

Section Two

Program Description & Compliance

Program Description & Compliance

The following pages contain instructions and forms necessary for budgeting programs such as Special Education, Transitional Bilingual Education, Vocational Education, Fee Paid Kindergarten, Self-Help, Title I, LAP, I-728 and other grants. Use the information in these pages to insure that your school has developed a compliant program and budget.

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SPECIAL EDUCATION

The following text outlines budget requirements and processes for developing the Special Education component of your school-based budget. For budget development assistance, you may contact the following individuals:

Manager, Special Education & Advanced Learning

Colleen Shea Stump 252-0134

Elementary Special Education Supervisors

Becky Clifford (Elementary) 252-0887

Julie Mack (B-3, Preschool, & Elementary) 252-0838

Secondary Special Education Supervisors

Michael Sanford (Middle, K-8) 252-0841

Joanie Bell (High School) 252-0832

Martha Lawson (Alternative) 252-0883

Cost Analyst: Min Yee 252-0059

State Reporting and Audit Requirements for Budget Development

- Students with disabilities are to be supported through two funding sources: 1) basic education entitlement as general education students and 2) special education support for services that go beyond those provided through the basic education entitlement and provide services outlined in students' IEPs.
- State and federal special education funds generated by students with disabilities (including WSF) may only be expended to provide educational services for students with IEPs.
- Use of special education funds for salaries of basic education employees, including but not limited to, general education teachers, nurses, librarians, counselors, administrators, and house administrators is prohibited.

Budget Development Process

- Each site is to involve at least one certificated and one classified member of the school's special education staff in developing the school-wide budget. This individual can report to the BLT any expenditure not outlined above.

Central Department Budget-Related Responsibilities

Classified centrally-based staff positions approved by Special Education needed to ensure FAPE for individual students (e.g., 1:1s).

Test kits, protocols and scoring keys/services for all evaluation activities.

Translation services for difficult-to-find languages and signing interpreters for IEP services if not available at the site.

Overages (when caseload exceeds contractually negotiated levels) caused by central assignments.

Building Budget-Related Responsibility

Cost for writing and delivering IEPs.

Compensatory education when the building has failed to provide services as specified in the IEP.

Cost of extending centrally funded subs beyond the centrally approved period.

Classified staff positions or services/equipment approved by an IEP team WITHOUT approval of central Special Education staff (e.g., 1:1). In these situations, the IEP team is dedicating building-based dollars for these services/supports.

SPECIAL EDUCATION Cont.

- ❑ Overages (when caseload exceeds contractually negotiated levels) because of local service delivery models, unless prior written agreement is reached between building staff, central Special Education administration, and SEA.

Budget Requirements (Table Revised 3/8/07)

The following table lists Special Education service delivery models and budgeting information related to each. Staffing, supplies/equipment, teacher extra time for IEP writing, and supply supports for students receiving SLP and/or OT/PT services are listed per program. If your school offers more than one program per model (e.g., your building has two BIP programs), you need to provide the staffing and supplies/equipment dollars for EACH program (for this BIP examples, this translates to 2 teachers, 4 instructional assistants, and \$3,400 in supplies). (Refer to SEA CBA pages 86-87.)

Special Education Service Delivery Models	Level	Teachers per Program	Instructional Assistants per Program	Students per Program	Supplies & Equipment (per program)	Teacher IEP Writing Extra Time	SLP and OT/PT Resources *school specific information follows this table
Resource Room (Elementary Schools ONLY) *	2	1.0 per 22 students	0	22	\$30 per student	20 hours per 1.0 teacher	\$10 per student
Rotation (Middle and High Schools ONLY) **	2-3	1.0 per 22 students	0	22	\$30 per student	20 hours per 1.0 teacher	\$10 per student
SPED Preschools	3	1.0	1	12 AM and 12 PM	\$1,150 per AM and PM \ sessions	20 hours per 1.0 teacher	\$10 per student
Blended Kindergarten	3	1.0	1.0	7 IEP Students + 10 GE Students	\$850	20 hours per 1.0 teacher	\$10 per student
Transitional Kindergarten	3	1.0	1.0	12	\$850	20 hours per 1.0 teacher	\$10 per student
Generic Self-Contained (Elementary ONLY)	3	1.0	1.0	13 Primary 14 Inter.	\$850	20 hours per 1.0 teacher	\$10 per student
Developmental Therapeutic (Behavior) Kindergarten	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Behavior Intervention Program (High School ONLY)	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Dyspraxic	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Low Grouping (Middle and High Schools ONLY)	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Low Incidence A Inclusion (Elementary & Middle ONLY)	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Low Incidence A Self-Contained	4A	1.0	1.0	9	\$1,700	20 hours per 1.0 teacher	\$10 per student
Autism Inclusion	4B	1.0	2.0	8	\$1,700	20 hours per 1.0 teacher	\$10 per student
Autism Self-Contained	4B	1.0	2.0	8	\$1,700	20 hours per 1.0 teacher	\$10 per student
Low Incidence B Self-Contained Severe/Profound Disabilities	4B	1.0	2.0	8	\$1,700	20 hours per 1.0 teacher	\$10 per student

SPECIAL EDUCATION Cont.

Low Incidence B Self-Contained Medically Fragile	4B	1	2	8	\$1,700	20 hours per 1.0 teacher	\$10 per student
Blended Social Skills Kindergarten	4E	1	1	10	\$1,700	20 hours per 1.0 teacher	\$10 per student
Academically Behaviorally Challenged (Elementary & Middle Schools ONLY)	4E	1	2	10	\$1,700	20 hours per 1.0 teacher	\$10 per student
ADHD (Elementary & middle Schools ONLY)	4E	1	2	10	\$1,700	20 hours per 1.0 teacher	\$10 per student
Behavior Intervention Program (BIP) (Elementary & Middle Schools ONLY)	4E	1	2	10	\$1,700	20 hours per 1.0 teacher	\$10 per student
Vision: varies; work with Special Education Supervisor							
Deaf/Hard-of-Hearing: varies; work with Special Education Supervisor							

Background Information

Weighted Student Formula allocation: Each school receives a specific amount of “Weighted Student Formula” revenue to be expended on the provision of special education services for its students with disabilities. The total amount received by a school is based on the following:

- a) Projected enrollment of special education students for that school;
- b) Designated service "level" per each special education student;
- c) Regular education allocation generated by each special education student;
- d) Special education allocation generated by each special education student;
- e) Bilingual-status allocation generated by eligible special education students;
and
- f) Free & Reduced Priced Lunch allocation generated by eligible special education students

Program Capacity: Beginning in January 2007 and going forward, Special Education will fill all programs to their contractual capacity. Refer to SEA CBA pages 86-86 for specific information or to <http://www.seattleschools.org/area/speced/index2.html> to clarify staff :student ratios for each of our program models.

