

## **Section One**

### **General Guidance**

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## **General Guidance**

The following pages contain guidance and instructions that will assist you with building your budget. 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
- 2006-2007 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 will continue to be prescriptive as we develop our budget plans for FY 06-07 to protect planned revenue. Through the budget tool and these instructions, specific direction regarding resource usage will be provided to schools.

For schools, this means paying more attention to 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.

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. Both Budget and Grant analysts will be available to provide specific guidance and answer questions.

## **Student Funding Allocations**

### **I-728 Student Achievement**

To reflect the higher cost of teachers, the I-728 allocation will increase by \$14 per student. The total allocation for FY 06-07 will be \$179 per Average Annual Full Time Equivalent Enrollment (AAFTE).

### **Learning Assistance Program**

For FY 06-07 Learning Assistance Funds will serve grades K-12.

- LAP revenue is expected to be lower in FY06-07 resulting in a projected \$516, 703 reduction to buildings.
- The increase in the grades served and the projected revenue reduction will result in a 20% decrease in the allocation to elementary schools.
- Due to rule changes from the State, LAP funds cannot be used for class size reduction.
- 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 06-07 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 set aside \$10,000 for one to one assistants. Please see Special Education Compliance section for further clarification.

### **Prudent Reserve / Contingency Reserve Requirement**

Schools will be required to set-aside a .5 fte per school level reserve to address potential enrollment reductions in the fall. At a minimum, schools are expected to reserve the following amounts in commitment item number 2091:

- Elementary, K-8 - \$35,475 (.5 elementary teacher)
- Middle Schools – \$31,855 (.5 Middle School teacher)
- High School – \$35,986 (.5 High School teacher)
- Non Traditional (\$35,986 excludes K-8 schools)

### **Part-Time Staff**

Part-time staff between .5 FTE and .99 FTE will receive pro-rated benefits. Staff working less than .5 FTE will not receive any medical benefits in accordance with their FTE.

Schools are not generally required to make up the difference between the full medical allowance and the amount the employee receives. In the case where an employee receives an involuntary reduction in FTE from the school, the school is required to budget and pay for part or all medical benefit changes to restore the staff member to a level of benefits equivalent to what they would otherwise receive if the reduction had not occurred.

### **Forms**

The forms that were previously printed in this publication such as the Special Education Check List, Bilingual Check List, I-728 Survey, etc., are now available on the District's intra-net in an editable format. Please complete the forms, print and mail to the department indicated on the form. The forms can be found at the following address <http://inside.seattleschools.org/area/budget>.

### **I-728**

Additional funds have been set-aside to help fully fund high schools. To access to these funds, high school Principals should contact the High School Director, Ammon McWashington.

## **Major Changes to Budget Development Cont.**

### **Elementary Office Staff Size Recommendations**

There will be greater flexibility in the use of hourly employees for elementary schools that maintain their office staff and follow the recommended guidelines for office staff size. Details of the office staff guidelines are on page 26.

### **Commitment Item Changes**

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

- **23201211** for secondary Comp. Ed. Teachers. These teachers provide supplemental support
- **23101195** for elementary Comp. Ed. Teachers. These teachers provide supplemental support
- **0702** for transportation services (e.g. field trip buses), and
- **0704** for maintenance services not funded centrally

## 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 that 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 Reports

Your Weighted Student Formula Allocation package includes four documents:

- Total Weighted Student Formula & Other Allocations,
- Enrollment Projections,
- Special Education Compliance Planning, and
- Bilingual Education Compliance Planning.

The Student Funding Allocations page shows the total 2006 - 2007 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 documents 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 sheet.

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. 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 Service Delivery Plans and Checklists for Instructional Programs**

Determine your school instructional program models for 2006-07 and complete the Service Delivery Plan and the budget checklist forms for your Special Education and Bilingual programs. This information will provide the general framework for your categorical program budget planning and 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 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/index.htm>

## **Instructions For Developing Your Budget, cont.**

### **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 needs of all groups in your school.

### **7. Complete Statement of Assurances and Submit Budget**

Budget packages are due to your school director by noon, Wednesday, March 16<sup>th</sup>. 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.

### **8. Implement Changes Requested During Review meetings**

Your Employment Services, Budget & Grants 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 are available for schools to pick up at The John Stanford Center.	Feb 17
• Packet not picked up are mailed to schools.	Feb 24
• 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 16
• Education Directors complete review and approval process With technical support staff and schools as necessary.	March 16-24
• District wide staffing plan delivered to Human Resources	April 3
• Classified Reduction in Force notifications received	April 20
• Certificated Reduction in Force notifications received	May 15
• Superintendent's Recommended Budget presented to Board	June 21
• Board adopts 2006-2007 General Fund Budget	July 5
• WSF October Enrollment count	Oct 2
• WSF October adjustments and 05-06 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	<b>School Directors</b>	
	<b>Elementary Schools</b>	
	Pauline Hill	20394
	Pat Sander	20393
	Walter Trotter	20395
	<b>Middle / K-8 Schools</b>	
	Ruth Medsker	20398
	<b>High Schools</b>	
	Ammon McWashington	20151
	<b>Non-Traditionally Graded Schools</b>	
Ammon McWashington	20151	
Overall Budget Development Process	<b>Budget Office</b>	
	Linda Sebring, Budget Manager	20242
Weighted Student Formula (methodology/weights)	Kevin Kent, Supervisor Analyst	20245
Technical Assistance Developing Your School Budget	<b>Elementary Schools</b>	
	Renee' Burchfield	20224
	Jennifer Diles	20240
	Cheryl Klinker	20096
	<b>Middle Schools</b>	
	Sherry Johnson	20246
	<b>High Schools</b>	
	Eric Sonett	20093
	<b>Non-Traditionally Graded Schools</b>	
	Valorie Bordon	20248
Assistance in Interpreting Program Requirements, Expectations and Restrictions	<b>Compensatory Education (Title 1 / LAP)</b>	
	Barbara Salo, Program Supervisor	20192
	<b>Bilingual Education</b>	
	Caroline Tamayo, Program Supervisor	20074

