

Section Two

Program Description & Compliance

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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.

Contents:

Special Education

Special Education Therapy Supply Set-aside Amount Table

Transitional Bilingual

Title1 / LAP

Grant Budgeting

Vocational Education Guidelines

Fee supported Kindergarten & Self Help (Donation) Programs

Guidelines for School Libraries

SPECIAL EDUCATION SERVICE DELIVERY PLAN

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

State and federal funds generated by students with disabilities may only be expended to provide educational services for IEP eligible students. This provision includes funds delivered through the Weighted Student Formula.

Special education students are general education students first. Any support provided by special education dollars is in addition to the student's basic education entitlement. Therefore, students with disabilities must receive resource support comparable to general education support, plus specialized services, supplies, and equipment necessary to ensure delivery of the IEP (WAC 392-172-600)

State reporting and audit requirements prohibit the 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.

Check the Special Education program model(s) at your school:

- Level 2 special education** (in-class and pull-out services): Elementary, 31 – 824 minutes; Secondary, 31 – 899 minutes (minutes do not include therapy minutes)
- Level 3 special education options** with contact into general education as appropriate (minutes do not include therapy minutes):
 - Preschool Self-Contained: 600 minutes
 - Blended Head Start/Special Education Preschool Self-Contained: 600 minutes
 - Transitional Kindergarten Self-Contained: 825 minutes or more
 - Blended Special Education/Regular Education Kindergarten: 825 minutes or more
 - Primary or Intermediate Generic Self-Contained: 825 minutes or more
 - Middle School Rotation: 900 minutes or more
 - High School Rotation: 900 minutes or more
- Level 4A special education class** with contact into general education as appropriate (students are placed by IEP Teams):
 - Therapeutic Kindergarten
 - Behavior Intervention Program (EBD) - HS only
 - Dyspraxic, Deaf/Hard-of-Hearing, Visually Impaired
 - Low Incidence Continuum
 - Low Grouping
- Level 4B special education class** with contact into general education as appropriate (students are placed by IEP Teams):
 - Autism Continuum
 - Low Incidence Continuum
- Level 4E special education class** with contact into general education as appropriate (students are placed by IEP Teams):
 - Behavior Intervention Program (EBD) - Elm. & Middle

SPECIAL EDUCATION BUDGETING REQUIREMENTS

**Special Education funds are to only be used for Special Education service!
In order to maintain compliance, sites must budget the following:**

- **Teacher staff per program model (Bargaining Agreement)**
 - Level 2 Elementary and Secondary: 1.0 FTE per 22 students
 - Level 3 Preschool: 1.0 FTE per session (12 students per session)
 - Level 3 Primary: 1.0 FTE per program (13 students per program)
 - Level 3 Intermediate: 1.0 FTE per program (14 students per program)
 - Level 3 Middle: 1.0 FTE per program (15 students per program)
 - Level 3 High: 1.0 FTE per program (20 students per program)
 - Level 4A all grades: 1.0 FTE per program (9 students per program)
 - Level 4B all grades: 1.0 FTE per program (8 students)
 - Level 4E EBD Elm & Mid classes: 1.0 FTE per program (10 students)

- **Instructional staff per program model (Bargaining Agreement)**
 - Level 2 Elementary and Secondary: Instructional Assistant is optional
 - Level 3 Preschool: 1.0 Instructional Assistant FTE per session (12 students per session)
 - Level 3 Primary: 1.0 Instructional Assistant FTE per program (13 students per program)
 - Level 3 Intermediate: 1.0 Instructional Assistant FTE per program (14 students per program)
 - Level 4A all grades: 1.0 Instructional Assistant FTE per program (9 students per program)
 - Level 4B all grades: 2.0 Instructional Assistant FTE per program (8 students)
 - Level 4E Elm & Mid EBD classes: 2.0 FTE per program (10 students)

- **IEP writing per teacher per SEA contract (20 hours per 1.0 FTE) (Bargaining Agreement)**

- **Supplies/equipment dollars based on the following formula (Bargaining Agreement)**
 - Level 2 Elementary and Secondary: \$650 per program (\$30.00 per student)
 - Level 3 Preschool: \$1,150 per session (\$96.00 per student)
 - Level 3 Primary: \$850 per program (\$65.00 per student)
 - Level 3 Intermediate: \$850 per program (\$61.00 per student)
 - Level 3 Middle: \$850 per program (\$57.00 per student)
 - Level 3 High: \$850 per program (\$43.00 per student)
 - Level 4A all grades: \$1,700 per program (\$189.00 per student)
 - Level 4B all grades: \$1,700 per program (\$212.50 per student)
 - Level 4E all grades: \$1,700 per program (\$170.00 per student)

Students receiving therapy services: \$10 per student per therapy at your site (e.g., speech, occupational/physical therapy) See Therapy Table on Page xxx

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.