Private School Students: Schools that have historically served private school students with IEPs may receive additional special education dollars based on the number of private school students served in the past. These dollars are intended to compensate schools for services provided to private school students above and beyond the full student caseload for which the school has been funded. Schools that have under-enrolled special education programs may be asked to serve private school special education students without additional compensation.

Model Descriptions: Model Descriptions are now available on our website. <http://www.seattleschools.org/area/speced/index2.html>

SPECIAL EDUCATION Cont.

Program Review and Adjustments: All Special Education programs will be reviewed in terms of capacity, following the October count in terms of capacity, with potential closures of low-enrolled programs.

General Guidelines for Determining FTE for Elementary Resource Room Programs and Middle/High School Rotation Programs. Note: It is important to plan for overages as well. For example: with 42 students, budget for 1.8 FTE. If you cannot fill the 0.8 fte position, fill the position as a 0.5 fte and convert the remainder to an additional compensation commitment line in your S org to cover the overages. Use commitment line 2062, cert extra time or 2092 cert salary adjustment reserve to budget for these additional needs.

Less than 13 students	0.5 FTE
22 students	1.0 FTE
27 students	1.2 FTE
31 students	1.4 FTE
36 students	1.6 FTE
40 students	1.8 FTE
44 students	2.0 FTE
49 students	2.2 FTE
53 students	2.4 FTE
58 students	2.6 FTE
62 students	2.8 FTE
66 students	3.0 FTE

Special Education Therapy Supply Set Aside Amounts 07-08				
School	Speech	OT/PT	Total	Supply Set Aside
				= $\$10 \times \text{total}$
Adams	32	18	50	\$500
AE #2 Decatur	34	22	56	\$560
African Am. Acad	16	1	17	\$170
Aki Kurose	49	9	58	\$580
Alki	34	21	55	\$550
Arbor Heights	40	6	46	\$460
AS #1 Pinehurst	6	3	9	\$90
B.F. Day	14	3	17	\$170
Bagley	17	8	25	\$250
Ballard	41	4	45	\$450
Beacon Hill	20	3	23	\$230
Blaine	25	10	35	\$350
Brighton	17	6	23	\$230
Broadview	77	60	137	\$1,370
Bryant	37	14	51	\$510
Center School	4	2	6	\$60
Child haven	2	1	3	\$30
Cleveland	8	1	9	\$90
Coe	16	8	24	\$240
Concord	19	3	22	\$220
Cooper	34	12	46	\$460
Dearborn Park	30	12	42	\$420
Denny	22	1	23	\$230
Dunlap	40	18	58	\$580
Eckstein	39	4	43	\$430
Emerson	16	43	59	\$590
Franklin	13	2	15	\$150
Garfield	18	1	19	\$190
Gatewood	12	8	20	\$200
Gatzert	61	23	84	\$840
Graham Hill	25	3	28	\$280
Green Lake	25	24	49	\$490
Greenwood	39	32	71	\$710
Hamilton	43	5	48	\$480
Hawthorne	28	4	32	\$320
High Point	52	12	64	\$640
Highland Park	18	6	24	\$240
Home Res. Ctr	6	0	6	\$60
Ingraham	40	8	48	\$480
Itinerant Preschool	20	28	48	\$480
John Hay	42	20	62	\$620
John Marshall	4	0	4	\$40
John Stanford	10	3	13	\$130
Kimball	47	9	56	\$560
Lafayette	43	12	55	\$550
Laurelhurst	16	4	20	\$200
Lawton	35	20	55	\$550
Leschi	24	7	31	\$310

Special Education Therapy Supply Set Aside Amounts 07-08				
School	Speech	OT/PT	Total	Supply Set Aside =\$10*total
Lowell	89	64	153	\$1,530
Loyal Heights	20	7	27	\$270
Madison	36	6	42	\$420
Madrona	47	19	66	\$660
Maple	14	1	15	\$150
McClure	33	9	42	\$420
McGilvra	28	7	35	\$350
Meany	49	15	64	\$640
Mercer	43	3	46	\$460
Montlake	17	4	21	\$210
Muir	18	3	21	\$210
Nathan Hale	22	4	26	\$260
New School	13	2	15	\$150
North Beach	18	15	33	\$330
Northgate	16	7	23	\$230
Nova	7	0	7	\$70
Olympic Hills	24	8	32	\$320
Olympic View	30	18	48	\$480
Orca	35	21	56	\$560
Pathfinder	22	2	24	\$240
Private Special Ed	36	10	46	\$460
Rainier Beach	1	0	1	\$10
Rainier View	23	9	32	\$320
Residential Consortium	8	5	13	\$130
Rogers	16	8	24	\$240
Roosevelt	16	3	19	\$190
Roxhill	45	19	64	\$640
Sacajawea	21	5	26	\$260
Salmon Bay	48	27	75	\$750
Sanislo	24	7	31	\$310
Schmitz Park	21	9	30	\$300
Sealth	19	3	22	\$220
Secondary BOC	2	0	2	\$20
South Lake	1	0	1	\$10
Stevens	17	6	23	\$230
Summit K-12	15	4	19	\$190
T. Marshall	44	25	69	\$690
T.T. Minor	27	3	30	\$300
TOPS	29	8	37	\$370
Van Asselt	60	14	74	\$740
View Ridge	65	40	105	\$1,050
Washington	36	7	43	\$430
Wedgwood	21	14	35	\$350
West Seattle	23	4	27	\$270
West Woodland	15	2	17	\$170
Whitman	27	3	30	\$300
Whittier	25	10	35	\$350
Wing Luke	21	4	25	\$250

BILINGUAL SERVICE DELIVERY PLAN

Required forms for this funding source are available at <http://inside.seattleschools.org/area/budget>. These forms must be submitted along with your budget development packet.

