

In the event any stakeholder feels that authentic involvement has not occurred,

1. The stakeholder should describe the concern and the requested action to address the concern on the Stakeholder Identification of Question or Concern Form provided on the inside web page.
2. The stakeholder should share their concern, orally and in writing, with the principal to seek resolution. The principal is responsible to review the question or concern, explain the process used, and clarify how the budget was developed in accordance with the Green Book instructions.
3. If the issue or concern is not resolved at the principal level, the stakeholder is advised to notify the Building Representative, SEA Representative and/or Parent Representative and send completed paperwork to the Education Director.
4. The Education Director will verify that the question or concern was discussed with the principal and determine
 - Whether enough information is available to respond to the stakeholder in order to deny the concern and requested action, or
 - Whether a meeting with the principal, the stakeholder, and the union representative to seek resolution is needed. If, as a result of this meeting, resolution is not reached, the Education Director, after consideration of the issues raised in this meeting, will make the final decision.

STAKEHOLDER IDENTIFICATION OF QUESTION OR CONCERN

1. Describe the concern or question.

2. Identify a proposed solution or requested action.

3. Attach a copy of the building's approved budget decision process and matrix.

Name: _____

Role: _____

Signature: _____ Phone Number: _____

Principal Acknowledgement: _____

SEA Building Representative Acknowledgement:

Statement of Assurances

Please submit the completed assurance form with your 2007-2008 Budget by March 12, 2007.

Name of School: _____ Name of Principal: _____

Statement of Participation:

I certify that classroom teachers, including special education, bilingual, Title I/LAP funded staff, specialists, and classified staff have been directly involved in the development and submittal of the school's proposed operating budget for the 2007-08 school year utilizing the agreed upon decision making process as outlined in Article II Section A Number 3 of the Collective Bargaining Agreement.

Date: _____ Signed: _____
SEA Building Representative

Date: _____ Signed: _____
Building Leadership Team Representative as designated by the BLT

I certify that parents have been directly involved in the development and submittal of the school's proposed operating budget for the 2007-2008 school year with evidence of parental participation available at the site.

Date: _____ Signed: _____
PTSA President/Parent Group Chair

Date: _____ Signed: _____
Building Leadership Team Representative

Principal's Acknowledgment **Statement of Assurances:**

I certify that:

- parents have been directly involved in the development and submittal of the proposed operating budget,
- the budget is aligned to support my School's Transformation Plan, the State student learning goals and the Essential Academic Learning Requirements,
- the attached school budget has been prepared and submitted in accordance with all District budget development guidelines, including service levels for special education, bilingual, Title I/LAP and 504/ADA as described in the Compliance Guidelines section,
- I have reviewed the budget and verified its completion utilizing the *Budget Review Checklist*,
- the level of the budget request does not exceed my school's allocation for the 2007-2008 school year, and that
- all services budgeted are in compliance with Board Policies, State and Federal Regulations and District Administrative Procedures, as well as all negotiated agreements.

Date: _____ Signed: _____
Principal/Manager

Note: This form is to be submitted with your initial budget. Submit this form again if you revise your budget as a result of October Weighted Student Formula adjustments.

If an unresolved issue or question exists as a result of the budget process, follow the procedures for resolution of questions and concerns from stakeholders, in the 2007-08 Green Book.

Office Staffing Plan

This form is to be used in the budget development process at schools and administrative offices in the event that:

- a reduction in office staffing (FTE or days) is anticipated,
- a reorganization that adds work to an office is anticipated, or
- office staff consider current staffing levels to be insufficient.

All potentially impacted employees, those facing reduction and those remaining, and their supervisor shall meet together to develop an Office Staffing Plan. In the event that a mutually agreeable plan cannot be reached, any office staff person may develop and submit an Alternative Office Staffing Plan.

At a school site, plans shall be submitted to the Building Leadership Team like any other budget options and proposals and shall be considered using the school's budget decision-making process. If an Alternative Office Staffing Plan is developed, school office staff shall have the opportunity to present the alternative plan for consideration. At an administrative office, plans should be submitted to the program manager for the department. The final Office Staffing Plan, agreed to and signed off by office staff and supervisor, and/or an Alternative Office Plan with signatures of staff submitting, shall be included as part of the school's or office budget document provided to Central Office.

Should staffing concerns remain at the time of budget submission, any office staff may complete the Stakeholder Identification of Question or Concern found in the Green Book. The Stakeholder Concern form from a school site shall be completed and sent to the Education Director. The Stakeholder Concern form from an administrative office shall be completed and sent to the Chief Operating Officer, Chief Academic Officer, or parallel level decision-maker. A copy shall also be sent to SEA. The District administrator shall review the concern and make a decision. The decision shall be communicated to the stakeholder.