Background Information and Assistance

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

Projected Enrollment: Current year child count data forms the base for projected enrollment. Rising and continuing students plus district enrollment trends are included. Self-contained classrooms are projected at program capacity.

Service Levels: Determined by the program models provided in the building.

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.

Mental Health Needs: School teams may use part of the special education and regular education funds that special education students generate to arrange independent contracts for mental health services for special education students who need this service.

Central Department Responsibility

- Funding for classified positions staffed centrally for unmet needs identified by schools and approved by the Special Education Department as required under FAPE (e.g., interpreters).
- For special education related services personnel (e.g., SLPs), test kits, protocols and scoring keys/services for all evaluation activity.
- Interpreter services for difficult-to-find languages and signing interpreters for IEP services if not available at the site.

Building Responsibility

- Cost for writing and delivering IEPs if the school has hired a non-endorsed individual in the position of a special education teacher
- 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

For program planning assistance, please contact:

Special Education Manager: Sara Woolverton, 252-0829

Student Services Operations Coordinator: Duggan Harman, 252-0057

Special Education Therapy Supply Set Aside amounts					
School	# OT	#PT	# Speech	Total	Supply Set-aside
					=\$10* total
Adams	2	16	32	50	\$500
AE #2 Decatur	29		36	65	\$650
African Am. Acad	4		24	28	\$280
Aki Kurose	3		44	47	\$470
Alki	20	1	42	63	\$630
Arbor Heights	4		36	40	\$400
AS #1 Pinehurst	3		14	17	\$170
B.F. Day	1		14	15	\$150
Bagley	3		16	19	\$190
Ballard	2	1	41	44	\$440
Beacon Hill	4		26	30	\$300
Blaine	8		22	30	\$300
Brighton		6	16	22	\$220
Broadview	29	9	62	100	\$1,000
Bryant	9		28	37	\$370
Center School	4		5	9	\$90
Childhaven	4	1	6	11	\$110
Cleveland	2		5	7	\$70
Coe	7		17	24	\$240
Concord	3		28	31	\$310
Cooper	13		35	48	\$480
Dearborn Park	6		23	29	\$290
Denny	1		23	24	\$240
Dunlap	18		44	62	\$620
Eckstein	2		41	43	\$430
Ed. Service Ctrs			3	3	\$30
EEU	52	1	77	130	\$1,300
Emerson	1		19	20	\$200
Fairmount Park	2		25	27	\$270
First Place			3	3	\$30
Franklin		1	11	12	\$120
Garfield			9	9	\$90
Gatewood		8	18	26	\$260
Gatzert	13	10	63	86	\$860
Graham Hill	1		23	24	\$240
Green Lake	7	10	20	37	\$370
Greenwood	7	1	20	28	\$280
Hamilton			37	37	\$370
Hawthorne	8		31	39	\$390
High Point	4		28	32	\$320
Highland Park	6		14	20	\$200
Home Res. Ctr	1		10	11	\$110
Ingraham	4		40	44	\$440
Interagency			1	1	\$10