For assistance in budgeting your Bilingual Program please contact the following:

Program Manager

Irina Malykhina 252-0074

Consulting Teachers

Nancy Burke 252-0077

Gwen Riles 252-0691

Beth Roodhouse 252-0162

State and federal funds generated by ELL (English Language Learner) students may only be expended to provide supplemental educational services for eligible ELL students. This provision includes funds delivered through the Weighted Student Formula.

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

State reporting and audit requirement prohibit the use of bilingual funds for salaries of basic education employees, including but not limited to general education teachers, nurses, librarians, counselors, administrators, and house administrators. Bilingual funds also cannot be used for "basic school supplies" (i.e. paper, pencils, crayons, rulers, art paper etc.)

WAC 28A.180.080

STATE RECOMMENDED INSTRUCTIONAL MODELS FOR ELL STUDENTS

(from <http://www.k12.wa.us/MigrantBilingual/instructionalmodels.aspx>)

• TWO-WAY BILINGUAL IMMERSION MODEL / DUAL LANGUAGE (BILINGUAL)

Both language majority and language minority students are instructed together for a minimum of 5-6 years. Program goal is for both groups to: become bi-literate, succeed academically, and develop cross-cultural understanding.

• ONE-WAY BILINGUAL IMMERSION MODEL / DUAL LANGUAGE (BILINGUAL)

All students in this model are from the same primary language group. They are instructed in both English and the primary minority language in the same classroom. Program goal and format follows the 2-way model with the exception that the students are from one language group.

• LATE EXIT-TRANSITIONAL BILINGUAL EDUCATION (TBE)

Students receive instruction in their native language as they "transition" into English proficiency over a 5-year period.

• EARLY EXIT – TRANSITIONAL BILINGUAL EDUCATION (TBE)

Language minority students receive instruction in their native language as they "transition" into English proficiency over a 3-year period.

BILINGUAL SERVICE DELIVERY PLAN Cont.

•CONTENT-BASED ESL / SHELTERED INSTRUCTION (ESL)

Students are taught entirely in English through ESL techniques. Teachers must develop the students' academic language proficiency consistently and regularly as part of the lessons / units they deliver. Teachers generally present the regular, grade-level subject curriculum to the students through modified instruction in English, although some special curricula may be designed for students with significant gaps in their educational backgrounds or very low literacy skills. This model requires the teacher to have significant training in second language acquisition strategies as well as support for effective implementation.

•ENGLISH AS A SECOND LANGUAGE (ESL)

Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods by specially trained certificated staff. ESL is taught either through "pullout" or "push in" programs (primarily in elementary grades).

BILINGUAL STUDENT SERVICE BUDGETING REQUIREMENTS: PLANNING GUIDE AND DEVELOPMENT FOR SUBMISSION

1. DEVELOP BILINGUAL EDUCATION PLAN

- ❖ Select 1 or 2 of the State recommended models. Some schools have 2 models in action.
- ❖ Select one or more of the following instructional strategies:
 - GLAD (Guided Language Acquisition Design)
 - SIOP (Sheltered Instruction Observation Protocol)
- ❖ In the plan, include ELL student data at your school (WASL, WLPT, DRA, etc.). What are the goal(s) for your ELL students based on various data sources?
- ❖ Review school staff skills and representation, such as, ESL or bilingual endorsement, literacy and cultural competency representative of the school's majority and diverse population, and bicultural staff representation.
- ❖ Review the professional development plan on:
 - Effective instructional strategies for bilingual students in bilingual sheltered and main-stream classes
 - Implementation of program models – Bilingual, TBE, and/or ESL models.
- ❖ How is the bilingual program aligned to your school program?

2. DEVELOP A BILINGUAL BUDGET PLAN THAT CORRESPONDS TO THE BILINGUAL EDUCATION PLAN

- ❖ Federal and State guidelines require the participation of ESL / Bilingual staff and bilingual parents in the budget plan / decision making team.
- ❖ Budget for professional development.
 - Plan for \$10.00 per student.
- ❖ Budget for instructional materials for ELL students.
 - Plan for \$10.00 per student at Bilingual Center Schools.
 - Plan for \$2500 for BOC Classrooms.
- ❖ Budget for translation services and community outreach. Translations cost guidelines are as follows:

1-5 languages at \$1,500	6-10 languages at \$3,000
11-15 languages at \$5,000	16 or more languages at \$7,000

BILINGUAL SERVICE DELIVERY PLAN Cont.

BILINGUAL EDUCATION STUDENT SERVICES REQUIREMENTS

- ❖ State TBE funds will not cover all ELL student needs.
- ❖ Schools should supplement appropriate ELL services using baseline, LAP / Title I, and other funding sources as deemed appropriate.

ESL or BILINGUAL ENDORSED TEACHER RATIOS IN ELL CENTER SCHOOLS (SEA CONTRACT)

- ◆ Middle Schools and High Schools: 1 teacher per 45 students based on a 6-period day
- ◆ Elementary Schools: 1 teacher per 70 students applies to Content Based and ESL models which staff teachers as supplementary support staff.

An Elementary school may designate one or more highly qualified (endorsed and trained in current second language acquisition pedagogy) classroom teachers as providers of Bilingual /ESL service to eligible students, but may not fund these teachers with any Transitional Bilingual funding. For 2007-2008, the designation of such a highly qualified elementary classroom teacher can be made only in combination with another ESL teacher who is supplementary support staff.

No Elementary classroom teacher may be split funded between baseline and TBIP

BILINGUAL INSTRUCTIONAL ASSISTANT STAFFING

Schools may augment centrally funded Bilingual IA FTE with school funds for the following: providing support in languages other than the 10 which SPS supports and/or support non-state funded ELL students.