Office Staffing Plan Form

Please answer the following questions and attach additional documentation as necessary. Submit to Human Resources with staffing materials.

School or Administrative Office _____ Date _____

Is this a mutually agreeable plan of those affected and their supervisor, or is it an alternative plan? _____

1. Describe in detail the existing or anticipated problems that are of concern.

2. **If this is a mutually agreeable plan**, describe the solutions that you have agreed upon. Include a description of how work will be accomplished and by whom. (Include changes that have been agreed upon such as prioritizations, redistribution and work efficiencies, elimination of assignments, allocation of time for duties, and any other changes that address the concerns described above.

3. If this is an **alternative plan**, describe the solutions that, in your view, need to be implemented. In addition, please include the following, if possible:
 - a) your view of the likely impacts if this alternative plan is rejected.
 - b) any other possible solutions that were considered and rejected.
 - c) the reasons these possible solutions were rejected, and your views on this?

Staff and/or Supervisor submitting this Plan:

_____ Signature	_____ Printed Name	_____ Job Title
_____ Signature	_____ Printed Name	_____ Job Title
_____ Signature	_____ Printed Name	_____ Job Title
_____ Signature	_____ Printed Name	_____ Job Title

LABOR RELATIONS GUIDELINES

As you consider your budget & staffing for next year, make sure your decisions take into account any collective bargaining agreement provisions that impact such decisions. To further assist you, we have cited below areas where we have had grievances filed by the Seattle Education Association. Because we have just cited certain excerpts from the labor agreement, we have noted, where appropriate, the Article and Section numbers so that you can actually look at the contract provision in its entirety. We have also highlighted via bold text, certain pivotal contract language.

I. ISSUE: SECONDARY COURSE PREPARATIONS

New contract language provides schools flexibility with prep limitations granted the arrangement is mutually agreed upon.

A reasonable workload maximum for secondary teachers is considered no more than three (3) different curriculum course preparations in no more than two (2) subject fields. The principal may make variations to these conditions after consultation with certain staff. Please refer to the 2004-09 Collective Bargaining Agreement Article IX Section B for details

II: ISSUE: CLASS SIZE

Regular Education

Maintain an average SPS ratio of students to full time equivalent teachers at no more than:

§ 26:1 for grades K-3

§ 28:1 for grades 4-5

§ 150:1 for grades 6-12 (when grade 6 is conducted using a secondary model)

III. ISSUE: USE OF CLASSIFIED HOURLY / TUTOR EMPLOYEES

Based on a Memoranda of Understanding between Seattle Public Schools and the Seattle Education Association regarding Specified Classified Hourly Work in Seattle Public Schools, there are limits to the use of hourly staff and recommended office staffing thresholds for elementary schools.

Hourly Employees Defined:

Classified hourly employees are defined as SPS employees who are compensated in the form of hourly pay only. They receive no additional benefits or other forms of compensation, except that regular part-time employees may work as hourly employees above their regular schedules.

For 2007-08: Schools must meet the following Office Staffing Minimums to be eligible to use the Classified Hourly Limitations set forth below. Enrollment is based on Oct 2006 student headcount (not FTE):

<u>Student Enrollment</u>	<u>Office Staffing Minimums</u>
Under 200:	1.0 FTE
201-300:	1.5 FTE
301-500:	2.0 FTE
501 +:	2.5 FTE

LABOR RELATIONS GUIDELINES Cont.

Hourly Elementary School Assistants:

Hourly Elementary School Assistants may be hired to work up to a total of 10 hours per week as office support.

Hourly Playground/Lunch Supervisors:

Hourly Playground/Lunch Supervisors may be hired to work up to a total of 25 hours per week. The SPS Classification and Compensation Office maintain the hourly salary schedule.

Hourly Parent/Tutor/Volunteer Coordinators:

Parent/Tutor Volunteer/Coordinators may be hired to work up to a total of 19 hours per week.

An individual classified hourly employee working in the above job titles may not work more than 19 hours per week, but one hourly worker may provide services in more than one classified hourly job title as long as the school meets both its staffing minimum and the all the classified hourly limitations described above.

As a part of the 2008 Spring budgeting and staffing process, schools will submit the hourly employee staffing that they intend to utilize for the 2007-08 school year. Education Directors shall review this information to ensure that it complies with the SPS-SEA agreements. Please consult the HR Staffing Information for specific information and processes.