Special Education Therapy Supply Set Aside amounts Cont..					
School	# OT	#PT	# Speech	Total	Supply Set-aside
					=\$10* total
Itinerant Preschool	18	3	14	35	\$350
John Hay	21		41	62	\$620
John Marshall			4	4	\$40
John Stanford			11	11	\$110
Kimball		10	44	54	\$540
Lafayette	1	7	38	46	\$460
Laurelhurst	3	1	16	20	\$200
Lawton	15		36	51	\$510
Leschi	8		27	35	\$350
Lowell	30	29	82	141	\$1,410
Loyal Heights	7		26	33	\$330
M.L. King	1	2	17	20	\$200
Madison	3		40	43	\$430
Madrona	18		41	59	\$590
Maple	3		21	24	\$240
McClure	11		32	43	\$430
McGilvra	3		17	20	\$200
McGraw Res	6		9	15	\$150
Meany	5	12	38	55	\$550
Mercer	1		46	47	\$470
Montlake	4	3	18	25	\$250
Muir	3		16	19	\$190
Nathan Hale		5	20	25	\$250
New School	5		11	16	\$160
North Beach	8		21	29	\$290
Northgate	4		18	22	\$220
Nova	1	1	7	9	\$90
Olympic Hills	6		17	23	\$230
Olympic View	8	10	30	48	\$480
Orca	4	1	9	14	\$140
Pathfinder	1	3	21	25	\$250
Private Special Ed	11	3	30	44	\$440
Rainier Beach	5	1	7	13	\$130
Rainier View	1	10	29	40	\$400
Rogers	9		21	30	\$300
Roosevelt			26	26	\$260
Roxhill	25		50	75	\$750
Sacajawea	7		24	31	\$310
Salmon Bay	23		57	80	\$800
Sanislo		6	29	35	\$350
Schmitz Park	12		28	40	\$400
Seahawks			2	2	\$20

Special Education Therapy Supply Set Aside amounts Cont..					
School	# OT	#PT	# Speech	Total	Supply Set-aside
					=\$10* total
Sealth		3	19	22	\$220
Seconday BOC			2	2	\$20
South Lake			5	5	\$50
Stevens	3		20	23	\$230
Summit K-12		3	19	22	\$220
T. Marshall	14	10	50	74	\$740
T.T. Minor	3		15	18	\$180
TOPS	5		33	38	\$380
Van Asselt	14		56	70	\$700
View Ridge	36	6	66	108	\$1,080
Viewlands	21		27	48	\$480
Washington		7	33	40	\$400
Wedgwood	8	4	21	33	\$330
West Seattle		4	19	23	\$230
West Woodland	1	4	15	20	\$200
Whitman		6	42	48	\$480
Whittier		2	13	15	\$150
Whitworth	15	5	31	51	\$510
Wilson/Pacific Day	18	18	43	79	\$790
Wing Luke	3		23	26	\$260

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.

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

TERMINOLOGY	
ELL : English Language Learners	ENL : English as a New Language
TBE : Transitional Bilingual Education	ELD : English Language Development
ESL : English as a Second Language	ELD STANDARDS : Student learning assessment tool that applies in all models (bilingual, TBE, ESL)
BOC : Bilingual Orientation Center (Schools with Newcomer Student Program)	BIL. IA : Bilingual Instructional Assistant

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.

- **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 mainstream 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 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 \$1500	6-10 languages at \$3000
11-15 languages at \$5000	16 or more languages at \$7000

1. 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)

Elementary Schools: 1 per 70 students for TBE and ESL models

Middle Schools and High Schools: 1 teacher per 45 students based on a 6-period day

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.

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.

GUIDELINES FOR TITLE I/LAP SITE-BASED BUDGETING

Required forms for this funding source are available at URL. These forms must be submitted along with your budget development packet.

The Federal No Child Left Behind Act of 2001 reauthorized Title I funding to provide academic assistance to students failing to meet challenging State academic standards in the core subject areas of reading, mathematics. Progress must be sufficient to ensure that all Title I/LAP 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.

The Learning Assistance Program (LAP) is the state equivalent with funds allocated to eligible schools with the goal of obtaining the same academic achievement goals as Title I.

Title I /LAP 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.

PROGRAM COMPLIANCE REQUIREMENTS AND EXPECTATIONS

Developing Instructional Programs:

- Accountability is key.
- Title I/LAP dollars cannot be used to supplant baseline dollars.
- Title I and LAP dollars must target those students 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 of not meeting Adequate Yearly Progress (AYP) must set aside a minimum of 10% of their Title 1 allocation for professional development. These dollars must be fully expended in order to meet compliance standards of No Child Left Behind.**

Guidelines for Title 1 / LAP 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, as well as a parent compact, required for a school-wide program.
- A team of building administrators, staff, parents, and community members must develop the plan.
- 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.
- Your plan must include strategies for providing assistance and acceleration to students who are experiencing difficulty meeting state performance standards and Seattle Public Schools exit criteria, including limited English proficient, special education, migrant, and homeless students.
- Students cannot be excluded because they are eligible for other categorical programs.