Elementary Schools hosting BOC models:

- Use school funds for additional Bilingual IAs as follows;

2 BOC classes	0.5 Bil IA
3 BOC classes	1.0 Bil IA
4 BOC classes	1.5 Bil IA

2. OVERAGES

- ❖ Staff whose caseload exceeds contractually negotiated levels are eligible for overage pay. Payment of overages because of local service delivery models is the responsibility of the building unless prior written agreement is reached between building staff, central administration and SEA.
- ❖ Payment of overages caused by central assignments is the responsibility of central offices.

TBE Classified Language Translation/Interpretation Extra Time Budget Requirements

School	Total Languages	Budget Amount	School	Total Languages	Budget Amount
Adams	7	\$3,000	J Stanford	2	\$1,500
Aki Kurose	13	\$5,000	John Stanford BOC	6	\$3,000
Alki	6	\$3,000	Kimball	12	\$5,000
Arbor Heights	5	\$1,500	Leschi	7	\$3,000
Ballard	8	\$3,000	Madison	9	\$3,000
Beacon Hill	10	\$3,000	Maple	12	\$5,000
Brighton	11	\$5,000	McClure	9	\$3,000
Broadview	7	\$3,000	Meany	10	\$3,000
Bryant	5	\$1,500	Mercer	11	\$5,000
Cleveland	13	\$5,000	Muir	7	\$3,000
Coe	5	\$1,500	New School	9	\$3,000
Concord	7	\$3,000	Northgate	8	\$3,000
Cooper	10	\$3,000	Olympic Hills	6	\$3,000
Day	6	\$3,000	Rainier Beach	9	\$3,000
Dearborn Park	11	\$5,000	Roosevelt	10	\$3,000
Denny	9	\$3,000	Roxhill	7	\$3,000
Dunlap	11	\$5,000	Sacajawea	7	\$3,000
Eckstein	8	\$3,000	Sanislo	7	\$3,000
Emerson	8	\$3,000	Sealth	8	\$3,000
Franklin	11	\$5,000	Secondary BOC	11	\$5,000
Garfield	10	\$3,000	Stevens	6	\$3,000
Gatzert	10	\$3,000	T Marshall	7	\$3,000
Graham Hill	12	\$5,000	T Marshall BOC	8	\$3,000
Hale	5	\$1,500	TOPS	7	\$3,000
Hamilton	10	\$3,000	Van Asselt	11	\$5,000
Hawthorne	10	\$3,000	Washington	10	\$3,000
High Point	6	\$3,000	West Seattle	10	\$3,000
Highland Park	8	\$3,000	Whitman	8	\$3,000
Ingraham	12	\$5,000	Wing Luke	11	\$5,000

GUIDELINES FOR TITLE I SITE-BASED BUDGETING

The No Child Left Behind Act of 2001 reauthorized Title I funding to provide academic assistance to students failing to meet challenging State academic standards. Progress must be sufficient to ensure that all Title I children meet or exceed the State and Seattle Public Schools levels of proficiency, particularly with regard to economically disadvantaged, limited English proficient, disabled, migrant, and homeless students.

Title I dollars are allocated to schools based on the number of students receiving free or reduced lunch. Per pupil allocations increase as the concentration of eligibility for free or reduced price lunch increases.

For program planning assistance, please contact:

Title I/LAP Student Services Supervisor:

Barbara Salo bsalo@seattleschools.org or 252-0192

Fiscal Compliance Manager, Learning & Teaching:

Duggan Harman dharman@seattleschools.org or 252-0057

PROGRAM COMPLIANCE REQUIREMENTS AND EXPECTATIONS

Developing Instructional Programs:

- Accountability is key.
- Title I dollars cannot be used to supplant baseline dollars.
- Title I dollars must target those students most at risk of not making adequate progress.
- You must be able to demonstrate that the academic performance of your students has improved.
- Expenditures must be shown to supplement basic funding and used to improve and accelerate student academic achievement.
- All expenditures must be pre-approved by the Student Services Department.

Consideration must be made for the following when developing instructional programming:

- Identifying, planning for, and implementing accelerated learning strategies for students who are not meeting the academic standards, particularly those who are bilingual, special education, migrant, and homeless;
- Split-funding bilingual Instructional Assistants between Title I/LAP and Bilingual to increase language support;
- Setting funds aside to cover translations and interpreting for bilingual families as part of the required parent component;
- Hiring teachers with multiple categories or endorsements to work across programs;
- and
- Purchasing supplemental instructional materials that support student achievement of standards and grade level benchmarks.
- Providing professional development funds for staff that focus on learning and implementing new strategies to increase academic achievement, reduce disproportionality, and increase understanding of the role of culture in learning.
- **Buildings that are in year two or greater of not meeting Adequate Yearly Progress (AYP) must set aside a minimum of 10% of their Title 1 allocation for professional development.**

Guidelines for Title I Site Based Budgeting Continued

A guide for estimating an allocation for translations would be one (1) hour a week for thirty-six (36) weeks at \$ 16.00 an hour per language.

School-Wide Programs – Title I

- Each school must have an approved Transformation Plan that includes the ten elements of a Title I school-wide plan, a parent compact, a professional development plan and a parent involvement plan.
- 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.
- The Student Services Department will maintain a copy of the school-wide Transformation Plan and monitor it for compliance with the ten Title I elements as well as the other required components.

Targeted Assistance Programs – Title I

- Inclusion models and extended day activities are encouraged.
- All students must be rank ordered by those most in need of academic support.
- These class lists must be sent to the Title I Office twice yearly.
- Students cannot be excluded because they are eligible for other categorical programs.

Use of Title I Parent Money

- Federal law requires a **minimum 1%** set aside of each school's Title 1 allocation for a parent program component.
- Schools are encouraged to consider increasing this amount by 1%.
- Program information must be provided to parents in a language that they understand to the extent possible.
- Schools submitting a requisition to use parent money need to attach a page that includes one or two sentences explaining how the purchase meets one of the above uses.
- If parent money is used for food or supplies for a particular parent meeting, a copy of (1) the flyer or other invitation to parents to attend, (2) the agenda of the meeting showing that student academic achievement was discussed, and (3) the parent/family sign-in list must be attached for program audit purposes.
- Parent funds are not intended to be a direct and sole benefit to adults (such as ESL classes, citizenship classes, books for the parent to use to learn English, supplies for homeless families, etc.)