**Contacts for Technical Assistance cont.**

<u>Nature of Request</u>	<u>Primary Contact for Technical Assistance</u>	<u>Tele #</u>
	<b>School Services</b> Duggan Harman, Operations Coordinator	20057
	<b>Gates Grant Assistance</b> John Thorp	20090
Technical Assistance Developing the Grant Portion of your Budget	<b>Other Grant Programs</b> Jay Iman, Grants Manager Kevin Corrigan	20220 20222
	<b>Elementary Schools</b> Towanna Jones Sim Henderson	20221 20223
	<b>Middle, High, and Non-Traditional Schools</b> Leora Tyau	20255







## Guidance for School Budget Decision Making Process

During the budget building process for 2005-06 there was grievance filed on behalf of a school, the following is the result of the grievance. For the 2006-07 budget building process, each building / program will establish its own Building Leadership Team (BLT) committee structure. The BLT will determine a decision-making process that meets the needs of the program. The collaborative decision-making process will be communicated to the entire staff through a written document, which will include a decision-making matrix. All School budget decisions must be finalized before March 16<sup>th</sup>.

Based on the Step I Grievance Response - #04-05-0017 SEA obo Stakeholders, the budget decision - making process will be as follows:

1. The BLT with the leadership and facilitation of the principal would be required to reach a final budget recommendation by using the established decision-making process with the assumption that the principal must be in agreement with the staff decision
2. If there is no clear decision-making matrix established at the building, then the following process would be followed:
  - a. Consensus would be defined as all members of the BLT would either
    - ❖ Agree with the final budget recommendation, or
    - ❖ Could be supportive of the final budget recommendation
  - b. The principal or any other member of the BLT would prevent consensus by
    - ❖ Stating the reasons that they could not support the final budget decision
3. If consensus could not be reached in a timely manner, the school's Education Director, in collaboration with a representative from the SEA office, will assist in the process to build consensus or move the process to #4 below.
  - a. If the Ed Director was unable to facilitate the group to a decision, the Ed Director would request intervention from an SPS/SEA team to assist the school in the budget development process.
4. The SPS/SEA team membership would be the Chief Academic Officer and the SEA Executive Director.
  - a. The SPS/SEA team would make the final budget recommendation, which would be submitted to the District as the school's final budget.
5. Should the SPS/SEA team be unable to agree on a final recommendation, the issue will be forwarded to the Superintendent for the final decision.

## **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.

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2. Identify a proposed solution or requested action.

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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 2006-2007 Budget by March 16, 2006.

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 2006-07 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 2006-2007 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 2006-2007 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 2006-07 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.

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-6
- 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 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 2006-07:** 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 2005 student headcount (not FTE):

## LABOR RELATIONS GUIDELINES Cont.

<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

### **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 2006 Spring budgeting and staffing process, schools will submit the hourly employee staffing that they intend to utilize for the 2006-07 school year. Education Directors shall review this information to ensure that it complies the SPS-SEA agreements. Please consult the HR Staffing Information for specific information and processes.

**If A School Does Not Meet the 2006-07 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.

## **LABOR RELATIONS GUIDELINES Cont.**

### **Hourly Tutors:**

Hourly Tutor guidelines apply equally to schools that either meet, or do not meet, the 2006-07 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 (\$21,436 in 2006-07). 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.

Bilingual Tutors may be employed 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](http://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.

### **V: ISSUE: ADDRESSING OFFICE WORKLOAD IN THE BUDGET AND STAFFING PROCESS**

- a) If a staffing reduction (in FTE or days) in an office is considered for the following year, a reorganization that adds work to an office is anticipated, or office staff consider the current level of staffing to be insufficient, the supervisor and all potentially impacted employees (those facing reduction and those remaining) shall meet together to:
  - a. Identify the potential workload problems and impacts; and
  - b. Discuss possible ways of minimizing these impacts, including prioritization, efficiencies, elimination of some assignments, re-distribution of work, time allocations for duties, and any other ways of realizing optimal workloads and office efficiency.

## **LABOR RELATIONS GUIDELINES Cont.**

- a) Through collaboration, the employees and supervisor shall attempt to develop a mutually agreeable Office Staffing Plan, on a form provided by the District, which addresses the issues in the paragraph above, and describes who will do what to complete the work. All impacted employees, if mutually agreeable, shall sign the Plan.
- b) In the event an agreement is not reached, any office staff person may develop an alternative Office Staffing Plan signed by those who develop such a Plan.
- c) The Plan or Plans shall be submitted to the Building Leadership Team, and shall be considered by the staff using the same decision- making process as other budget options and proposals. Office staff shall have an opportunity to present an alternative Plan to the appropriate decision- making body. This paragraph shall not apply to administrative (non-school) offices. The Office Staffing Plan approved by the school, or developed by the manager in an administrative (non-school) office shall be submitted centrally with the budget.
- d) In the event any of the office staff wishes to object to the Office Staffing Plan submitted by the school or department, they shall complete the Stakeholder Identification of Question or Concern and send the completed paperwork to the Education Director, with a copy to SEA. The staff at the Stanford Center will send the completed paperwork to the Chief Operating Officer, Chief Academic Officer, or parallel decision- maker in the organization, with a copy to SEA.

The Director shall review the Office Staffing Plans and Stakeholder Identifications of Question or Concern. The Director shall consider the impact of the proposed budget on the remaining employees, the school, and the District, and may approve or deny the plan submitted by the school.

### **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.