Targeted Assistance Programs – Title I and Learning Assistance Program (LAP)

- Inclusion models and extended day activities are encouraged.
- All students must be rank ordered by those most in need of academic support.
- All students identified to receive LAP services must have an Accelerated Student Learning Plan.
- 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 & LAP Parent Money

- Federal law requires a **minimum 1%** set aside of each school's Title 1 allocation for a parent program component.
- Seattle Public Schools requires a similar **1% minimum** set aside of each school's LAP 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.)

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. If the Title I/LAP funding is driven to the schools based on poverty, can we only serve students who are on free and reduced lunch?

Title I/LAP dollars are driven to your school based on poverty. However, the service delivery model, including the students served, is a building based decision that is based on academic need. If you have a targeted assistance program, you must be able to show that the dollars are targeted for students with the greatest academic needs. In a school-wide program, you must be able to show that the Title I funding is supporting your efforts to implement a building program that helps all students meet the Seattle Public Schools standards.

2. 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.

3. 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 person or this item supplant basic education money?"

4. 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 commercial popcorn popper;
- 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.

COMMONLY ASKED QUESTIONS FOR TITLE 1 / LAP CONTINUED

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 classes, please use the newly created Teacher staff position Comp Ed Teacher 23101195 for this position.

7. Can our school use Title I/LAP 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.)

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

Yes. In fact, the law states that Title I dollars should be focused on students who are not meeting the 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.

For program planning assistance, please contact:

Title I/LAP Student Services Supervisor:
Barb Salo bsalo@seattleschools.org or 252-0192

Student Services Operations Coordinator:
Duggan Harman dharman@seattleschools.org or 252-0057

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 and Maintenance Program, contact the Office of Grant Services for assistance, 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 Office of Grant Services 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 Office of Grant Services and your Education Director of your intent to prepare a grant request. The Grant Office 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 Office of Grant Services 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 Office of Grant Services will acquire the appropriate signatures and assist you in mailing the application to the designated funding agency.

6. Contact your Grant Fiscal 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 the Office of Grant Services.

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. Share the good news and celebrate!
2. Thank the funding agency and personnel who assisted you in the development and submittal of your grant request.
3. 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.
4. Notify the Office of Grant Services and your Education Director of your award. The Office of Grant Services 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.
5. If it is recommended that funds be handled through a grant account, provide a copy of the grant award or check to the Office of Grant Services. You will receive a Notification of Grant Award with a grant code for your program. Once you receive this notification, contact your grant fiscal analyst to prepare a budget for grant expenditures and to place this budget in the District's financial system.

Contact your Grant Fiscal Analyst when you need to modify and/or change your budget.

6. 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.
7. 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.
8. Continue to celebrate the effectiveness of the program and the positive impacts it is having on student performance.

Office of Grant Services 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?**

Our office 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 our office for quality review and processing. We will obtain the Superintendent's signature. If you have an application, please schedule a convenient time with us 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 our office 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. We will advise you when the agreement needs to be signed by the District's Chief Financial Officer 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 grant fiscal analyst assigned to your school. The grant fiscal analyst within the Office of Grant Services will help you make the desired changes to your grant budget.

Grant Indirect Rates for 2006-2007

The indirect rate is 3.8%. Use the 3.8% indirect rate for all upcoming grant applications unless the Office of Grant Services or your funding agency 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

$\$1,000,000 / 1.038 = \$ 963,391$ direct costs

$\$1,000,000 - \$ 963,391 = \$36,609$ 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 2006-2007 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.

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

2006-2007 rates are used to demonstrate calculations (not split-funded).

1.000 FTE Teacher	Salary	\$47,396
Title I Funds	TRI – 2006-2007 average rate	7,060
	Benefits 15.28% Certificated (2005-2006)	8,321
	Medical	8,852
Total Compensation		\$71,629

Example 2

2006-2007 rates are used to demonstrate calculations (split-funded)

.400 FTE Teacher	Salary	\$47,396 x .400 FTE	\$18,958
Title I Funds	TRI	\$7,060 x .400 FTE	2,824
	Benefits	15.28 % Certificated	3,328
	Medical	\$8,852 x .400 FTE	3,541
Total Compensation			\$28,652

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 a week 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., over-load 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 2006-2007.