GUIDELINES FOR LEARNING ASSISTANCE PROGRAM (LAP) SITE-BASED BUDGETING

All schools are required to complete a Learning Assistance Plan.

LAP legislation outlines five areas of allowable expenditures:

(1) Extended learning time opportunities: extended day, week, year, to include summer school.

(2) Professional development, for certificated, classified and volunteer staff, focusing on (a) the needs of a diverse student population, (b) specific literacy and math content and instructional strategies, (c) the use of student work to guide instruction, (d) utilization of ESD resources:

(3) Consultant teachers (TOSA's, reading/math coaches, etc.) to assist in implementation of effective instructional practices by teachers serving participating students:

(4) Supplemental instruction (certificated, classified and volunteer staff, tutors, volunteers, specialists):

(5) Family involvement and support of participating students: (certificated, classified and volunteer staff, tutors, volunteers, specialists):

All students receiving services funded through LAP must submit a Student Learning Plan that is developed on the **Source** and shared with families on or before the end of November 2007.

Elementary

- Elementary schools may use LAP funds to support full day kindergarten, one-to-one or small group tutoring, extended day learning (including EXCEL), professional development and or coaching that is focused on the core academic areas of mathematics, reading and writing (literacy).
- Funds may also be used to support a volunteer coordinator, as long as the position focuses on supporting the families of LAP eligible students.
- Funds may not be used to reduce class size or fund Head Teacher, Librarian or Nurse positions.

Middle School

- Middle schools may use LAP funds to support supplemental mathematics and/or literacy classes, one-to-one or small group tutoring, extended day learning (including EXCEL), professional development and or coaching that is focused on the core academic areas of mathematics, reading and writing.
- Funds may also be used to support a volunteer coordinator, as long as the position focuses on supporting the families of LAP eligible students.
- Funds may not be used to reduce class size or fund Administrative or House Administrator, Librarian or Nurse positions.

High School

- High schools must use 75% of their LAP funds to support Pathways supplemental mathematics and/or literacy classes, one-to-one or small group tutoring and/or extended day learning opportunities.
- Funds may be used for professional development and or coaching that is focused on the core academic areas of mathematics, reading and writing.
- Funds may also be used to support a volunteer coordinator, as long as the position focuses on supporting the families of LAP eligible students.
- Funds may not be used to reduce class size or fund Administrative or House Administrator, Librarian or Nurse positions

COMMONLY ASKED QUESTIONS FOR TITLE I / LAP

The following are commonly asked questions about the Title I/LAP program in relation to program development, allowable expenditures, and compliance issues.

1. What should I use Title I/LAP money for?

Title I and LAP money is intended to provide, **supplementary, accelerated academic instruction** to help students meet challenging state standards and to eliminate the achievement gap. Purchases of staff, books, supplies, field trips, classroom materials, and equipment should be directly linked to improving and accelerating the academic achievement of all students, including special education, bilingual, migrant, and homeless students.

2. Is there a general guideline that should be followed when budgeting Title I/LAP dollars?

The most helpful guideline is to ask the questions, “If we budget Title I/LAP dollars in this area, how will it help students improve and accelerate their academic performance?” and “Does purchasing this staff or this item supplant basic education money?”

3. I know I am not supposed to supplant with Title I/LAP funds. What does this mean?

“Supplanting” means funding a position or activity through Title I/LAP that should be funded by baseline dollars (staffing to negotiated class size limits), or is not supplementary to basic education. This includes:

- Funding a position or activity with Title I/LAP dollars that would normally be funded by baseline dollars, so that the baseline dollars can be freed up and used for something that never would be allowed as a Title I/LAP purchase. An example is purchasing basic office supplies from Title I/LAP so that the school supply budget can be used to purchase a teacher for core subjects or an office assistant.
- Funding a position that is required by law for children with disabilities and children with limited English proficiency, such as a Special Education teacher or a Transitional Bilingual teacher. However, you may add additional staff to supplement the requirements.

5. What purchases or expenditures are allowed for Title I/LAP?

Expenditures must be shown to supplement basic funding used to improve and accelerate student academic achievement. You can purchase equipment if it is determined that the equipment is reasonable and necessary to improve and accelerate student academic achievement, existing equipment is not sufficient, and costs are reasonable. Necessary wiring to make the equipment work is allowed. Adult travel and conference costs are allowed if they are specifically related to improving and accelerating student academic achievement and not to the general needs of the school, and are reasonable and necessary. All expenditures must be pre-approved by the Student Services Department.

6. Our school believes that all children should have a full day kindergarten experience. Is it acceptable to use Title I/LAP dollars to increase the kindergarten to full day?

This is acceptable. Title I and LAP dollars may be spent on kindergarten.

7. Can our school use Title I dollars to purchase a librarian?

In a school-wide program, the foundation formula should be used first and then supplemented with Title I dollars. Regular education dollars can also be used. In a targeted assistance school, a librarian is not an allowable cost unless you have not had a librarian in your building for 3 years. (This is the general guideline used by OSPI.)

COMMONLY ASKED QUESTIONS FOR TITLE I / LAP CONTINUED

8. Can a school increase bilingual or special education service options by supplementing them with Title I funds?

Yes. In fact, the law states that Title I dollars should be focused on students who are not meeting academic standards, particularly those who are bilingual, special education, migrant, and homeless.

9. Can a school use bilingual or Title I/LAP dollars to add to the bilingual IA staff assigned from central office?

Yes. Increasing language support in schools is very important to the success of students and the involvement of parents in their children's education.

10. Can Title I dollars be used to provide supplemental services to homeless students?

Yes. The dollars set aside for services for homeless students should be established in relation to the number of homeless students in the school.

11. What are appropriate uses for Parent money?

Parent money is to be used for helping families (1) become more informed about Title I and LAP program expectations, (2) learn ways to help their children improve their academic achievement, and (3) encourage parent participation in school activities where academic achievement is demonstrated. Parent money can be spent on food for parents, supplies for families to use or for meetings that parents attend, children's books for parents to read with their children, registration for parents to attend workshops or conferences where Title I or LAP is discussed, training to enable families to help their children increase their academic achievement, etc. It may be used to pay for childcare during parent meetings that meet the above criteria, provide translations or interpreters for families attending meetings, or to hire a parent coordinator who engages parents in the above activities. Paying for interpreters and providing written translations regarding school events or policies is an allowable and suggested expenditure in the parent program.