If A School Does Not Meet the 2007-08 Office Staffing Minimums: If the Offices Staffing Minimums are not met, schools will be held to the limitations set forth in the 2006-09 SPS/SEA MOU regarding Specified Classified Hourly Work in Seattle Public Schools as follows:

It may employ Hourly Elementary School Assistants and Playground/Lunch Supervisors up to a total of two hours per day. In addition, it may utilize up to an annual total of \$3,700 exclusive of benefits (Annual Flexibility Amount) to hire Hourly Elementary School Assistants, Hourly Playground/Lunch Supervisors and Hourly Parent/Tutor/Volunteer Coordinators combined. Hourly Parent/Tutor/Volunteer Coordinators may be hired only from the \$3,700 Annual Flexibility Amount.

In addition to the foregoing, schools/programs not meeting the Office Staffing Minimums may annually employ classified hourly employees for a maximum of one consecutive three month period to meet administrative peak-load/additional work needs for which no budgeted regular FTE position has been allocated. Classified hourly peak-load employees shall be assigned to one 'peak-load' job code regardless of the classified hourly job titles in which they are working.

No one hourly employee may work more than 19 hours per week.

Hourly Tutors:

Hourly Tutor guidelines apply equally to schools that either meet, or do not meet, the 2007-08 Office Staffing Minimums. No one tutor may work more than 17 hours per week. A school's total annual utilization of Hourly Tutors shall not exceed the Green Book cost of a .5 FTE Instructional Assistant (\$22,540 in 2007-08). This limitation does not include the annual expenditures for tutors working in the Sound Partners or similar tutor programs that SPS and SEA agree are exempt.

LABOR RELATIONS GUIDELINES Cont.

Bilingual Tutors may be employed to provide language support K-12. Central Bilingual/ESL Services may employ Hourly Bilingual Tutors to serve students when the number needing tutoring services who speak the same language in a school is insufficient to hire a regular bilingual instructional assistant.

LAP funds may be used to provide supplementary, accelerated academic instruction to help students meet challenging state standards and to eliminate the achievement gap in secondary schools. Therefore, LAP funds can be used to fund Hourly Tutors; however LAP expenditures must be shown to supplement basic funding. Principals must complete a plan amendment form in order to use LAP funds for tutoring. Please see the LAP section on the District's web page www.inside.seattleschools.org. Such amendments must be reviewed and signed prior to initiating the tutoring.

IV. ISSUE: PLAN TO BUDGET FOR CERTIFICATED PART-TIME STAFF PARTICIPATING FULL DAYS ON PROFESSIONAL DEVELOPMENT DAYS

There is an expectation by the parties that all employees, including part-time employees, will fully participate in these mandatory days. Refer to Article II, Section B for further details. Full-time pay for part-time staff who are to work the full day on the two (2) additional Learning Improvement Days and three (3) Professional Development (Waiver) days and four (4) TRI days is to be accomplished via extra time sheets. Part time employees will be expected to work the full day on these days and will be compensated for the extra time. However, if they have an excused absence they will be charged leave based on their FTE. The schools will be responsible for this cost. Please plan for this expense in your budget.

VI. ISSUE: PREPARATION & CONFERENCE PLANNING (PCP)

Elementary PCP:

When determining the amount of PCP time specialists are providing, schools need to take into consideration the total number of minutes, as well as number of sections per week.

The Collective Bargaining Agreement (CBA) language specifies not more than 40 sections a week to provide the 150 minutes per week or 30 minutes per day, which is a total of 1200 minutes per week or 240 minutes a day.

If the specialist is providing 35 sections a week and each section is 40 minutes, the CBA language is being violated. In this example the specialist is providing 1400 minutes of PCP time per week or 280 minutes per day.

If a school wants to exceed the maximum number of sections or minutes, please contact the school's Human Resources Analyst for instructions regarding how to proceed.

LABOR RELATIONS GUIDELINES Cont.

Librarian PCP Time:

There are two basic concepts:

- 1) Librarians can be assigned no more than half of their time in providing PCP (per grievance settlement); and
- 2) The maximum number of PCP sections staff can be assigned per week is 40; for 1.0 FTE Librarians that is 20 sections (Collective Bargaining Agreement).

For example, those 20 sections can be used for PCP and/or all school reading block. If librarians are providing 60 minutes of reading per day, which is the equivalent of two 30-minute, PCP sections a day (10 sections per week), those 10 sections of reading need to be subtracted from the 20 sections, leaving 10 sections that can be assigned to PCP.