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 Office of Grant Services 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.

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 2006-2007 school year. If more detailed information is needed regarding cost limitations or grant compliance issues, please contact the Office of Grant Services for assistance.

Guidelines for Career and Technical Education (CTE) PCP Allocations

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

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

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

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

PCP is allocated for coordination and instructional activities outside the classroom (Family and Consumer Science Education, Marketing Education, and Diversified Occupations). PCP is allocated to reduce class sizes when safety considerations require it (i.e., in Trade & Industry and Technology Education).

The initial CTE PCP allocation is based on 2005-2006 staffing. Adjustments can be made for additional PCP time if full-time staff is added in Agriculture Education, Family and Consumer Science Education, Marketing Education, Tech Education, and Trade & Industry Education program areas. If staff are reduced, so is the PCP allocation.

For teachers in areas that qualify for PCP allocations.**

- If the CTE assignment is 0.4 FTE or less, no PCP is allocated
- If the CTE assignment is 0.5-0.9 FTE, 0.1 PCP is allocated
- If the CTE assignment is 1.0, then 0.2 PCP is allocated

- For any of these Family & Consumer Education (FACSE) programs, a maximum of 0.1 additional PCP can be allocated; the teacher must carry a full 1.0 FTE CTE assignment. Thus, the maximum PCP allocation for a full-time FACSE teacher is 0.3 FTE*. These specialty areas are:
 - Career in Education, or
 - ProStart, or
 - Textiles & Apparel

Guidelines for Career and Technical Education (CTE) PCP Allocations Cont.

- Allocations to support Cisco Networking systems must be individually negotiated because they are staffed differently in each participating school. However, for 2006-07, it is anticipated that only three or four Cisco programs will obtain PCP allocations from the Department of School to Work / CTE, and priority will be given to schools who make the second Cisco teacher position whole (the teacher can teach sections of other CTE courses besides Cisco for part of their day).
- An extra 0.1 PCP can be allocated for a CTE teacher who plays a meaningful role in a career academy.

**Appropriate adjustments are made for schools that teach in a four-period schedule

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 (2005–2006) to next year (2006–2007) 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 Office of Grants Services 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).

GUIDELINES FOR SCHOOL LIBRARIES

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

School Library Vision Statement:

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

School Library Mission Statement:

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

- Providing access to materials in all formats,
- Promoting interest in reading, viewing, using, and creating information and ideas, and
- Working with other teachers to integrate resources and technology into the curriculum.

What is a Teacher Librarian?

A school teacher librarian is a certificated teacher with specialized training whose job is to:

Teach Information Skills

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

Advocate for Literacy

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

Manage Information

- Develop, organize and maintain a collection of print, non-print, and computer-based resources that are integral to the school's curriculum,
- Be a resource person for the faculty and administration,
- Manage the resources, budget, usage, and staff of the library,
- Know the school's curriculum, and help integrate a variety of resources, technology, and teaching and learning styles,
- Identify and promote the services of public libraries, and other community resources.

What is a School Library?

A school library is a physical and virtual space which:

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

CHECKLIST “STUDENT FUNDING ALLOCATION” 2006-07

This page is a companion page to “Guidelines for School Libraries 2006-07”. It is a checklist of items recommended in order to achieve the goals for school libraries;

Certificated Librarian

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

FTE BUDGETED FOR FY07 = _____

Assistant Time

FTE BUDGETED FOR FY07 = _____

Book Budget (Commitment 5602)

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

Elementary:	RECOMMENDED MINIMUM =	\$3,000-\$6,000
	BUDGETED FOR FY07=	\$ _____
K-8:	RECOMMENDED MINIMUM =	\$5,000-9,000
	BUDGETED FOR FY07 =	\$ _____
Middle:	RECOMMENDED MINIMUM =	\$6,000-10,000
	BUDGETED FOR FY07 =	\$ _____
High:	RECOMMENDED MINIMUM =	\$8,000-12,000
	BUDGETED FOR FY07=	\$ _____

Electronic Resources (Commitment 5605 or 5606)

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

Research database subscriptions \$ _____

New computers, equipment, peripherals \$ _____

Periodicals (Commitment 5603)

Magazine budget \$ _____

Supplies (Commitment 5100) Supply budget \$ _____

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