Initiative 728 - Student Achievement Funds 2007-2008 School Year

This Initiative provides funding to implement education reform and improved student learning.

There are six allowable uses for I-728 funds:

1) Reduce class sizes in grades K-4;

- Hire another teacher to split one class into two in grades where students are struggling.
- Provide full day Kindergarten programs.
- Hire additional teacher to reduce class sizes during high impact instructional times.

2) Make selected class-size reductions in grades 5-12;

- Reduce class sizes in areas and grade levels where students are struggling, such as Math, Language Arts and Social Studies.
- Reduce class sizes to allow teachers to work with smaller groups of students and provide personalized instruction with increased feedback.
- Reduce class sizes and focus on efforts to eliminate the achievement gap.
- Fund 6th period.

3) Provide extended learning opportunities in K-12;

- Hire teachers for before and after-school programs – such as WASL and college prep centers.
- Provide Saturday school for credit retrieval and WASL preparation.
- Provide one-on-one support for completion of senior projects.
- Provide extra time for reading/math tutorial programs.
- Provide summer school.

4) Provide additional professional development for educators;

- Provide professional development opportunities to improve skills to support the literacy strategies.
- Provide training to assure that instruction is aligned with state standards and student needs.

5) Provide early assistance for children who need pre-kindergarten support;

- Create an instructional program to support four-year olds to prepare them for kindergarten.

6) Provide improvements or additions to school facilities that are directly related to class-size reductions and extended learning opportunities;

- Improve facilities to support smaller learning environments.

Modify classrooms for before and after-school programs.

Guidelines for School Grant Procurement and Maintenance Program (Applying For and Implementing a Grant Supported Program)

The following guidelines are provided to assist building-level staff in the development, submittal, implementation and operation of a grant-supported program or activity. If you have questions relating to the District's Grant Procurement, contact Mary German at, 252-0160.

Part I Development and Submittal of a Grant Request or Application

1. Assess and rank order (prioritize) your needs based on their degree of importance and urgency consistent with content of the School Transformation Plan of your school.
2. Select the need(s) you will use to frame your grant request and to research and identify potential/eligible-funding opportunities. The Grants staff can assist you in locating funding opportunities consistent with your needs.
3. Prepare a list of potential funding opportunities. Identify those that directly support your need (consistent with your School Transformation Plan) and have a relatively high probability of funding.
4. Make a pre-grant contact and cultivate a personal relationship with representatives of the funding agency.
5. Notify the Grants staff and your Instructional Director of your intent to prepare a grant request. The Grant staff will inform you of the best way to proceed in the development and submittal of your grant request, and will offer you technical assistance in the development and writing of your grant request.

Please Note: Some building-level requests may include some, or all, of the following requirements:

- The signature of the Superintendent.
- The completion of assurances and certification forms.
- A cash-match or in-kind contribution.
- An accounting and reporting of expenditures.
- The provision of the District's Federal I.D. Tax Number.
- The collection and display of student and school information not normally available at the building-level.
- Multiple school and grade level involvement and participation.
- The calculation of appropriate direct and indirect costs.
- The continuation of the program after the end of the grant period.
- Evidence that the proposed program is in alignment with the priority goals and initiatives of the District.
- Letters of support from the Superintendent and/or School Board.

The Grants staff is NOT currently staffed to write grant requests for building-level staff, but is available to offer technical assistance in the development and review of your application. The Grant staff will acquire the appropriate signatures and assist you in mailing the application to the designated funding agency.

Grant Procurement and Maintenance Program Cont.

6. Contact your Budget Analyst and seek assistance as necessary in the development of the line item budget for your grant request.
7. Develop and submit your application(s) in accordance with the District's Grant Procurement Process and Guidelines.
8. Submit a copy of your completed grant application to grant staff.

Part II Implementation and Operation of a Grant Funded Program

Where the District is the fiscal agent for the approved grant funded program (it receives, deposits and reports on the expenditure of grant funds), the following steps should be followed to implement your grant-funded program successfully.

1. Carefully read the "terms and conditions" of the award or grant document and review these expectations with your principal, members of your site council and other stakeholders in your program.
2. Notify Grant staff and your Instructional Director of your award. The Grants staff will assist you in determining the type of account to use (i.e., grant account, designated self-help, etc.) for depositing, budgeting and reporting expenditures under this grant program.
3. If it is recommended that funds be handled through a grant account, provide a copy of the grant award or check to the Grants staff. You will receive a Notification of Grant Award with a grant code for your program. Once you receive this notification, contact your budget analyst to prepare a budget for grant expenditures.
4. If it is recommended that funds be handled through a self-help account, send the check to the cashier in Accounting. The check will be deposited into a designated self-help account for your building. Work with you school secretary or fiscal clerk to access these funds.
5. Continue to monitor and evaluate the effectiveness of your grant program and revise the grant to insure the program is maximally addressing the needs of its targeted students and/or staff.

Grant Funding Commonly Asked Questions

- 1. Our staff has an idea for a project that we would like to have funded. Are there any grants out there to apply for funding this project? How can we find out about these funding opportunities? Can your office help us in locating a potential fund source for this idea and assist in developing and writing our application?**

The Office of Grant Procurement will assist you in locating an appropriate fund source or put you in contact with someone who can assist you with this search. The Alliance for Education is also a good alternative source of information and technical support for local foundations, corporations and individual donors, as well as overall local fund-raising efforts. The Alliance may be contacted by calling (206) 343-0449.

- 2. We have an application that requires the Superintendent's signature, how can we get this signature? Does the application need to come to your office before it goes to the Superintendent?**

Normally all applications requiring the Superintendent's signature should be sent to the grants staff for quality review and processing. They will obtain the Superintendent's signature. If you have an application, please schedule a convenient time to have your application reviewed and processed.

- 3. Our school recently applied for a grant and received the award. We have an agreement that needs to be signed and a check for deposit. What do we do with the check? Who needs to sign the agreement? Once this check is deposited, how can we access these funds?**

In this situation, you are encouraged to contact the grants staff to determine whether the check should be handled through a grant account, dedicated self-help account or other account within the District's financial system. Ultimately all checks awarded to your school by an outside agency, when the District will act as the fiscal agent, should be taken to the Accounting Department for processing. The check should not be deposited in a private account. The Grants staff will advise you when the agreement needs to be signed by the District's Finance Director or the Superintendent, and the process to follow in securing the authorizing signature.

- 4. We have a grant program currently operating in our school. We would like to change our line-item budget for this program. Who can assist us in modifying the line-item budget for our grant program?**

For changes to your grant budget, you should contact your budget analyst assigned to your school. The budget analyst will help you make the desired changes to your grant budget.

Commonly Asked Questions Cont.

Grant Indirect Rates for 2007-2008

The indirect rate is 5.3%. Use the indirect rate for all upcoming grant applications unless the district directs you to use a different rate. Indirect rates are calculated by dividing the total grant amount by 1.000 plus the indirect rate then subtracting this amount from the total grant amount.

Example

Grant amount is \$1,000,000

$\$1,000,000 / 1.053 = \$ 949,668$ direct costs

$\$1,000,000 - \$ 949,668 = \$50,332$ indirect costs

Note

Always calculate indirect costs before you start budgeting the grant in line item detail.

Calculating Costs For Staff Funded Under A Grant Program

Average costs should be used for positions funded under a new grant program when:

- It is a new open position.
- An existing employee has not been identified for a known grant position.

Estimated actual salary and benefit costs should be used if a known employee is being placed in a grant funded position.

Costs Borne By A Grant Program

1. Limitation of Costs to the Award Amount

The Seattle School District requires that grant budgets developed for the 2007-2008 school year are within the projected revenues for the individual grant. All costs associated with a grant (unless match is required) must be accommodated within the award amount. This means that if you have staff where costs for compensation has increased, all increased costs for the position must be provided by the grant.

2. Personnel Costs (Salary and Benefits Costs)

Salary and benefit cost data based upon average staff compensation (salary, stipends, benefits, medical, etc) is located in section five of this book. If you know the estimated actual cost for an individual staff member, use this estimated amount to budget your grant dollars.

Note

Funds need to be placed in reserve to account for any additional adjustments that might occur to salary and benefits.

Potential Adjustments to Salary and Benefit Costs

- Changes in the benefit rates from the State.
- Changes in the current Seattle Public Schools' salary schedules.
- Changes in the annual medical rate.
- Changes in the substitute rates of hourly/daily pay, etc.

Commonly Asked Questions Cont.

When budgeting for split-funded positions, benefits and salary costs should be calculated on a FTE (full time equivalent) basis.

Note

A position could be partially funded under more than one source of funding.

Example 1

2007-2008 rates are used to demonstrate calculations (not split-funded).

1.00 FTE Teacher	Salary	\$48,705
Title I Funds	TRI – 2007-2008 average rate	9,002
	Benefits 16.49% Certificated (2007-2008)	9,516
	Medical	9,196
	Total Compensation	\$76,419

Example 2

2007-2008 rates are used to demonstrate calculations (split-funded)

.400 FTE Teacher	Salary	\$48,705 x .400 FTE	\$19,482
Title I Funds	TRI	\$9,002 x .400 FTE	3,601
	Benefits	16.49 % Certificated	3,806
	Medical	\$8,852 x .400 FTE	<u>3,678</u>
	Total Compensation	\$30,568	

Note

Remaining .600 FTE of position is charged to non-grant funds.

Costs for sick leave substitutes for FTE positions should be included in the grant budget. Experience has shown that most non-represented FTE positions do not necessarily use sick leave substitutes. It should be noted, however, that costs for sick leave substitutes are used regularly for union represented staff. We recommend a minimum of 10 days per position be included in your budget calculations. There are other types of substitutes you may want to include in your grant budget based upon the program to be funded (i.e., overload and workshop substitutes).

In Central Administration, there are several job classifications that include stipends as part of the total compensation for a FTE position (i.e., curriculum consultants, STAR mentors, school coaches, etc.). In computing the staff costs based upon estimated actual, changes for step increases should be included in the dollars budgeted. Funds should be placed in reserve for potential adjustments to future actual salary and benefit amounts for 2007-2008.

Commonly Asked Questions Cont.

Note

All costs for grant funded staff (based upon FTE level and allowed by the grant) will need to be borne by the specific grant(s).

The benefit rate is calculated on **all salary** items. Salary items include but are not limited to: stipends, supplemental compensation, substitutes, TRI, hourly wages, certificated and classified extra/over time. Costs for staffs that are split-funded (multiple fund sources) should equal the FTE level funded under a particular grant. Remember in placing staff positions under a federal grant, **Time and Effort documentation will be required.**

1. Non-Personnel Costs

When budgeting dollars for non-personnel expenses (supplies, contract services, travel, etc.) costs from year to year may not remain the same. Costs can consist of shipping, handling and taxes, not including the base price for the items you are purchasing through grant funds. The full cost of the items needs to be taken into account since it will be charged to the grant budget unless otherwise specified in writing. Inflationary costs could cause a grant to be over spent. In this instance, the costs will have to be charged to another fund source or the costs will have to be reduced within the grant budget.

There are other grant specific requirements for non-personnel expenses (i.e., when items can be accepted within the grant time period or within a time period after the grant has ended). Some grants will indicate that all goods and services have to be delivered and received by the last day of the grant period or the costs cannot be borne by the grant. Other grants allow for goods to be delivered with an adjustment period 60 to 90 days after the end of the grant as long as the costs are encumbered on or before the last day of the grant. The grant will provide you future guidance on this matter.

2. Disallowable Costs

There can be limitations under a grant as to which costs can be charged to a particular fund source. The funding agency determines what are allowable and disallowable costs for each grant. If expenses are charged against a grant that is not allowed, the expenditures will have to be moved to a different fund source.

The granting agency can deny reimbursement of expenses if the grant contract or agreement does not allow for such costs.

Your grant analyst will provide you with information relating to allowable and disallowable costs for each specific grant.

In developing your grant budgets keep in mind that grants funds should be used to supplement your core instructional program. Grant funds should be used to enhance or add-to the core instructional program rather than replace or take the place of local funding commitments. Grant funds should not be used to provide services that are required by local, state or federal laws (e.g. negotiated agreements) or to replace services that were provided by non-grant funds last year.

Commonly Asked Questions Cont.

A good planning guide is to first complete your budget for baseline or Weighted Student Formula dollars. Next, determine how State special purpose funds (e.g. LAP or I-728 Student Achievement) can assist you in supplementing these baseline funds consistent with your School Transformation Plan. Finally, determine how federal funds (e.g. ESEA Title I) can assist you in supplementing both baseline and State special purpose funding to address the needs of your students and staff.

This information has been provided to assist you in developing your grant program budgets for the 2007-2008 school year. If more detailed information is needed regarding cost limitations or grant compliance issues, please contact the Office of Grant Procurement for assistance.

Fee Supported Kindergarten & Self-Help (Donation) Programs

Some schools use fees to support full day Kindergarten programs. Contact your Budget Analyst if you are considering a fee paid Kindergarten program. Schools also use Self Help contributions to support Kindergarten and other programs. The following pages list the rules for budgeting fee and self-help supported programs.

General Information

- **Positions funded by fees or self-help funds will be expended at actual salary and TRI costs.** In addition to paying for actual salaries and TRI, Fees or Self-Help must also cover benefits and sick leave substitute cost.
- Staffing materials from Human Resources will include actual salary information on current staff. Your Budget Analyst can also assist you with estimating actual salary costs, or you may read the grant budgeting section for more details on planning for the actual cost of a position.
- The school is responsible for finding additional resources to make up the difference when fees or self-help contributions do not cover the program expenses.

Fee/Donation Supported Kindergarten – Cost Center - - X7927410 & 411

- Fees should only be used to cover the portion of the Kindergarten staff that are not supported by WSF funds. This means WSF funds should pay for at least 1.0 FTE Kindergarten teacher. If a school has more than 28 Kindergarten students, WSF funds should pay for the cost of a half-day program for these students. Fees can cover the cost of increasing the program to full day. Fees may also cover supply or program enhancements for full day Kindergarten after staff are adequately funded. **Fees cannot be used to subsidize classes or activities outside of the All Day Kindergarten Program, nor Special Ed IEP time.**
- Fee/Donation supported Kindergarten staff will be budgeted without dollars in a separate cost center. The capacity of the Fee/Donation Supported Kindergarten cost center will be increased as the revenues are collected to offset the accumulated expenditures. Capacity increases will be placed into a new reserve commitment item 2088.

Unused balances from the previous year in cost center ending in “410” will be carried forward after the accounting books are closed and during the period of time allotted for WSF Adjustments, usually November 1 to December 1. Revenue capacity designated for the next fiscal year but received in the current fiscal year will be placed into a new separate cost center __X7927411 for easier tracking, but carried forward into the regular Fee/Donation Kindergarten cost center. Unused budget capacity in a Fee/Donation Kindergarten cost center with tag “410” carried forward from the previous year may be placed in a non-staff commitment item(s) and used for non-staff expenditures throughout the current fiscal year. Over-expenditures at the end of the fiscal year will be placed against a school’s baseline WSF budget if no other resources are available.

Fee Supported Kindergarten & Self-Help (Donation) Programs Cont.

Donation Supported Positions – Cost Center - - X7927460

- There are no carry forward advances for the Fee/Donation Kindergarten program.
- Donation Supported Positions (a type of Self-Help) includes donations from individuals, groups, foundations, and PTA fundraising events. It can be used for partial FTE for Instrumental Music Teachers and Nurses, as well as Teachers. The appropriate departmental managers and your budget analyst should be notified if these funds are being used for itinerant staff to ensure correct budget lines are set up and RSVP forms are processed and coded correctly.
- A school must have the revenue before a position can be budgeted. Funds should be used primarily for positions, but can also be used for associated non-staff costs if agreed upon with the donor(s).
- If the funds are not currently available, a form letter, signed by the donor or contributing organization can be used to authorize adding budget for staffing of positions. It will be set up as a grant in order to track the incoming revenue. The letter must indicate the amount of the donation, the recipient school, when the donation will be sent, and what items the donation will fund. A blank form letter may be downloaded from the Inside Seattle Public Schools website
- If Donation Supported Position funds are available after all staff and other program costs are adequately covered, the Principal can authorize their Budget Analyst to advance a portion of the unused balance from the current year (2006–2007) to next year (2007–2008) during the budget development process. Otherwise, unused balances will be carried forward after the accounting books are closed and during the period of time allotted for WSF Adjustments, usually November 1 to December 1. Over-expenditures at the end of the fiscal year will be placed against a school's baseline WSF budget if no other resources are available

Self-Help – Cost Centers - - X7927450, 430, or 420

- Self-Help includes donations from individuals, businesses, groups, and fundraising events. Generally these are used for hourly staff, extra time, or other non-staff items such as supplies, textual materials, buses, etc.
- Some schools use separate cost centers to keep track of special self-help programs. The Principal should work with their Budget Analyst to ensure the school creates and uses appropriate cost centers.
- If a Self-Help contribution is restricted to a specific purpose and the donor requests reports about the use of the donation, the donation may be considered a grant needing a unique fund and cost center. The Principal should work with the Grants staff to determine whether or not a contribution requires grant coding.

Fee Supported Kindergarten & Self-Help (Donation) Programs Cont.

- Unused Self-Help balances will be carried forward to the next fiscal year during the period of time allotted to WSF Adjustments, usually November 1 to December 1. If advances of Self-Help are requested during the budget development process, Principals should work with their Budget Analyst to ensure an adequate amount of Self-Help capacity is retained in the current year to cover all anticipated expenditures within that year.

- Over-expenditures in Self Help cost centers will be carried forward unless a Principal directs their Budget Analyst and Accounting staff to journal voucher over-expenditures to another cost center within the current fiscal year. If there is no Self Help available in the next fiscal year, the over-expenditure will be placed against a baseline WSF cost center(s) unless directed by the Principal to use another cost center(s).

